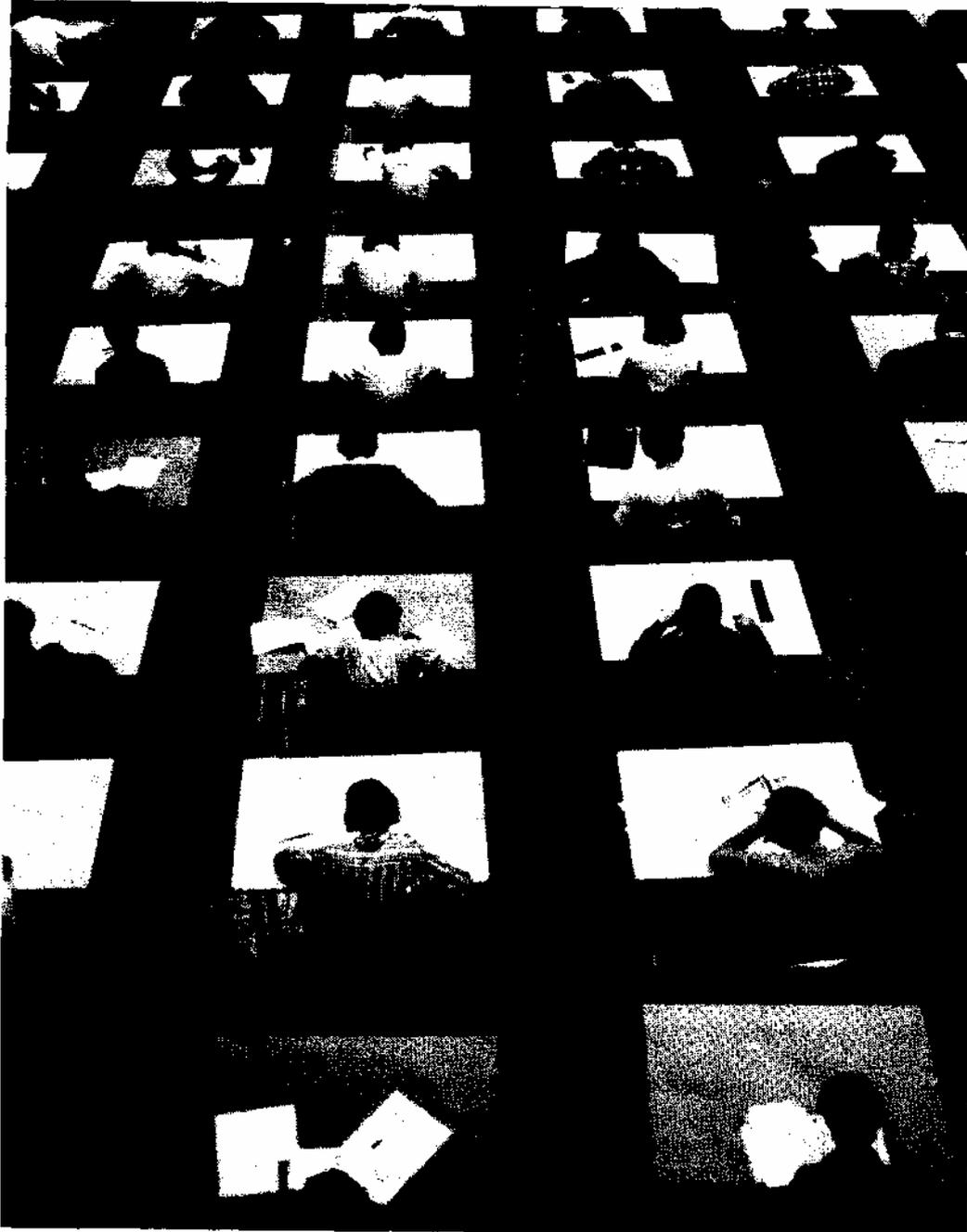


6



Educational Attitudes

- [A] Student life at American universities is *chaotic* during the first week of each quarter or semester. Registering for classes, becoming familiar with the buildings on campus, buying books, adding and dropping classes, and paying fees are confusing for everyone. During this busy 5 period there is little time for students to anticipate what they will later encounter in the classroom.
- [B] International students, *accustomed* to their countries' educational expectations, must adapt to new classroom *norms* in a foreign college or university. Whereas in one country prayer may be acceptable in a class room, in another it may be *forbidden*. In some classrooms around the 5 world students must *humbly* obey their teacher's commands and remain absolutely silent during a class period. In others, students may talk, eat, and smoke during lectures as well as criticize a teacher's methods or *contradict* his or her statements. It is not always easy to understand a new educational system.

