

A close-up photograph of a person's hand holding a black pen, writing on a calendar grid. The calendar is open to a page showing the days of the week and times. The text 'YOUR ACADEMIC TRANSITION FOR A SUCCESSFUL FIRST YEAR' is overlaid in large, white, sans-serif capital letters across the center of the image. The background is slightly blurred, showing the calendar's grid and some handwritten notes.

# YOUR ACADEMIC TRANSITION FOR A SUCCESSFUL FIRST YEAR

The Academic Advising Office is your partner in academic success.

This booklet is just one of the many ways to access support.

Reach us at Steiner top floor or 641-269-3713 or at [advising@grinnell.edu](mailto:advising@grinnell.edu)

# Welcome to Grinnell College!

This booklet is created by the Academic Advising Office to offer evidence-based advice as you begin your Grinnell experience. As you may have realized by now, the college workload and academic experience in general can be quite different from high school, but luckily there are many resources and services to assist and guide you.

Academic Advising is happy to consult with you about anything related to your academic experience. Reach out to our office (contact information below) to schedule an appointment.

If you need an alternate form of this booklet, please contact Sondi Burnell (burnell@grinnell.edu).

BEST WISHES IN YOUR FIRST SEMESTER AT GRINNELL!

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Visit us on GrinnellShare: search "Academic Advising"

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# TRANSITIONS: HIGH SCHOOL → COLLEGE

## Following the rules in high school → Choosing responsibly in college

High school is *mandatory* and usually *free*. → College is *voluntary* and can be *costly*.

Your time is structured by others. → You manage your own time.

You need permission to participate in extracurricular activities. → You must decide whether to participate in cocurricular activities.

You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. → You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.

Each day you proceed from one class directly to another, spending six hours each day — 30 hours a week — in class. → You often have hours between classes; class times vary throughout the day and evening, and you spend only 12 to 16 hours each week in class

Most of your classes are arranged for you, or you're on a "college prep" track with a fixed set of courses. → You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.

You are not responsible for knowing what it takes to graduate. → Graduation requirements are complex and differ from year to year. You are expected to know those that apply to you.

**GUIDING PRINCIPLE: You will usually be told what to do and corrected if your behavior is out of line.** → **GUIDING PRINCIPLE: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.**

## Going to high school classes → Succeeding in college classes

The school year is 36 weeks long; some classes extend over both semesters and some don't. → The academic year is divided into two 14-week semesters, plus a week after each semester for exams and final projects.

Classes generally have no more than 35 students. → Classes may include five students or 45 students; either way attendance is important, as most classes involve considerable participation.

You do most of your studying in class, with homework as a backup. → You do most of your studying outside class (at least two to three hours outside class for each hour in class) with lectures and other class work as a guide.

You seldom need to read anything more than once, and sometimes listening in class is enough. → You need to review class notes and text material regularly.

You are provided with textbooks at no expense. → You need to budget substantial funds for textbooks, which will usually cost more than \$300 each semester. Textbooks must be bought promptly (before the bookstore returns unpurchased copies).

You are expected to read short assignments that are then discussed, and often re-taught, in class. → You are assigned substantial amounts of reading and writing which may not be directly addressed in class. Faculty may bring up or discuss new material in class.

**GUIDING PRINCIPLE: You will usually be told in class what you need to learn from assigned readings.** → **GUIDING PRINCIPLE: It's up to you to read and understand the assigned material. Lectures and assignments proceed from the assumption that you've already done so.**

*The information on this page is adapted, with permission, from Altshuler Learning Enhancement Center at Southern Methodist University. Gary Schultz, Director of Web Communications, Perkins Administration Building, 6425 Boaz Lane, Dallas, TX 75205.*

# 10 TIPS FOR ACADEMIC SUCCESS

## MUSTS

### 1. GO TO CLASS!

Make sure you attend every class — having done the reading so you know what is being covered — and take thorough notes. You will be thankful when it comes to writing assignments and preparing for exams.

### 2. LOCATION, LOCATION, LOCATION

If you are serious about getting your work done, find a place to study that is relatively free of distractions.

### 3. MAKE IT A HABIT: WORK EVERY DAY.

Avoid late-night (or even all-night!) cram sessions. Spend time on your studies each day; use small blocks of time throughout your day. You will be amazed what can be accomplished between classes.

