

# 1

## Powering Your Way to College Success

Learning How to Learn Is Your Key to Survival

### Questions I Would Like to Be Able to Answer

#### 1.1 Learning & Your Future Survival

Question: *How could college make a difference in my life?*

#### 1.2 Grades, Grit, & Growth

Question: *What do I really need to have to get through college?*

#### 1.3 Your Lifetime Goals: Your Life Is Your Creation

Question: *What do I hope college will help me accomplish?*

#### 1.4 Determining Your Long-Term College Goals, Plans, & Actions

Question: *How do I distill my long-term college goals into practical plans and specific actions?*

### ■ A Happy Life or a Meaningful Life?

What do you want—a happy life or a meaningful life?  
How can college help you?

- ***Getting what you want: “I want a happy life.”***  
Happiness is getting what you want or having your desires fulfilled.
  - ***Having a valued sense of self: “I want a meaningful life.”*** Meaningfulness—which may not always make you happy—is achieving a valued sense of yourself and your purpose within the larger context of life and community.
  - ***Takers and givers: “Do I have to be one or the other?”***  
Happiness and meaningfulness can go hand in hand. But, in general, “meaningfulness is derived from giving to other people; happiness comes from what they give to you.”<sup>1</sup> Research shows that a sense of meaningfulness in your life is associated with better health, work and life satisfaction, and performance.<sup>2,3</sup>
  - ***The need to matter: “How can I develop purpose in my work?”*** Today’s students of traditional college age (“Gen Z,” “iGen,” born 1995 and after) generally want to give back and feel a sense of purpose in their work.<sup>4</sup>
  - ***The rewards of higher education: “How can college help me?”*** College can help you explore what can make you happy and what can give your life meaning. It can also help you *learn how to learn* because questions about happiness and meaningfulness will be ongoing throughout your life.
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## 1.1 Learning & Your Future Survival

### QUESTION: How could college make a difference in my life?

#### The Big Picture

College can help you to earn more money, better survive future economic uncertainty, and develop socially, personally, and intellectually.

Why are you in college? To help you pursue a happy life? Or a meaningful life? Perhaps both?

Even if you're not sure of your purpose, there are many reasons why college could make a great difference to you.

#### The \$1 Million Difference: College Can Vastly Improve Your Economic Position

Workers with a bachelor's degree average about \$1.2 million more than high school diploma holders over a working lifetime of about 50 years (\$3.1 million versus \$1.9 million).<sup>5</sup>

In 2016, US workers with college degrees earned on average 70% more than those without them.<sup>6</sup> Indeed, it's getting harder for workers without college degrees to find jobs that pay more than \$35,000 a year.<sup>7</sup> The average yearly earnings for holders of each kind of degree are shown below.

#### Average yearly earnings, by degree<sup>8</sup>

No high school diploma	\$28,756
High school diploma	\$37,960
Some college, no degree	\$41,704
Associate's degree	\$44,824
Bachelor's degree	\$62,296
Master's degree	\$74,568
Doctoral (Ph.D.) degree	\$94,900
Professional (M.D., LL.B., M.B.A.) degree	\$97,968

*Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.*

In addition, the unemployment rate of those with college degrees in 2018 was just 2.1% (versus 4.3% for people with high school diplomas).<sup>9</sup> College grads were also more apt to own homes, to be married, and to contribute to retirement plans.<sup>10</sup> Finally, 64% of college graduates say college is worth the cost versus 31% who say it isn't.<sup>11</sup>

## **Learning How to Learn: College Can Prepare You to Survive the Technological Future**

Concerned about how employable you'll be in a future dominated by robots and other changes that are rapidly diminishing traditional jobs? By being in college, you're in the right place to prepare for your survival.

In higher education, "people learn how to approach new things, ask questions and find answers, deal with new situations," says one communications professor. "All this is needed to adjust to ongoing changes in work life."<sup>12</sup>

College can teach you things that machines can't easily do, such as creativity, critical thinking, emotional intelligence, adaptability, and collaboration.<sup>13</sup> Perhaps the most important thing that college can teach you is learning how to learn—so that you can adjust to work changes in the automated future.