Diversity in Education

- [C] There is considerable variety in university classrooms in the United States. Because of *diverse* teaching methods and *non-standardized curricula*, no two courses are identical. Undergraduate courses are considerably different from graduate courses. The classroom atmosphere in 5 expensive, private universities may differ from that in community colleges which are free and open to everyone. State-funded universities have different requirements and expectations than do *parochial* colleges. Nevertheless, there are shared features in American college and university classrooms despite the diversity of educational institutions of higher 10 learning.

Active Participation

- [D] Participation in the classroom is not only accepted but also expected of the student in many courses. Some professors base part of the final



grade on the student's oral participation. Although there formal lectures during which the student has a passive role (i.e., listening and 5 taking notes), many courses are organized around classroom discussions, student questions, and informal lectures. In graduate seminars the professor has a "managerial" role and the students make presentations and lead discussions. The students do the actual teaching in these seminars.

[E] A professor's teaching style is another factor that determines the degree and type of student participation. Some professors prefer to control discussion while others prefer to guide the class without dominating it. Many professors encourage students to question and challenge 5 their ideas. Students who make *assertions* that contradict the professor's point of view should be prepared *to substantiate* their positions.

[F] In the teaching of science and mathematics, the dominant mode of instruction is generally traditional, with teachers presenting formal lectures and students taking notes. However, new educational trends have emerged in the humanities and social sciences in the past two 5 decades. Students in education, sociology/and psychology classes, for example, are often required to solve problems in groups, *design* projects, make presentations, and examine case studies. Since some college or university courses are "applied" rather than *theoretical*, they *stress* "doing" and involvement.

The Teacher-Student Relationship

[G] Many instructors believe that an informal, relaxed classroom environment is *conducive* to learning and *innovation*. It is not uncommon for students to have easygoing and friendly relationships with their professors. The casual professor is not necessarily a poor one and is still 5 respected by students. Although students may be in a *subordinate* position, some professors treat them as equals. However, no matter how *egalitarian* professors would like to be, they still are in a, position of authority

[H] Professors may establish social relationships with students outside of the classroom, but in the classroom they maintain the instructor's role. A professor may have coffee one day with students but the next day expect them to meet a *deadline for* the submission of a paper or to be 5 prepared for a discussion or an exam. The professor may give extra attention outside of class to a student in need of help but probably will not *treat* him or her differently when it comes to evaluating school work. Professors have several roles in relation to students; they may be counselors and friends as well as teachers. Students must realize that when a 10 teacher's role changes, they must appropriately adapt their behavior and attitudes.