### 4. HELP EXISTS! SEEK IT OUT AND IMPROVE YOUR GRADES.

Meet with the helpful staff in the Learning Centers, Libraries, and the Academic Advising Office. Visit your instructors' office hours, attend mentor sessions, and utilize tutors. There are tons of resources for you!

### 5. GET AND STAY ORGANIZED.

Remember important dates. Use your syllabi and dates for other obligations (work, activities, etc.) to map out your daily, weekly, and monthly schedule. Keep a day planner (paper or electronic) and a wall calendar.

### 6. PRIORITIZE.

Once you have a calendar for the “big stuff,” prioritize the little stuff you have to do every day. It's not critical that you schedule every minute, but that you know what you need to accomplish by the end of each day.

### 7. PRACTICE SELF-CARE — EAT, EXERCISE, SLEEP.

Your brain will not function to its full potential when you are hungry, tense, or tired. It is crucial to eat well, exercise, and get enough sleep.

### 8. BE STUDY SMART.

Become an active and creative learner. Form study groups or work with a tutor to be sure that you understand the main concepts covered in the course — not just that you recognize or can “regurgitate” them, but that you fully understand and can articulate connections among the ideas.

### 9. BE TEST SMART.

Think through specific strategies to tackle different types of tests (e.g., short answer, essay), carefully read instructions, budget time, and do less difficult questions first to build confidence.

### 10. COMMUNICATION IS KEY.

Talk regularly with your professors about your course assignments and performance. Developing a good relationship with your professors helps your learning and can prove extremely useful if you ever run into serious difficulty.



# LEVELS OF TIME MANAGEMENT

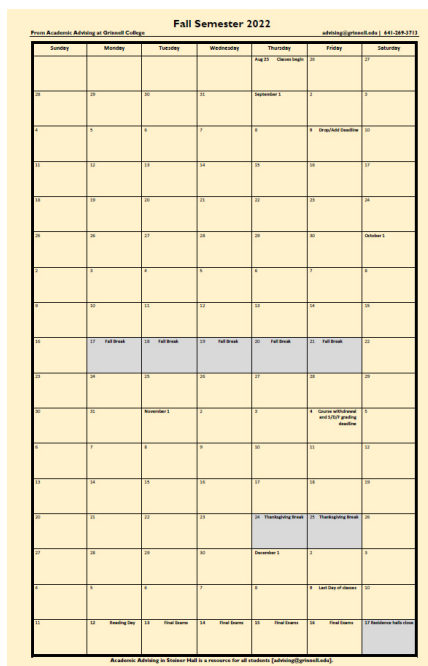
Planning and executing your plan is essential to getting academic work completed. There are many ways to plan — you may have to experiment to find what works for you. The suggestions below are useful ways to conceptualize time and plan accordingly.

## 1. THE YELLOW CALENDAR: A BIRD'S EYE VIEW OF YOUR SEMESTER

- To prepare, review and even highlight important information in each of your syllabi.
- Using information from your syllabi, fill in a semester calendar (found in the hallway of Steiner top floor — they're yellow) with major deadlines and events, including:

- o Due dates of papers, tests, projects, and other major assignments
- o Dates of breaks/holidays/athletic events/conferences that you need to schedule around
- o Dates of special events you don't want to forget

- Cross out major items as you complete them and add major items as you they come up.
- Post this calendar in a prominent area in your room and even take a photo with your phone so you have available at all times.



## 3. WEEK BY WEEK: STAYING STEADY THROUGH THE EBB AND FLOW OF ACADEMIC WORKLOAD

- Create a weekly schedule template that includes all your set-in-stone commitments (classes, work, meetings, meals, sports practice, lessons, mentor sessions, sleep, etc.). See an example on the next page. Both electronic and print versions of this template are available from Academic Advising, Steiner top floor.
- Take note of the empty spaces — these are the windows of time that remain available to do your academic work.
  - o Consider when you're most productive and schedule these blocks of time as "academic work shifts."
  - o Keep in mind that there will be ebb and flow each week in terms of workload — some weeks most your free time will be dedicated to academic work, and other weeks you'll have more time for leisure activities. Though it varies, you'll likely need to schedule 15-20 hours of "academic work shifts" per week to stay on top of your work.
- Make copies of this template each week so that you can create a custom plan that includes all of what you need to accomplish each week. Consider creating your weekly plan on Friday (after class, before fun time), to plan out your weekend and the following week.
- Review this plan each day to check off what you've accomplished. Add/delete items throughout the week as necessary.

CHECK OUT  
A SAMPLE  
ON THE NEXT  
PAGE.