## **Preparation for Life: College Can Help Your Social, Personal, & Intellectual Growth**

Money and career aren't everything, of course. College exposes students "to books they might otherwise never have read, ideas they might never have had, convictions they might never have entertained, friends they might never have made, and educators they might never have encountered," points out one professor.<sup>14</sup>

College serves up challenges that can help you to develop better adjustment skills, such as time management. The competition of different values and ideas—religious, philosophical, political, socioeconomic—can help you to evaluate, modify, and strengthen your belief system. Interactions with people different from you can expand your awareness of other cultures and ideas. In short, college provides academic challenges that can spur social, personal, and intellectual growth.

## Vital to Success: Getting Out & Making Friends—Starting Right Now

“Face-to-face relationships with other students and caring adults are powerful drivers of engaged learning,” writes sociology professor Daniel Chambliss. “Without them, students are all too likely to give up and quit.”<sup>15</sup>

Chambliss is coauthor, with Chris Takacs, of *How College Works*, and they suggest first-year students need to start building a sense of community by making meaningful connections—*starting right away*.

“Students who make friends early have a significant network advantage,” they write, “because early birds have a greater number of ‘weak ties’ (friends of friends) whom they can meet. . . . After a few months, cliques start to form and settle, students find their place (or don’t), and the pace of friend making slows dramatically.”

Because the most important changes happen in the early weeks and months, you as a new student will benefit tremendously by getting involved—and involved quickly—in “the chaos of early friend making.”<sup>16</sup>

Some suggestions for making friends appear below.<sup>17</sup>

### Ticket to Success

#### How Can I Make Friends in College?

In a 2017 survey of 48,000 students, 64% said they had felt “very lonely” in the previous 12 months. You can head off this state of isolation by making friends in the early weeks and months, as follows:

- **Start with orientation.** “We happened to be in the same campus tour group,” said one freshman. “No one was talking, so I just decided to introduce myself, and we totally hit it off and have been best friends since.”
- **Use your dorm to your advantage.** Dorms are full of other first-year students who are anxious to make friends. Make yourself available by keeping your room door open, hanging out in common

(continued)

rooms, and striking up random conversations. “If you’re missing home, you can talk about that,” advises one student. “If you’re feeling overwhelmed, there’s someone else in the building who feels the same way you do.”

- **Use your classes to your advantage.** Whether you live in a dorm or live at home or off campus, you can meet people through your classes. Try getting to class 7 minutes early (when the room is neither empty nor yet filled up) and chatting with others in seats nearby. Or talk with people during breaks or after class. You may also automatically meet people by getting assigned to work groups.
- **Talk to anyone you want to.** In an era where everyone walks around staring into their smartphone, you may feel you can’t just chat with people you don’t know—“that it’s just a weird, inappropriate thing to do,” as writer Chris MacLeod puts it. However, he says, “that’s not really true in general, but especially not true when university is first starting. . . . Start conversations with whomever you want to.”

## How Do I Fit In? “Traditional” versus “Nontraditional” Students

19.9 million: This is approximately the number of students that attended American colleges and universities in 2018. About 13.3 million students attended 4-year institutions and 6.7 million 2-year colleges.<sup>18</sup> And nontraditional students accounted for about 7.6 million enrollments.

- **Traditional students.** Often supported by their parents, *traditional students are those who leave home at 18 to live on a college campus for 4 years.*
- **Nontraditional students.** Nontraditional students, about 38% of the student population, are everyone else. That is, *nontraditional students are over age 24 or living off campus or enrolled part time*

**or financially independent or a single parent or responsible for other family members or all of these.**

Accordingly, when you read something in this book—a reference to dormitory living, say, or studying full time—that doesn't apply to you, remember that you, as a nontraditional student, are part of a very significant group of college undergraduates in the United States. And nontraditional students seem to adapt to college better than traditional students do: In one study in 2018, 67% of adult learners reported being enthusiastic about starting college; only 53% of traditional students said the same thing.<sup>19</sup>

When it comes to making friends, however, nontraditional students may have to stretch themselves a bit. Try joining clubs, student government, theater groups, orchestra, and the like. Make friends with people in your classes by asking them to study with you. Hang around where there are a lot of people, such as student unions.

We discuss these and other matters unique to adult students, commuter students, part-time students, students who are parents, and so on elsewhere in this book.



I WISH MY DAD WOULD GET OFF MY  
BACK! IT'S ONLY BEEN NINE YEARS  
AND HE WANTS TO KNOW IF I'VE  
PICKED A MAJOR YET!