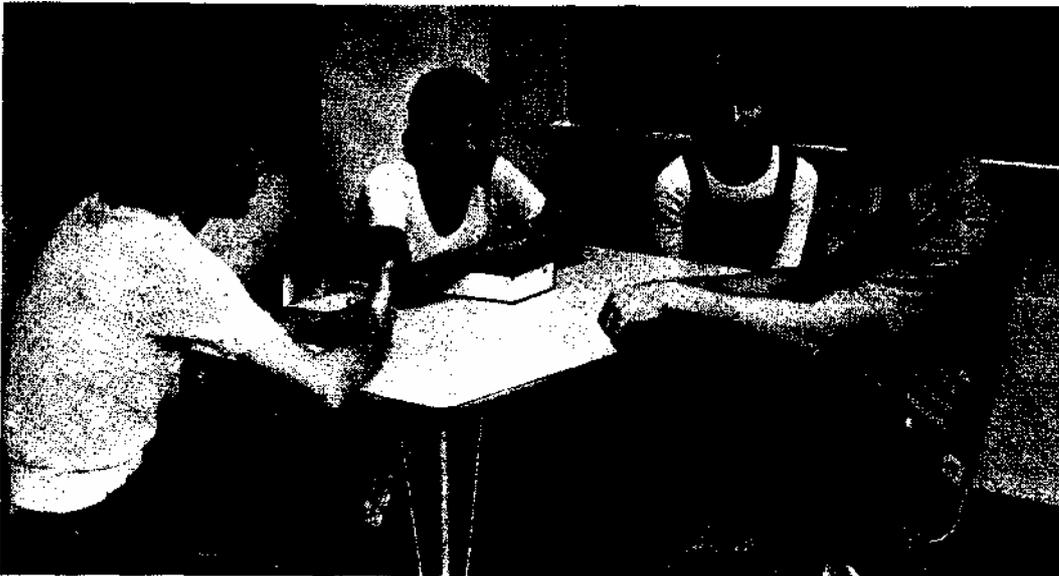
Independent Learning

[I] Many teachers believe that the responsibility for learning lies with the student. If a long reading assignment is given, instructors expect students to be familiar with the information in the reading even if they do not discuss it in class or give an examination. (Courses are not designed merely for students to pass exams.) The ideal student is considered to be one who is motivated to learn for the sake of learning, not the one interested only in getting high grades. Grade-conscious students may be frustrated with teachers who do not believe it is necessary to grade every assignment. Sometimes homework is returned with brief written comments but without a grade.

Even if a grade is not given, the student is responsible for learning the material assigned.

[J] When research is assigned, the professor expects the student to take the initiative and to complete the assignment with minimal guidance. It is the student's responsibility to find books, *periodicals*, and articles in the library. Professors do not have the time to explain how a university library works; they expect students, particularly graduate students, to be able to *exhaust* the reference sources in the library.

[K] Professors will help students who need it, but prefer that their students not be overly dependent on them. (This differs from teacher-student relationships in other countries.) In the United States, professors have other duties besides teaching. Often they are responsible for *administrative* work within their departments. In addition, they may be obliged to publish articles and books. Therefore the time that a professor can



spend with a student outside of class is limited. If a student has problems with classroom work, the student should either approach a professor during office hours or make an appointment.

The Honor System

- [L] Ideally, the teacher-student relationship at universities is characterized by trust. The "honor system," imposed by the teacher and the university, demands that the student be honest in all areas of school work. Thus, *cheating* on tests, *plagiarizing* in written work, presenting others' ideas as original, and turning in homework completed by someone else are all *prohibited*.
- 5
- [M] *Violation of* the honor system can result in a student's failing a course, having a permanent record of the violation placed in the student's school files, or even being *expelled* from the university. Many students are also aware that they can *jeopardize* their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. When leaving the classroom while students are taking an exam, an instructor may or may not say, "I expect you all to abide by the honor system." Even if the words are not stated, the student is expected to work alone and not 10 to share answers.

Competition

- [N] Relationships between students in the classroom can be *cooperative* or *competitive*. International students should not hesitate to ask for help if it is needed. There are courses, however, where grades are *calculated* in relation to other students' scores. Therefore, in classes where such a grading "curve" is used, students may be *reluctant* to share lecture notes or information for fear that their own grades will suffer.
- 5
- [O] There are other reasons for the presence of competition among students. A high grade point average is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate programs. In addition, when facing a competitive job market, graduates may be judged on the basis of their grade point average and faculty recommendations. Ultimately, it is the student who is responsible for succeeding in this competitive system.

* * * * *

- [P] The university classroom in the United States *manifests* cultural values through professors and students' expectations and attitudes: Competi-

tion is an example of only one value. Educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence. Alternative teaching methods show a cultural preference for innovation. The manner in which education is provided in any country reflects basic cultural and social beliefs of that country.



Comprehension Questions⁹¹

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. What is the main theme of this reading?
 - a. Academic success in universities in the United States.
 - b. Behavior, attitudes, and values found in the American university.
 - c. Competition in American society.

2. "Participation in the classroom is not only accepted but also expected of the student" in many courses except: [D]
 - a. Seminar courses.
 - b. Formal lecture courses.
 - c. Informal lecture courses.

- b. Students never to seek professors' advice.
 - c. Students to take the initiative and be independent.
7. If a professor believes in the "honor system," it implies: [L] and [M]
- a. Suspicion of the students.
 - b. Distrust of the students.
 - c. Trust of the students.
8. It is not surprising to find competition among students because: [O] and [P]
- a. Competition is better than cooperation.
 - b. Competition is a dominant American value.
 - c. Competition is encouraged in sports.
9. What American values does the university system reflect? [P]
- a. Democracy, socialism, and authoritarianism.
 - b. Absolute respect, formality, and tradition.
 - c. Individual responsibility, independence, and innovation.