## 2. DAILY TASK MANAGEMENT: TO MANAGE STRESS AND STAY AFLOAT DURING BUSY TIMES

- Using a daily planner page that's broken down by hourly increments can help you stay sane during high peak times, such as mid-sems, the weeks prior to finals, and finals week. These can be found in Steiner top floor or on the web.
- Review your weekly schedule at the beginning of each day and block out set-in-stone time commitments.
- In the open times, schedule when you will complete the tasks needing done that day. Be realistic about the amount of time you will need to complete tasks.
- Move items that you didn't complete to another day.

# WEEKLY SCHEDULE TEMPLATE EXAMPLE

Week of 9/23 Schedule TO DO: \* make DR appt. \* do laundry! \* call Gma back

Time	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	Time
7 AM								7 AM
8 AM			TUT100		TUT100		Dhall shift	8 AM
9 AM		ECN111		ECN111		ECN111		9 AM
10 AM		go to office hours		read HIS materials				10 AM
11 AM						Dhall shift	work on HIS paper for TUES.	11 AM
NOON		lunch	lunch	lunch	lunch			NOON
1 PM	read for tutorial & history	BIO150	HIS100	BIO150	HIS100			1 PM
2 PM					go to office hours	eat lunch		2 PM
3 PM			go to lib. for HIS paper materials			plan for next week		3 PM
4 PM					Writing Center appt. for HIS paper			4 PM
5 PM			Dhall shift				going to	5 PM
6 PM		dinner		dinner	dinner	dinner	jazz concert!	6 PM
7 PM	start 1 page tutorial paper	finish tutorial draft		YGB				7 PM
8 PM			eat dinner					8 PM
9 PM			ECN HW					9 PM
10 PM								10 PM
11 PM								11 PM
MIDNIGHT								MIDNIGHT

The blocks of time marked in red represent “academic work shifts”—time devoted to being productive even if there aren’t pressing deadlines. This will help reduce overload and stress when things get busy.

# TRANSITIONS: TEACHERS → PROFESSORS

## High School Teachers → College Professors

- Teachers check your completed homework. → Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
- Teachers remind you of your incomplete work. → Professors may not remind you of incomplete work.
- Teachers approach you if they believe you need assistance. → Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. If they do think you need more help, they'll usually let you know and recommend you see them in person. Do this!
- Teachers are often available for conversation before, during, or after class. → Professors expect and want you to attend their scheduled office hours. That's why you're at a small school.
- Teachers provide you with information you missed when you were absent. → Professors expect you to get from classmates any notes from classes you missed.
- Teachers present material to help you understand the material in the textbook. → Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.
- Teachers often write information on the board to be copied in your notes. → Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Taking good notes is critical.
- Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. → Professors expect you to think about and synthesize topics that may not immediately appear related.
- Teachers often take time to remind you of assignments and due dates. → Professors expect you to read, save, and consult the course syllabus. The syllabus spells out exactly what is expected of you, when it is due, how you will be graded, and any other course policies.
- Teachers carefully monitor class attendance. → Professors may not formally take roll, but they are still likely to know whether or not you attended. Faculty members set their own attendance policies and can fail students simply for lack of adequate attendance.

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# MAKE THE MOST OF YOUR MEETINGS WITH FACULTY

Meeting with a faculty member can be intimidating. Below are some guidelines new students can follow to make such meetings more productive. This advice, developed by the retention office at the University of Toledo (Ohio), first appeared in *National-On-Campus Report's* sister publication, *Recruitment and Retention in Higher Education*.

## Step 1: Plan when to meet, and show up.

- Review the syllabus for your instructor's office hours. Go to his/her office during those hours.
- If you're uncertain of your instructor's office hours, ask him/her.
- If your schedule conflicts with the office hours, ask for a separate appointment.

## Step 2: Establish rapport.

- Be on time for your appointment.
- When you arrive, be pleasant, smile, introduce yourself again (include your name and class), and shake hands if appropriate.

## Step 3: Present your concern.

- Focus on the specific questions you've identified as problematic.
- Have your problem(s) written out so that the instructor can see where your difficulties are.

## Step 4: Provide background information.

- Briefly tell your instructor about your high school background and preparation for the course — if relevant to solving the problem.
- Explain the study strategies you've used to understand the material.

## Step 5: Redirect for clarification.

- If the instructor's explanation isn't clear, redirect his/her attention to the specific point where you became confused.
- "Talk through" your problems so that the instructor hears your reasoning.