*(Ralph Hagen/Cartoonstock.com)*

## 1.2 Grades, Grit, & Growth

**QUESTION: What do I really need to have to get through college?**

### The Big Picture

Getting A's is harder in college than in high school. What's going to help you to survive is *grit*—being able to pursue long-term goals with passion and perseverance. Grit can lead to personal growth—to the realization that you alone are responsible for your life.

“Life is not going to be handed to you. Whatever you want out of life, you’ve got to earn it.”<sup>20</sup>

So says Don Mal, chief executive officer of a Toronto management software firm, who dropped out of an engineering career to play in a rock band, then worked as a stereo salesperson until getting into software sales.

“We’re in this age of instant gratification,” he says, but students have to understand that “there’s not always going to be someone there to like you right away or help you.”

### Grades: High School versus College

More high school teachers are handing out A's—indeed, nearly half of America's high school class of 2016 were A students. Unfortunately, students aren't necessarily learning more (as measured by a decline in average SAT scores).<sup>21</sup>

So it can be a shock when you come to college and find that getting good grades isn't as easy as it might have been in high school. The tougher requirements mean that not everyone who enters college actually finishes or finishes on time.

In fact, by 2016, 30% of full-time students who started at 2-year colleges took 3 years to earn a degree, and 60% of students in 4-year colleges took 6 years.<sup>22</sup> The average length of time to get an associate's degree is 3.6 years and to get a bachelor's degree at a non-top-research school is 4.9 years.<sup>23</sup>



In presenting these facts, we aren't trying to intimidate you but simply to show that the road ahead isn't always easy.

Fortunately, you'll be happy to know, the most common grade given in college is . . . an A!<sup>24</sup>

Still, an A has to be earned.

### **Grit: Doing What You Know You Have to Do**

A lot of things in college can force you out of your comfort zone: Frequent deadlines. Unfamiliar subjects. Social demands. Money challenges. Parental pressure. And, above all, dealing with the expectations you have about yourself.

What's going to get you through these uncertainties? The answer, very likely, is *grit*. Perseverance. Persistence. Resilience. Tenacity. Doggedness. Stick-to-itiveness.

***Grit is being able to pursue long-term goals with passion and perseverance.***<sup>25</sup>

Grit isn't talent or luck or intense desire. Rather, says psychologist Angela Duckworth, it's about having an *ultimate concern*—"a goal you care about so much that it organizes and gives meaning to almost everything you do. And grit is holding steadfast to that goal. Even when you fall down. Even when you screw up. Even when progress toward that goal is halting or slow."<sup>26</sup>

Lots of successful people owe their achievements to grit:

*Actor Will Smith. Author of the Harry Potter series J. K. Rowling. Actor and TV producer Oprah Winfrey. Amazon founder Jeff Bezos. Animator and producer Walt Disney. Seattle Seahawks coach Pete Carroll. Director Ang Lee. Gold medalist swimmer Rowdy Gaines. Singer and actor Lady Gaga. Scripps National Spelling Bee champion Kerry Close. Musician Jay-Z. Microsoft founder Bill Gates. The New Yorker magazine cartoonist Bob Mankoff (2,000 drawings submitted before the first acceptance).*

For you, grit means (a) having the *passion* to succeed in college and (b) having the *perseverance* to pursue this passion.

To see how much grit you have, see the following box.

## Ticket to Success

### The Grit Scale: How Persistent Am I?

“Where talent counts once, effort counts twice.” Grit can be measured on Angela Duckworth’s Grit Scale, which she found was able to predict which cadets at the U.S. Military Academy at West Point would successfully advance past their first year. To take the 10-item Grit Scale (free of charge), go to . . .

<https://angeladuckworth.com/grit-scale>

### Growth: You Alone Are Responsible

For most people, “striving to find a meaning in one’s life is the primary motivational force,” suggests Viktor Frankl, a World War II concentration camp survivor.<sup>27</sup>

***Meaningfulness* has been defined as “the extent to which one’s life is experienced as making sense, as being directed and motivated by valued goals, and as mattering in the world.”<sup>28</sup>**

For many students, college can be a giant step toward growth—toward maturity and adulthood and toward developing into “fully formed, vivacious, appealing, resilient, self-reliant, problem solving” human beings, as one writer expresses it.<sup>29</sup>

In the quest to become a better version of yourself, which is what you’re trying to do in college, “a magic bullet cannot save you,” says another commentator. “You’ve got to embrace the process and enjoy it. You can’t escape the hard work it takes to get better.”<sup>30</sup>

Although college is stressful (and we give some ways to handle it in Chapter 11), you need to recognize that you will never eliminate stress in your life, whether you’re in college or out of it. However, you can deal with it by finding ways to enhance your own strengths.