Vocabulary List

<i>Paragraph A</i> chaotic	<i>Paragraph B</i> accustomed *norms forbidden *humbly *contradict	<i>Paragraph C</i> diverse standardized *curricula *parochial	<i>Paragraph D</i> (no new words)
<i>Paragraph E</i> assertions substantiate	<i>Paragraph F</i> design theoretical stress	<i>Paragraph G</i> *conducive innovation subordinate egalitarian authority discipline	<i>Paragraph H</i> deadline treat
<i>Paragraph I</i> (no new words)	<i>Paragraph J</i> *periodicals exhaust	<i>Paragraph K</i> administrative	<i>Paragraph L</i> cheating plagiarizing *prohibited

*See vocabulary exercise D.

<i>Paragraph M</i>	<i>Paragraph N</i>	<i>Paragraph O</i> (no	<i>Paragraph P</i>
violation	cooperative	new words)	manifests
expelled	competitive		
jeopardize	calculated		
	reluctant		

Phrases and Expressions

to become familiar with	[A]
easygoing	[G]
for the sake of (something)	[I]
honor system	[L]
to abide by	[M]

Vocabulary Exercises**A.
Synonyms**

Choose the appropriate synonym (or the word closest in meaning) from the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

prohibit	disorderly	statement
official	plan	emphasize
used	vary	
abstract	proven	

1. After the earthquake hit the country, people's lives were *chaotic*. [A]
2. It took the foreign student several months to become *accustomed* to American hamburgers. [B]
3. Smoking in classrooms is strictly *forbidden*. [B]
4. The *diverse* selection on the menu made it difficult to decide what to order. [C]
5. All students must pass *standardized* exams before entering universities. [C]
6. He said that the world was flat, but his *assertion* was not correct. [E]
7. Stories about strange beings in outer space have not been *substantiated*. [E]
8. Architects *design* homes, buildings, and cities. [F]
9. *Theoretical* concepts cannot always be applied to daily life. [F]
10. The school's program *stressed* sports, music, and art. [F]

* The capital letter in brackets refers to the corresponding paragraph in the reading.

B. First review the way the following words are used in paragraphs G, H, J, **Fill-in** and K. Then fill in each of the blanks with the word that best fits the sentence. *Change the part of speech when necessary.*

innovation [G] authority [G] treat [H]

subordinate [G] discipline [G] exhaust [J] egalitarian [G]
 deadline [H] administrative [K]

The School Director

The director of the private college worked very hard at his _____
 _____ duties. Each year, when applying for financial
 meet many _____. Since he had already _____ aid, he had to

_____ private sources of funding, he needed to think
 of other _____ to raise money.

Sometimes his position of _____ left him isolated
 from his staff and students. Although he wanted an _____
 relationship with the faculty, he realized that they were his _____

He tried

to _____ students with
 respect, even when he _____ them for poor behavior.

C. Definitions First choose the correct word for the definitions. Then fill in the blanks in the sentences below the definitions. Note: *You may have to change the grammatical form of the word used in the sentence*

cheating [L] jeopardize [M] reluctant [N]
 plagiarizing [L] cooperative [N] manifests [P]
 violation [M] competitive [N]
 expelled [M] calculated [N]

• 1. the breaking or infringement of a rule or law _____
 The criminal was in prison ten years because he _____
 the law.

2. unwilling _____
 Most pilots are _____ to fly during heavy rains.

3. related to or characterized by rivalry _____

_____ is viewed as desirable by some people and undesirable by others.

4. using another's words or ideas without giving proper reference

When students are caught _____, they can be kicked out of school. _____

Children's silence is sometimes a _____ of anger.

6. determined by using mathematics

His _____ for the price of the living room rug were not accurate.

7. copying others' answers; using someone else's work

Students learn in elementary school not to _____ on exams.

8. to expose to danger

Dishonesty can _____ a relationship between two people.

9. forced out Because of their unruly behavior, the high

school students were

_____ from school.

D.
Words in
Sentences

10. characterized by a desire to act or work together

The teacher was disappointed in the lack of _____ among the students.

Read the definitions of the following words and note what parts of speech they are. Use them in sentences.