## Step 6: Summarize resolution of the problem.

- "I was missing this step in... I need to apply this formula..."

## Step 7: Thank your instructor.

- And ask to come back if necessary.

## Additional Tips:

- Avoid doing things that will give your professor a negative impression of you, like missing classes, arriving late, or turning in sloppy or incomplete work. Do not be "the boy who cried wolf." The professor may not believe that you were really sick when you have missed a number of classes.
- Choose the appropriate time and place. Professors will be far less likely to bend the rules to address your specific circumstances if you ask them in a public setting.
- Asking professors complicated questions before or after class is generally ineffective. They are often busy during these times, so they cannot give you their undivided attention. Meet with them during their office hours to talk about the issue you want addressed.
- Do not meet with your professors only to complain or bring up problems. Professors appreciate sincere compliments as much as anyone else. Let them know when you have enjoyed learning something in their class, but only do so if the sentiment is sincere.
- When you are sick or have some other problem, let the professor know as soon as possible that you will miss class. Asking about makeup tests before they are given will give the professor more time to work out a solution and probably cause the professor to be more sympathetic.



# TRANSITIONS: TESTS AND GRADES

## Tests in high school → Tests in college

- Testing is frequent and covers small amounts of material. → Testing may be infrequent and cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only two or three tests in a semester.
- Makeup or “re-takes” of tests are often available. → Makeup tests are almost never an option; if they are, you need to request them. Re-takes are rare as well.
- Teachers frequently rearrange test dates to avoid conflict with school events. → Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- Teachers frequently conduct review sessions, pointing out the most important concepts. → Professors rarely offer review sessions; when they do, they expect you to be an active participant, one who comes prepared with questions.
- GUIDING PRINCIPLE: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.** → **GUIDING PRINCIPLE: Mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems.**

## Grades in high school → Grades in college

- Grades are given for most assigned work. → Grades may not be provided for all assigned work.
- Consistently good homework grades may raise your overall grade when test grades are low. → Grades on tests and major papers usually provide most of the course grade.
- Extra-credit projects are often available to help you raise your grade. → Extra-credit projects are rarely offered in college courses.
- Initial test grades, especially when they are low, may not have an adverse effect on your final grade. → Watch out for your first tests. These are usually “wake-up calls” to let you know what is expected — but they also may account for a substantial part of your course grade. You may be surprised when you get your grades.
- You may graduate as long as you have passed all required courses with a grade of D or higher. → You may graduate only if you earn 124 credits, you have attended for eight semesters, your grade point average is at least a 2.0, and you have met all the requirements in your declared major.
- You likely had access to your grades 24/7 through an electronic system. → Faculty use different systems for recording grades in progress and do not necessarily use an electronic gradebook. They may expect you to keep track of your approximate grade based on handed-back assignments, and to talk to them if you want to know your exact grade at a given time.
- GUIDING PRINCIPLE: “Effort counts.” Courses are usually structured to reward a good-faith effort.** → **GUIDING PRINCIPLE: “Results count.” Though a good-faith effort is important (in regard to the professor’s willingness to help you achieve success), it will not substitute for your own results in the grading process.**

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# MANAGING READING

Most students jump right in when they have a pile of academic readings to get through and understandably so! Though it might seem counterintuitive, it's actually very helpful to take a few minutes to **assess the reading task** before beginning to read.

**Assessing any learning task** means thinking about how you're going to approach it. The more you know about effective learning strategies, the better equipped you are to choose the best strategies for any given task.

In the case of reading, the first step should always be asking yourself **WHY** you're doing this reading. The purpose of the reading guides your decision about how you will approach the reading. In other words, **the WHY will determine the HOW**.

## Why am I reading this?

To be prepared to participate in class discussion

To respond to questions posed by the professor or within the text itself

To complete a problem set or other task-based homework activity

To research a topic and prepare to write a paper

To remember and understand foundational knowledge (for testing or for future use)

## How can I read this?

Think about the typical themes and structure of class discussion. Write down a few notes about things you want to bring up. Often feeling more prepared can make participation easier.

Read the questions first. This will direct your attention to what the professor or book thinks are most important aspects to understand.

Preview the problem set or activity. What information do you need to have before starting the homework? What do you know already? What additional or new information do you need?

You will likely be using this information as quotations or paraphrasing, so annotate your sources and take careful notes. Be mindful of keeping track of your sources.