“Part of resilience is taking responsibility for your life, and for creating a life that you consider meaningful and purposeful,” says Yale University psychiatrist Steven Southwick. “It doesn’t have to be a big mission . . . As long as what you’re involved in has meaning to you, that can push you through all sorts of adversity.”<sup>31</sup>

Some ideas to think about or try out in your pursuit of grades, grit, and growth appear below.<sup>32</sup>

### **Ticket to Success**

## **How Can I Achieve Grit & Growth?**

Here's advice from various experts on how to prepare yourself mentally for when the going gets tough.

- **“Make your bed.”** Make your bed every morning, because when you accomplish one thing early in the day, you'll be motivated to achieve more, says retired admiral William McRaven.
- **“Follow the Hard Thing Rule.”** The Hard Thing Rule by Angela Duckworth has three parts. (1) You have to do one hard thing every day that requires deliberate practice (such as piano practice). (2) You can always quit doing the hard thing—but you can't quit until there is a natural stopping point, such as the end of the season or semester. (3) You get to pick the hard thing. No one else gets to pick it for you.
- **“Walking and jogging may increase your self-control.”** Regular exercise may increase your willpower and help you avoid making impulsive choices that you may later regret.
- **“The world is unfair. Get over it.”** “You want to work to change what you can,” points out university president Freeman Hrabowski III. “And if you can't change it, the question is, how do you deal with it? . . . The world is not necessarily fair. Get over it. Just keep being your best. Develop that tough skin.”
- **“Life isn't something to be endured or tolerated.”** Reframe your college struggles as a growth opportunity—students who do this get better grades and are less likely to drop out, says Tara Parker-Pope, founding editor of “Well,” an award-winning consumer health site.

## 1.3 Your Lifetime Goals: Your Life Is Your Creation

**QUESTION: What do I hope college will help me accomplish?**

### The Big Picture

A lot of success depends on your passion or motivations for going to college, whether the rewards come from others (extrinsic) or from your own satisfaction (intrinsic). You need to identify your top five motivations.

What if you don't feel particularly passionate about college, especially the academic part? People tend to associate the word *passion* with intense emotions. However, a passion need not be an obsessive infatuation with a goal, Duckworth suggests. Rather you need only show *consistency over time*. You develop your long-term goals and then steadily work toward them.

Passion, she writes, “is a *compass*—that thing that takes you some time to build, tinker with, and finally get right, and that then guides you on your long and winding road to where, ultimately, you want to be.”<sup>33</sup>

Your life is your creation. Even if your lifetime goals are not perfectly clear at this point, the process of self-discovery in college begins . . . *now*.

### Extrinsic versus Intrinsic Motivation

Most first-year students find out that college works better if they have a program of aims—even if the aims are simply to try to find out what they want. The first step, then, is to identify *why you are here*—your motivations for being in college. ***Motivations* are the psychological processes that arouse and direct goal-directed behavior.**

Motivations can be linked to either extrinsic or intrinsic rewards:<sup>34</sup>

- **Extrinsic**—“I’m studying this subject because it will pay well.” With *extrinsic rewards*, one is motivated by the payoff, such as money, or praise, or good

grades, that is received from others for performing a particular task. In this kind of motivation, the payoff comes from pleasing others.

- **Intrinsic**—“I’m studying this subject because I love it.” With *intrinsic rewards*, one is motivated by the satisfaction, such as a feeling of accomplishment, that comes from performing the particular task itself. Here the payoff comes from pleasing yourself.

Are you in college because you want to major in a subject (such as business or engineering) you think will make you a lot of money—an extrinsic motivation? Or are you here because you think you’ll love the subject matter (psychology, to help you understand people, or art because you like to draw)—an intrinsic motivation? Most of us are motivated by both.