1. norms [B]: ways of behavior typical of a certain group (noun)

2. humbly [B]: with deference, submissively (adverb)

3. (to) contradict [B]: to be opposed; go against (verb)

4. curricula [C]: courses offered in a school or college; courses on a particular subject (noun)

5. parochial [C]: supported and controlled by a church—usually refers to schools (adjective)

6. conducive [G]: contributes or leads to (adjective)

7. periodicals [J]: books, magazines, journals, etc., which are published at regular intervals (weekly, monthly, annually) (noun)

8. prohibited [L]: not permitted; forbidden by a law or an order (verb)

Conversational Activities

- A. In pairs or in small groups discuss what the student and/or teacher should do in the following situations. Then choose one to act out or write a dialogue about. Make sure that you have a clear solution to each problem.
- Teacher-Student Relationships**
1. A student and a teacher are close friends outside the class. They have coffee together often and even go out to movies and restaurants. Nevertheless, the student receives a D as the final grade for the course. The student feels that the teacher should change the grade to a C or a B.

2. In front of the class, the teacher makes an obviously incorrect statement that confuses all but one of the students. This student knows why the teacher made the mistake and feels that it would be a good idea to clarify the misunderstanding for the rest of the class.
3. A teacher is correcting examinations and notices that three students all have the same wrong answers for every question. It is obvious that these students cheated. The teacher must do something about this.
4. A student has paid a lot of money for his university courses. In one of the courses, the teacher is not doing an adequate job. The student feels that she never prepares for classes, wastes time with attendance and unimportant announcements, gives poor lectures, and returns homework late. The student feels that it is necessary to say or do something.
5. In a course on world religions, one student is constantly trying to prove that his or her religion is the best. This student's attitude bothers the other students and they complain to the teacher. The teacher must respond to this situation.

Discuss:

Should teachers try to establish personal relationships with their students? Why or why not?

Should the teacher always be an authority figure or should the teacher try to establish egalitarian relationships with students?

Should teachers be strict or lenient with students?

Should teachers encourage students to ask questions?

Should a student be free to express an opinion that differs from the teacher's?

Follow-up: Write a short composition or discuss the attributes and qualities that make a good teacher and a good student?

- B. The following list of academic problems was compiled by an International Student Adviser at a state university. The problems mentioned are based on interviews with foreign students having academic difficulty. First answer question—Is this also a problem for American students?—checking either "yes" or "no." If you check "yes," answer question (b) Is this problem more serious for foreign students? Then discuss the questions after the exercise.
- Common Causes of Academic Difficulty¹

	(a) Is this also a problem for American students?		(b) Is this problem more serious for foreign students?	
	Yes	No	Yes	No
1. Student doesn't understand the system (add/drop, incompletes, testing, etc.).				
2. Student takes too many classes.				
3. Student doesn't have a good background in the subject area.				
4. Student has English deficiency despite an adequate score on his English exam.				
5. Student is experiencing adaptation problems in the new culture and is homesick.				
6. Student has roommate and housing difficulties.				
7. Student is lonely.				
8. Student does not know how to study.				
9. Student is nervous about taking tests.				
10. Student cheats or plagiarizes.				

Discuss: Why do students have these kinds of difficulties? Which, if any, can be prevented?

C. Decide if the following statements are true or false, and circle either the T or the F. If *the statement is false, write the correct answer in the space provided.*

Seeking Information and Services in the University*

1. When students have questions about their visas, they should go to the foreign student adviser.

T F _____

2. When students have questions regarding electives and required courses, they should ask any professor in the department.

T F _____

3. When students need letters of recommendation, they must ask the secretary of their departments to write the letters.

T F _____

4. When students want to add or drop a course at the beginning of a semester, they must first go to their academic adviser for permission.

T F _____

5. When students need to order transcripts to send to other universities, they must go to the department chairperson.

T F _____

6. Usually, letters of recommendation and transcripts are first given directly to the student, and then are sent by the student to another university.

T F _____

* Answer these questions as they apply to a college or university in your community.

7. Student health insurance enables students to get free medical care outside of school.

T F _____

- D. Work individually, in pairs, or in small groups of three or four people.
 Tasks: Walk around a nearby campus and visit the appropriate places to find out
 Campus information regarding the following questions. Do *not* attempt to answer
 Activities *all* the questions; choose three or four that most interest you. Record the
 and Services information and report your findings to the rest of the class.