Consider creating flash cards as you'll need this knowledge later. You could also listen to the text as you read and take notes.

Want to learn more? Visit academic advising on the top floor of Steiner Hall or email us at [advising@grinnell.edu](mailto:advising@grinnell.edu).

# BREAK IT DOWN: PAPERS AND BIG ASSIGNMENTS

ASSIGNMENT:

COURSE:

PROCESS	NOTES
<p>1) What steps will get the ball rolling?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess the prompt by reading thoroughly, annotating, taking notes, and writing down questions</li> <li><input type="checkbox"/> Write due date in planner and here: _____</li> <li><input type="checkbox"/> Brainstorm ideas and write them down</li> <li><input type="checkbox"/> Bring questions and ideas to instructor (via office hours or a scheduled appointment) – Date &amp; Time: _____</li> </ul>	
<p>2) What can support successful completion of this assignment?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Library Lab (help with research) – Date &amp; Time: _____</li> <li><input type="checkbox"/> Writing Center (writing process) – Date &amp; Time: _____</li> <li><input type="checkbox"/> Academic Advising/Partners (breaking down &amp; planning out assignment) – Date &amp; Time: _____</li> </ul>	
<p>3) What's the plan for completion?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Break up assignment into sub-tasks</li> <li><input type="checkbox"/> Place sub-tasks into my calendar/planner (see back page)</li> <li><input type="checkbox"/> Add any meetings (from #2) to calendar/planner</li> </ul>	
<p>4) How to engage in the writing process?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find, read, annotate, and take notes on materials</li> <li><input type="checkbox"/> Even if assigned readings are complete, go back through with the intention of finding evidence</li> <li><input type="checkbox"/> Pull out specific quotes and ideas and stay organized with citations</li> <li><input type="checkbox"/> Generate text at any and all points that you have ideas</li> <li><input type="checkbox"/> See additional tasks in the writing process on the back page(?)</li> </ul>	
<p>5) Feeling stuck? Try...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Circle back to #1 again and work down the list to see where stuck</li> <li><input type="checkbox"/> Technology may help (speech to text, RW Gold for example)</li> <li><input type="checkbox"/> Talk about your ideas and/or read your text out loud to someone</li> <li><input type="checkbox"/> Connect with professor for feedback and assistance</li> <li><input type="checkbox"/> Consider turning in what you have and ask for opportunity to revise</li> </ul>	
<p>6) How did it go? Reflect on...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ...comments, feedback, and grade</li> <li><input type="checkbox"/> ...the process (what worked, what didn't)</li> <li><input type="checkbox"/> ...how to adapt for next time</li> </ul>	

## KEEP BREAKING IT DOWN

Some ideas for subtasks: brainstorm ideas, get feedback/approval of topic, research question, orthesis, make a concept map or outline, find sources, read, highlight, and pull text from sources,generate text for a rough draft, read text out loud to self or have a person or computer read it,seek feedback from instructor or classmate, incorporate previous feedback from instructor,revise, edit, and proofread, organize and add citations, create the works cited page

Sub-tasks	Date
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10) Turn it in!	

# EXAM PREP PROCESS FOR UNIT AND CUMULATIVE EXAMS

tips + tools  
refining your for  
process study

## Step 1

- Brain dump all of the information to see what can be **retrieved** without any materials
- Organize into separate topics (use syllabus, if needed)
- Create flash cards for concepts and definitions that must be **remembered** and **understood**

## Step 2

- Brain dump **how** and **why**
- Go deeper than step 1
- Get to a level of not only remembering and understanding, but also application, analysis, and evaluation

## Step 3

- Get feedback from materials: readings, lecture notes, .ppt slides, office hour feedback
- Identify what is already well understood
- Identify gaps in learning

## Step 4

- Focus on gaps in learning, re-learn what's missing
  - Independently
  - OR with:
    - Instructors
    - Tutors or course mentors
    - Classmates & peer

## Synthesis

Attempt to brain dump the how, what, and why in a more elaborate and synthesized way that has more meaning and depth

Organize information **conceptually** (with conceptmaps, diagrams, visual representation)

## Tools

Spaced Repetition Software (SRS) are highly sophisticated these days! Try out Zorbi or Anki — two of the best according to Grinnell students.

# GET GOOD SLEEP

Sleep is essential to good learning. Consolidation of memories happens during the sleep, so if you get poor sleep, you likely won't remember everything you learned that day. Sleep is also essential to self-regulation. Ever feel overly emotional or unable to focus after a poor night of sleep? Self-regulation is our ability to self-manage and make good decisions. Sleep is an important part of your learning routine, so try make it a top priority.