### Why Am I Here? My Motivations for Going to College

The following are some motivations, both extrinsic and intrinsic, for attending college. How accurate is each of these for you? Rank the top five in order of importance—1, 2, 3, 4, 5 . . .

**“I’m going to college in order to . . .”<sup>35</sup>**

Improve my employment opportunities	
Make more money	
Get a good job	
Learn more about a favorite topic or area of interest	
Become a better person	
Improve my self-confidence	
Learn more about the world	
Make a better life for my children	
Set an example for my children	
Switch jobs or change careers	
Meet new people	
Satisfy my parents	

## 1.4 Determining Your Long-Term College Goals, Plans, & Actions

**QUESTION:** How do I distill my long-term college goals into plans and specific actions?

### The Big Picture

Your college *goals* should be SMART: Specific, Measurable, Attainable, Results-oriented, and have Target dates. You need to translate the goals into *plans*, which specify what major(s) are required to achieve the goals, and *actions*, which specify which courses will accomplish the plans.

Now you need to translate your motivations—your general reasons for going to college—into long-term college goals.

### Being S-M-A-R-T: How Do I Figure Out My Long-Term Goals?

A ***goal*** is a commitment to achieve a measurable result within a stated period of time, such as “I want to earn a bachelor’s degree in psychology in 4 years.” Goals may be *long-term* (such as “earn my degree,” generally a 2- to 5-year matter) or *short-term* (such as “complete required coursework for freshman year,” generally a few months).

A good goal should be S-M-A-R-T. A ***SMART goal*** is Specific, Measurable, Attainable, Results-oriented, and has Target dates.<sup>36</sup>

- **Specific.** Goals should be stated in *specific* rather than vague terms. Example: “I want to get a bachelor’s degree in psychology, with a minor in philosophy” (not “a degree of some kind”).
- **Measurable.** Whenever possible, your goal should be *measurable*, or quantifiable. Example: “I want to get my psychology degree in 4 years” (not “get my degree someday”).

- **Attainable.** Goals should be challenging, of course, but they should also be realistic and *attainable* (sometimes “actionable” or “achievable” are used). Example: “I want to get my psychology degree in 4 years” (not “2.5 years”; not “also do a double major in physics in the same period”).
- **Results-oriented.** Only a few goals should be chosen—probably no more than five. And they should be *results-oriented* (or “realistic,” “relevant”), which means they should be *relevant* to your vision—to what you’ve principally come to college to do. Thus, it’s fine to say, “I want to get my psychology degree *and* minor in philosophy and get on the college basketball team.” But don’t add “and learn cooking and find a boyfriend/girlfriend and study overseas.”
- **Target dates.** Goals should specify the *target dates* or deadline dates you want to accomplish them by; in other words, your goals should be “timely.” Example: “I want to complete all lower-level undergraduate general requirements by the end of spring semester next year.”

Goals must then be translated into ***plans***, which **specify the methods required to achieve the goal, and *actions***, which specify how to accomplish the plan.

Example: If your life *goal* is to be financially secure, you might *plan* to achieve it by studying business or computer science or premedicine. You would then take the *actions*, such as improving your reading and math skills and taking certain courses, to make that happen.

You can do this decision-making in three steps:

### Step 1. My Long-Range Goals: What Do I Want to Do in Life?

Maybe you don’t know what you want to do, but you know that you want to explore certain areas. Expressions of purpose generally begin with the word *to*. Examples: “To help.” “To build.” “To serve.” “To become . . .”

Some possibilities follow on the next page.

## Examples: “My life goals or long-range goals are . . .”

To enter a profession that lets me help people
To become a world traveler
To explore my interest in health and science
To meet interesting people
To play or coach certain sports

Now you should stop here and . . .

*get a sheet of paper and list five possible life goals or long-range goals. (Take your time. This is important.)*

## Step 2. My Plans to Achieve My Long-Range Goals: Which Majors & Minors Are Right for Me?

A **major** is your principal field of specialization, such as psychology or computer science. A **minor** is your smaller field of study or specialization, which could be completely unrelated to your major.

Whether you know exactly what you want to do (practice journalism, engineering, nursing, or whatever) or are still searching, you need a plan, a rough strategy, of how to achieve or figure out your college goals.