Extracurricular activities:

1. What sports clubs or organizations are there on campus? What events are taking place this month?
2. What academic organizations (i.e., related to academic majors) are there on campus? What are some of their activities?
3. What fine arts (music, theatre, dance, art, etc.) clubs are there on campus? What events are taking place this month?
4. What religious organizations are there on campus? What are some of their activities? Is your religion represented?
5. What political organizations are there on campus? What activities are taking place this month?
6. What people-oriented clubs or organizations are there on campus (e.g., women's groups, men's groups, etc.)? What are some of their activities?

Services on campuses:

1. Is counseling (academic, personal, etc.) offered on campus? If so, where?
2. Are there advisory and counseling services for international students? Are there special activities offered to international students?
3. If your campus has a counseling center, does it offer special classes or seminars to students? If so, what is offered?
4. Is there a "study skills center" for students who have reading, writing, or studying problems? If so, where?
5. Is there a legal clinic or center that offers free assistance to students who have legal problems? If so, where?
6. Are there any volunteer services in which students can participate? If so, what are they?

Follow-up: Are these activities and services common on university campuses in your country? What other activities or services are there in universities in your country?

E. Study the following entries.

**Choosing
University
Courses²**

**Engineering
LOWER DIVISION COURSES**

100. Introduction to the Engineering Profession (2) I, II Cr/NC

Prerequisite: Not available for credit to engineering majors with 15 or more units in engineering courses.

An overall view of engineering education and professional practice. An introduction to basic skills useful in acquiring engineering problem-solving capabilities. **120.**

Engineering Problem Analysis (2) I, II

One lecture and three hours of laboratory.

Prerequisite: Concurrent registration in Mathematics 150.

Analysis of engineering problems and solutions using the digital computer. Fundamentals of programming and programming language commands. **140.**

Engineering Measurement Analysis (2) I, II

Prerequisite: Mathematics 140.

Methods of data presentation. Analysis and treatment of engineering data. Design of engineering experiments. Correlation and regression analysis. Practical applications are stressed. **150. Control of the Human Environment (3)**

Man's interaction with the land, water and air environment; environmental pollution; role of engineering in controlling man's environment.

299. Experimental Topics (1-4)

Selected topics. May be repeated with new content. See Class Schedule for specific content. Limit of nine units applicable to a bachelor's degree in courses under this number, of which no more than three units may be applicable to general education requirements.

Answer the following questions about these catalogue entries.

1. Can any engineering student take Engineering 100?
2. What does the Cr/NC mean in Engineering 100?
3. Does Engineering 120 have a laboratory?
4. What is the prerequisite for Engineering 140?
5. Is Engineering 140 practical or theoretical?
6. How many units does a student receive for Engineering 150?

ENGINEERING

SERIAL NO.	COURSE NO.	SECTION NO.	COURSE TITLE	UNITS	DAYS	HOURS	BLDG	ROOM	INSTRUCTOR
• 2385	120	01	Engr Prob Analysis	2	M	1300 1350		BA119	
	120	01	Laboratory		M	1400 1640		BA119	
• 2387	120	02	Engr. Prob. Analysis	2	M	1300 1350		E111	Hill J
	120	02	Laboratory		M	1400 1640		E111	Hill J
• 2389	120	03	Engr. Prob. Analysis	2	T	800 850		E106	Hussain E
	120	03	Laboratory		T	900 1140		E106	Hussain E
• 2391	120	04	Engr. Prob. Analysis	2	T	1300 1350		BA119	Chang H
	120	04	Laboratory		T	1400 1640		BA119	Chang H
• 2393	120	05	Engr. Prob. Analysis	2	W	1300 1350		BA119	Krishnamo
	120	05	Laboratory		W	1400 1640		BA119	Krishnamo
• 2395	120	06	Engr. Prob. Analysis	2	Th	800 850		E106	
	120	06	Laboratory		Th	900 1140		E106	
• 2397	120	07	Engr. Prob. Analysis	2	Th	1300 1350		BA119	Stone S
	120	07	Laboratory		Th	1400 1640		BA119	Stone S
• 2399	120	08	Engr. Prob. Analysis	2	F	1300 1350		BA119	
	120	08	Laboratory		F	1400 1640		BA119	
• 2401	140	01	Engr. Meas. Analysis	2	MW	800 850		HH221	Stratton F
• 2402	140	02	Engr. Meas. Analysis	2	MW	900 950		HH221	Stratton F
• 2403	140	03	Engr. Meas. Analysis	2	TTh	800 850		BA439	
• 2404	140	04	Engr. Meas. Analysis	2	TTh	900 950		SE326	Banks J
• 2405	140	05	Engr. Meas. Analysis	2	TTh	1000 1050		SE326	Banks J
• 2406	140	06	Engr. Meas. Analysis	2	TTh	1100 1150		SE403	
Z 2407	150	01	Control Human Env	3	TTh	930 1045		SE121	Johnson P
• 2408	310	01	Method Of Analysis	3	TTh	1100 1215		SE328	
• 2409	310	02	Method Of Analysis	3	MWF	1200 1250		SE404	
• 2410	310	03	Method Of Analysis	3	TTh	1900 2015		SE328	
• 2411	310	04	Method Of Analysis	3	MW	1730 1845		BA121	
• 2412	310	05	Method Of Analysis	3	MW	1900 2015		SE404	
• 2413	430	01	Princ Engr Economy	3	MWF	800 850		SE201	Johnson P
• 2414	430	02	Princ Engr Economy	3	MWF	900 950		SE201	Johnson P
• 2415	430	03	Princ Engr Economy	3	MW	1715 1830		SE201	Fitz R