Falling asleep may seem like an impossible dream when you're awake at 3 a.m., but good sleep is more under your control than you might think. Following healthy sleep habits can make the difference between restlessness and restful slumber. Researchers have identified a variety of practices and habits — known as “sleep hygiene” — that can help anyone maximize the hours they spend sleeping, even those whose sleep is affected by insomnia, jet lag, or shift work. Adapted from: [healthysleep.med.harvard.edu/healthy/getting/overcoming/tips](https://healthysleep.med.harvard.edu/healthy/getting/overcoming/tips).

## **Avoid Caffeine, Alcohol, Nicotine, and Other Chemicals that Interfere with Sleep.**

- As any coffee lover knows, caffeine is a stimulant that can keep you awake. So avoid caffeine (found in coffee, tea, chocolate, cola, and some pain relievers) for four to six hours before bedtime. Similarly, smokers should refrain from using tobacco products too close to bedtime.
- Although alcohol may help bring on sleep, after a few hours it acts as a stimulant, increasing the number of awakenings and generally decreasing the quality of sleep later in the night. It is therefore best to limit alcohol consumption to one to two drinks per day, or less, and to avoid drinking within three hours of bedtime.

## **Turn Your Bedroom into a Sleep-Inducing Environment.**

- A quiet, dark, and cool environment can help promote sound slumber. Why do you think bats congregate in caves for their daytime sleep? To achieve such an environment, lower the volume of outside noise with earplugs or a “white noise” appliance. Use heavy curtains, blackout shades, or an eye mask to block light, a powerful cue that tells the brain that it's time to wake up. Keep the temperature comfortably cool — between 60 and 75°F — and the room well ventilated.

## **Establish a Soothing Pre-Sleep Routine.**

- Ease the transition from wake time to sleep time with a period of relaxing activities an hour or so before bed. Take a bath (the rise, then fall in body temperature promotes drowsiness), read a book, watch television, or practice

relaxation exercises. Avoid stressful, stimulating activities — doing work, discussing emotional issues. Physically and psychologically stressful activities can cause the body to secrete the stress hormone cortisol, which is associated with increasing alertness. If you tend to take your problems to bed, try writing them down — and then putting them aside.

## **Go to Sleep When You're Truly Tired.**

- Struggling to fall sleep just leads to frustration. If you're not asleep after 20 minutes, get out of bed, go to another room, and do something relaxing, like reading or listening to music until you are tired enough to sleep.

## **Use Light to Your Advantage.**

- Natural light keeps your internal clock on a healthy sleep-wake cycle. So let in the light first thing in the morning and get out of the office for a sun break during the day.
- Avoid blue light emitted from electronic devices for at least an hour before bedtime.

## **Keep Your Internal Clock Set with a Consistent Sleep Schedule.**

- Going to bed and waking up at the same time each day sets the body's “internal clock” to expect sleep at a certain time night after night. Try to stick as closely as possible to your routine on weekends to avoid a Monday morning sleep hangover. Waking up at the same time each day is the very best way to set your clock, and even if you did not sleep well the night before, the extra sleep drive will help you consolidate sleep the following night.

## **Nap Early — or Not at All.**

- Many people make naps a regular part of their day. However, for those who find falling asleep or staying asleep through the night problematic, afternoon napping may be one of the culprits. This is because late-day naps decrease sleep drive. If you must nap, it's better to keep it short (30–45 minutes max) and before 5 p.m.

## **Balance Fluid Intake.**

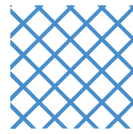
- Drink enough fluid at night to keep from waking up thirsty — but not so much and so close to bedtime that you will be awakened by the need for a trip to the bathroom.

## **Exercise (but Do It Early).**

- Exercise can help you fall asleep faster and sleep more soundly — as long as it's done at the right time. Exercise stimulates the body to secrete the stress hormone cortisol, which helps activate the alerting mechanism in the brain. This is fine, unless you're trying to fall asleep. Try to finish exercising at least three hours before bedtime or work out earlier in the day.