We’re talking here about possible career choices and what you need to study. “Why do I have to decide so soon?” you may say. “I just got here!” Nevertheless, you at least need to decide what you *don’t* want to do. For example, a major in mathematics, engineering, or premedicine requires a sequence of courses that begins in the first year of college. If you think you might want to pursue these or similar fields, you need to think about them now. Otherwise, you’ll be required to make up courses later.

Here’s what you need to do:

- **Get the college catalog.** Get hold of (or look up online) the **college catalog**, a book containing requirements for graduation, requirements for degree programs, and course descriptions. Use this to determine which major will probably help you to realize your life goals.



Also state two or more other fields, which could be majors or minors, you think you would enjoy pursuing.

- **Get the curriculum worksheets if necessary.** For each major, you might find it helpful to get a curriculum worksheet, or academic planning worksheet, available online at your college. This sheet lists all the courses required for the major and the semesters or quarters in which you should take them.
- **Decide what other activities you want to pursue.** Extracurricular activities—sports, volunteerism, social events—are an extremely important part of college. Now is the time to specify these as well.

Assuming you've determined your long-range or life goals (above), stop here, get another sheet of paper, and . . .

*decide on a major field and two or more alternatives.  
Also decide on nonacademic activities important to you. Write them all down now.*

### **Step 3. My Actions to Fulfill My Plans: What Courses Do I Need to Take & When?**

You have a plan for college; now you have to act on it.

Part of taking action involves looking at what areas you need to improve in order to excel. Are your math, reading, or writing skills a bit shaky? Take advantage of the (often free) assistance of the college and get tutorial help. This is not something to be embarrassed about. Lots of people find they need practice of this sort to upgrade their skills.

In this step, you will need to accomplish the following:

- **Determine the courses needed to accomplish your goals.** You need to know what courses you will probably take in what semester or quarter in order to make progress. Generally you can tell the courses you need to take for a particular major by looking in the college catalog and on your curriculum worksheet. (Look for language such as this:

“Students seeking the degree of Bachelor of Arts in Journalism must complete at least 128 credits, 40 of which will be in courses numbered 300 or higher . . .” Or, “The requirements for the degree of Associate in Applied Science in Criminal Justice are . . .”)

Laying out course sequences will take some time. But *students who don't do such planning could find themselves out of step on some course requirements. This could require extra semesters or quarters later on.* Such slippage is especially a hazard in colleges suffering from budget cutbacks, where it may be difficult to get the courses you want when you need them.

- **Determine what extracurricular activities to pursue.** Some students, such as those on athletic scholarships, take their extracurricular activities as seriously as their coursework. (Some take them even more seriously!) Some students also are highly motivated to study abroad at some point. Others want activities that will look good on a résumé. In any event, you need to figure out how nonacademic activities fit with your academic activities, both in the short and long run.
- **Identify any obstacles and determine how to overcome them, if possible.** Money worries? Family problems? Work conflicts? See if you can identify some ways that might lead to solutions (such as getting an appointment at the financial aid office).
- **Get advice about your tentative plans, then revise them.** Take your plans and action strategy (including your list of obstacles) to your academic advisor and discuss them with him or her. In addition, it's well worth your time to take them to a counselor in the career counseling center. Since all this advice is free (or included in your student fees or tuition), you might want to take advantage of it. You will end up with a reality-based plan that may help save you some semesters of misdirection.

## My Mantra: “This Is What I Wish to Be”

A **mantra** (*mahn-tra*) is a word or phrase that is repeated over and over and that affirms our basic beliefs. A mantra, or “magic words” (“mind vehicle” in Sanskrit), can be either positive or negative, but when positive, its repetition can create and strengthen neural pathways and can make our brains much calmer and happier.<sup>37</sup>

Mantras started out as prayers or hymns. “Modern mantras,” says one columnist, “are still a sort of prayer—for what we wish to be. They’re effective because they’re repetitive and simple, making them easy to turn into a habit.”<sup>38</sup> Examples:

“Breathe.”

“Simplify!”

“I’m okay right now.”

“Effort: My life depends on it.”

“You’ve come this far, now push to go further.”

“Never never never give up.”<sup>39</sup>

Success in college requires you to *make a lot of personal commitments* and to *take responsibility to make things happen*. If you chose a word or phrase that would make you feel *responsible*—that is, *good, empowered, reassured, and hopeful*—what would it be? Get a piece of paper and . . .

*figure out your mantra now.*