Answer the following questions about these class schedule entries.

1. How many sections of Engineering 120 are there?
2. Who is the instructor for Engineering 120, section 03?
3. At what time does Engineering 120, section 04, meet? What day(s) of the week does it meet?
4. Where does Engineering 140, section 02, meet?
5. How many times a week does Engineering 310, section 03, meet?

- F. Cross-Cultural Questions**
- Discuss the following questions about your own culture. Compare and contrast your responses with those of the other students.
1. Are subjects such as politics, foreign policy, and social problems taught in high school or university courses? In your opinion, should they be taught?
 2. Are subjects such as marriage, sex, birth control, parenthood, and divorce taught in high school or university courses? In your opinion, should they be taught?
 3. Are there any courses or subjects taught that you feel are completely useless? Are there any that should be added to the curriculum?
 4. When students leave high school, are they well prepared for life outside school? Explain.
 5. Does everyone receive an education? Until what age is education mandatory? Is education free?
 6. Is there a separation between religion and education or is religion part of the school curriculum?

Cultural Notes

1. During the first two years of an undergraduate education, a student must take some required courses which are usually not part of his or her major. An undergraduate in engineering, for example, is required to take general courses in the fields of history, sociology, and others. Undergraduates generally begin to specialize in the third year although they may have taken prerequisite courses in their major field during the first two years. Students are required to take general education courses so that they become "well-rounded." Students are expected to graduate with knowledge other than that in their field of specialization.
2. The grading system usually uses letters (A, B, C, D, F) with corresponding grade points (4,3,2,1,0) that make up the G.P. A. (grade-point average).
3. Professors decide their own method of grading. Some instructors use the *curve* grading system, which is based on a formula that calculates a certain number of A's, B's, C's, D's, and F's. In other words, a professor knows what percentage of his or her students will receive an A, B, C, D, or F. A student's score is calculated relative to the other students' scores.

4. Academic counselors are available to help students choose classes and majors and arrange schedules.
5. International student advisors can help with specific problems concerning immigration, visas, and other such areas.
6. On many campuses there are "clinics" and "centers" that deal with specialized problems: psychological counseling services, study skills centers, and math or business clinics are often available to students. Academic counselors can usually recommend where to go for these services.
7. There are other on-campus and off-campus services for students such as professional typing, and tutoring in many subjects. Some of these services are free; others are not. Often department secretaries or professors can suggest names of proficient students who tutor others in particular subjects. School newspapers also list special services in the "Classified Ads" section.

Supplementary Vocabulary and Phrases

instructor	credits/units
professor	credit/no credit
faculty	pass/fail
department	requirements
dean	prerequisites
chairperson, chairman, chairwoman	electives
undergraduate ("undergrad")	transcript
graduate ("grad")	registration
freshman	tuition
sophomore	semester/quarter system
junior	to add a class
senior	to drop a class
lower division	on campus
upper division	off campus
major/minor	extracurricular activity

Common Abbreviations;

G.P.A.	= grade-point average
B. A. /B. S.	= bachelor of arts/bachelor of science
M.A./M.S.	= master of arts/master of science
Ph.D.	= doctorate
Prof.	= professor