# Academic Resources to Support Your Success

## HUMANITIES AND SOCIAL STUDIES CENTER (HSSC)



### A. Writing, Reading, and Speaking Center

Room C1410

[Tisha Turk](#), director

Provides individual instruction and feedback on writing, reading, and speaking projects, for any course, at any point in the process. Make an appointment at [grinnell.mywconline.com](http://grinnell.mywconline.com)

### B. Center for Languages and Intercultural Communication (CLIC)

Room N1161

[Anastasia Izmaylova](#), director

Provides drop-in peer tutoring for all language departments and individual assistance with language learning strategies. Resources are available for other languages as well.

### C. Data Analysis and Social Inquiry Lab (DASIL)

Room S1310

[Julia Bauder](#), director

Drop-in peer mentoring available to help with data-driven projects and coursework.

## STEINER HALL



### D. Academic Advising

Upper floor

All staff offer a variety of academic needs including academic coaching, navigating academic policy options, and supporting students experiencing academic challenges. Some areas of specialty include:

- Partners learning development program and study lounge: [Belinda Backous](#) and [Lauren Myers](#)
- Tutoring in Humanities and Social Studies division courses: [Kate Ferraro](#)
- Academic policy exceptions: [Joyce Stern](#)
- General questions and scheduling: [Jillian Steelberg](#) or email [advising@grinnell.edu](mailto:advising@grinnell.edu)

### E. Disability Resources

Ground floor

All staff support the needs of students with disabilities. Some areas of specialty include:

- Disability accommodations: [Jae Baldree](#)
- Neurodiversity and executive functioning support: [Emily Fenner](#)
- Coordination of exam accommodations, scheduling and general questions: [Stacy Turley](#)
- Disability Cultural Center: [Autumn Wilke](#)

### F. Assistive Technology

Ground floor

[Sondi Burnell](#), coordinator

Provides accessible course materials and assistive technology applications to students, faculty, and staff.

## NOYCE SCIENCE CENTER



### G. Science Learning Center

Room 2809

[Minna Mahlab](#), director

Offers course-embedded and small group tutoring for Biology, Chemistry, Biological Chemistry, Neuroscience, and Physics.

### H. Math Lab

Room 2012

[Renee Bourgeois Parsons](#), director

Offers drop-in, lab-based tutoring for Mathematics and Statistics: MAT 115, 123, 124, 131, 133, and 209.

### I. Computer Science Learning Center

Room 3826

[Sarah Dahlby Albright](#), coordinator

Offers drop-in, lab-based and individual tutoring in Computer Science and upper-level Statistics.

### J. Psychology Tutors

Room 1517

[Barbara Brown](#), technical assistant

Arranges individual tutoring for Psychology.

### K. Kistler Science Library

Room 2102

[Kevin Engel](#) and [Gina Schlesselman-Tarango](#), science librarians

Provides individual and group assistance with academic projects. Request assistance via the online form: [https://grinnell.col.qualtrics.com/jfe/form/SV\\_efECq6VFplUC74N](https://grinnell.col.qualtrics.com/jfe/form/SV_efECq6VFplUC74N)

## BURLING LIBRARY



### L. Library Labs and TRCs

[Phil Jones](#), consulting librarian

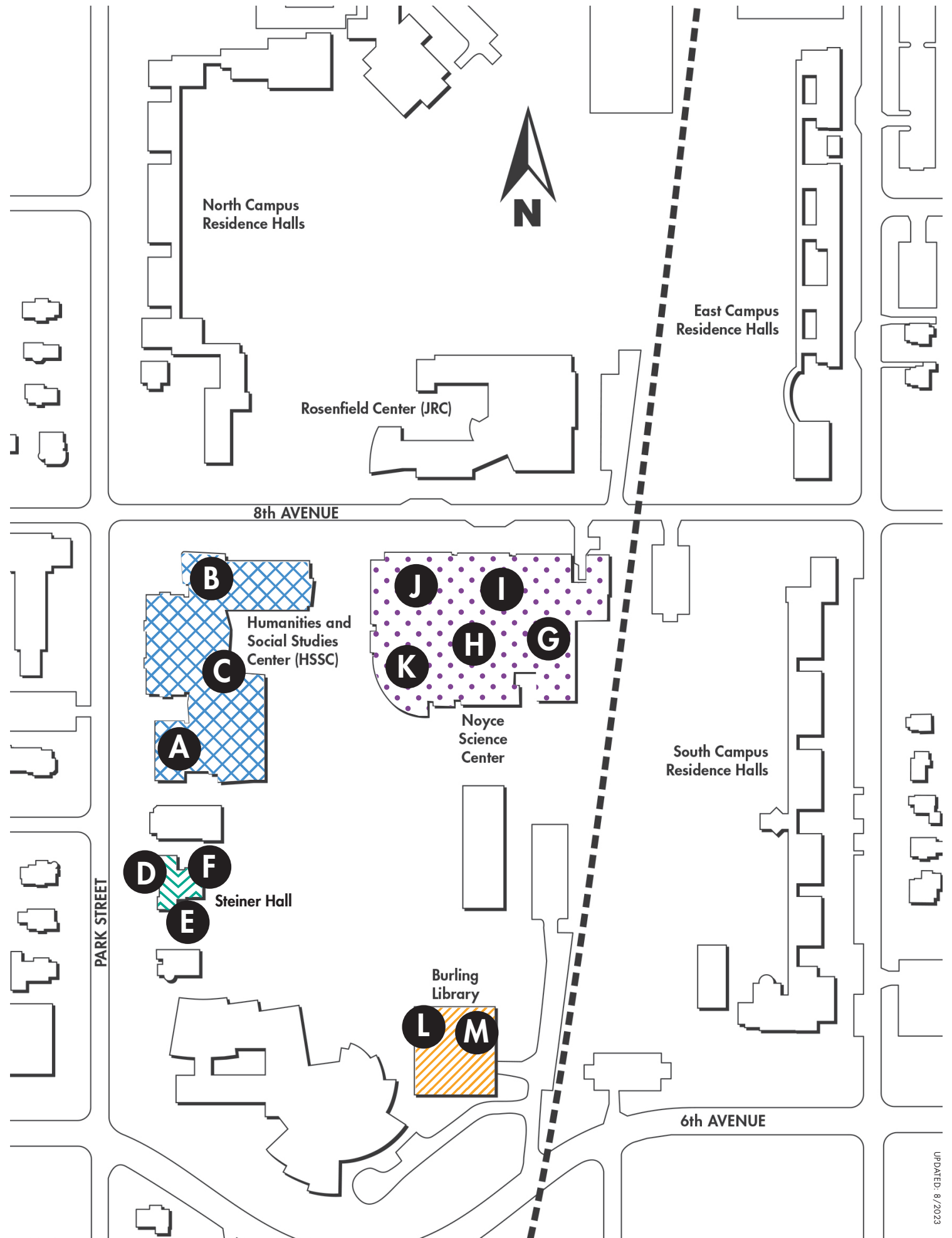
For help with academic research, request a Library Lab via the [online form](#) (same link as Kistler Library above), or talk with a TRC (Technology, Research, & Circulation) peer educator at Burling Library's front desk.

### M. Digital Project Peer Mentoring

[Tierney Steelberg](#), [Jen Shook](#), and [Libby Cave](#), co-leads

Vivero peer mentors offer drop-in support for help with digital projects and digital tools (websites, digital mapping, and more). <https://vivero.sites.grinnell.edu>





North Campus  
Residence Halls



East Campus  
Residence Halls

Rosenfield Center (JRC)

8th AVENUE

**B**

Humanities and  
Social Studies  
Center (HSSC)

**C**

**A**

**J**

**I**

**H**

**G**

**K**

Noyce  
Science  
Center

South Campus  
Residence Halls

**D**

**F**

Steiner Hall

**E**

Burling  
Library

**L**

**M**

6th AVENUE

PARK STREET

## ACADEMIC ADVISING OFFICE

**THE ACADEMIC ADVISING OFFICE** partners with students to develop the skills and strategies they need to be effective, self-directed learners so they can succeed in their academic endeavors and persist to graduation. We commit to being student centered, evidence based, and collaborative in all of our work.

STUDENTS MEET WITH ACADEMIC ADVISING FOR SUPPORT WITH...

- time management
- organization or planning
- reading course syllabi and staying on top of assignments
- keeping track of what is due when
- staying up-to-date with assignments
- making and maintaining a calendar
- finding a good study space
- getting a tutor for a social studies or humanities class
- overcoming procrastination
- taking notes in class
- test preparation and study skills
- talking with a professor outside of class
- choosing a major
- creating an academic plan or determining credits to graduation
- interpreting academic policies
- managing academics while dealing with a personal difficulty
- taking a leave of absence from school



**Grinnell College**  
Academic Advising Office

Visit us on Steiner 2nd floor, call us at 641-269-3713, or email us at [advising@grinnell.edu](mailto:advising@grinnell.edu).

