



VANDERBILT
English Language
Center

Supplement to *Now Is Not the Time to Panic*

created by

The Vanderbilt University English Language Center

vanderbilt.edu/elc/

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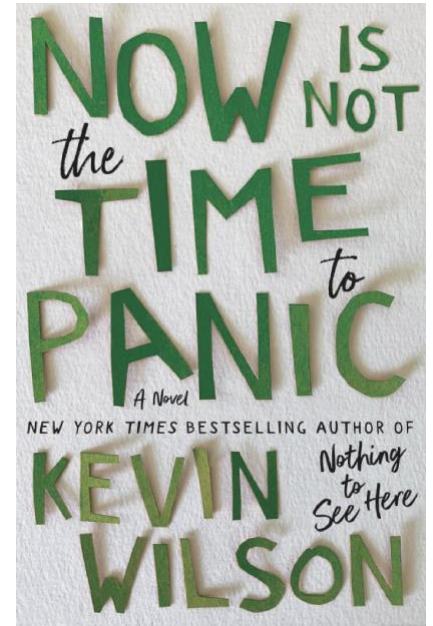
What is our Supplement to *Now Is Not the Time to Panic*?

The English Language Center (ELC) created this guide for incoming multilingual undergraduate students at Vanderbilt University who use English as an Additional Language (EAL). Our Supplement to *Now Is Not the Time to Panic* by Kevin Wilson¹ has three goals:

- to help you read texts about unfamiliar topics
- to help you internalize relevant themes from *Now Is Not the Time to Panic*
- to help you engage more fully in campus-wide conversations about the book




First, we include several tools to equip you with a more complete understanding of the text:

- **reading strategies:** develops skills such as building background knowledge, previewing, and skimming
- **book structure:** explores skills for improving reading accuracy, comprehension, and speed, including sections about recognizing chapter organization, spotting plot structure, and identifying cultural references and slang
- **Wilson's writing style:** identifies literary devices such as narrative voice and metaphors that can enhance your reading experience
- **reflecting on belonging:** guides reflection on the book's central themes and how they can enhance your experience on campus



The last two goals, internalizing themes from and engaging in conversations about *Now Is Not the Time to Panic*, are more challenging to achieve without your active participation. We hope this supplement helps you prepare for complex discussions in your classes and [Vanderbilt Visions](#) group and supports your reading skills during your first year at Vanderbilt.

Use the tools pictured below to help as you read:

 <p>Want to Know More?</p>	Expand your knowledge with links to online resources in these boxes.
 <p>Focus on...²</p>	Complete tasks to further your understanding by following the directions in these boxes.
 <p>Notice...</p>	Consider details not immediately apparent from examples or explanations.

¹ *Now Is Not the Time to Panic* by Kevin Wilson, 2022, HarperCollins Publishers. This supplement is based on the Kindle Edition.

² Target Icon adapted from <http://webiconspng.com/icon/78516>

Belonging and the Vanderbilt University Campus Reading

Vanderbilt actively seeks to create and support equity, diversity, and inclusion across campus to offer all its community members a sense of care and belonging. The university’s [Office for Equity, Diversity and Inclusion](#) helps our campus community focus on these values.

To this end, the Ingram Commons hosts a yearly campus reading that all incoming undergraduates read to prompt conversation and reflection. The 2023–2024 academic year theme is “Be/longing.” As Dean of The Ingram Commons Melissa Gresalfi explained:

“*Now Is Not the Time to Panic* invites us to think about the dual themes of trying to find our place while simultaneously looking forward to where we are headed. It is a search for ‘being’ while also longing to find another place, and that tension, throughout, evokes our desire for belonging.”³

The university has chosen *Now Is Not the Time to Panic* as the [Campus Reading](#) so that you and your peers can more fully participate in the ongoing conversation about belonging, growing older, and the power of art at Vanderbilt University.

At the ELC, we want to create pathways for students who are curious about U.S. culture or who use English as an additional language to engage more fully on campus. We have created this Supplement to *Now Is Not the Time to Panic* to support your reading by looking at plot organization, voice, metaphors, and cultural references not clarified directly in the book.

We hope this strategy of identifying and clarifying cultural and linguistic cues can both enhance your reading experience for this book and model a reading approach you can use to enrich your reading comprehension and accuracy throughout your time at Vanderbilt.



Want to Know More? ELC Online Resources

The [ELC Resources page](#) offers many downloadable guides to support your participation in campus life, including an [Academic Vocabulary Guide](#), an [Email Messages Guide](#), and a [How to Avoid Plagiarism](#) tutorial.

Reading Strategies

Building Background Knowledge: Themes

Before you read *Now Is Not the Time to Panic*, consider what you know about the book’s central themes: belonging, growing older, and the power of art. Ask yourself the following questions:

- Have you studied these topics previously?
- What can you remember about these topics?
- What is your understanding of these topics?



Want to Know More? Building Background Knowledge

These two videos can help build your background knowledge before you begin reading:

1. [In this clip](#), author Kevin Wilson describes the book’s basic plot.
2. [This links to a radio interview](#) with Wilson describing the mysterious phrase at the center of the book and why it means so much to him. He also talks about the book’s themes of belonging and the power of art.

³ <https://news.vanderbilt.edu/2023/04/03/campus-reading-announced-for-2023-2024-academic-year/>
[The Vanderbilt University English Language Center](#)

Thinking Before You Read: Previewing the Text

Before reading each section in *Now Is Not the Time to Panic*, browse through it. Ask yourself:

- How many pages do I need to read?
- How long will it take to read?

Knowing the approximate length of the parts will help you be realistic about the time you need to read them.⁴

Skimming


Before reading *Now Is Not the Time to Panic*, it is also helpful to glance through the pages and focus on the important parts to better understand what the text is about.⁵ This practice is called **skimming**.

Ask yourself:

- What does the book cover tell you?
- What do the chapter titles and parts mean?
- What are the key words in each title?
- What will each section’s content be?

For example, looking at the cover, you will see “A Novel” under the book title. This means that the story is a work of fiction (writing that tells an invented or imagined story).

Reading fiction differs significantly from reading nonfiction (true stories) or scholarly texts (journal articles, textbooks, etc.). While nonfiction and scholarly texts usually follow clear organizational patterns such as [3-part paragraphs](#), fiction writing can use any paragraph structures that fit the author’s needs. For instance, authors often include dialogue (written speech) between characters and characters’ inner thoughts. See the section about [voice](#) for more information about identifying changes in the narrator’s (Frankie’s) point of view.

 <p style="margin: 0;">Want to Know More? Reading Nonfiction</p>	<p>The ELC has published a Scholarly Reading Guide to help you better read and comprehend scholarly texts, such as peer-reviewed journal articles. If you would like to review the information about skimming and scanning, click here to read the section titled, Reading Efficiently.</p>
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In the next section, [Plot Structure](#), you can see how identifying structure can help you read more quickly and accurately.

Full Content Overview

Plot Structure

Recognizing a book’s structural elements can help you read more quickly and accurately because it can help you understand the purpose of each section as you read.⁶

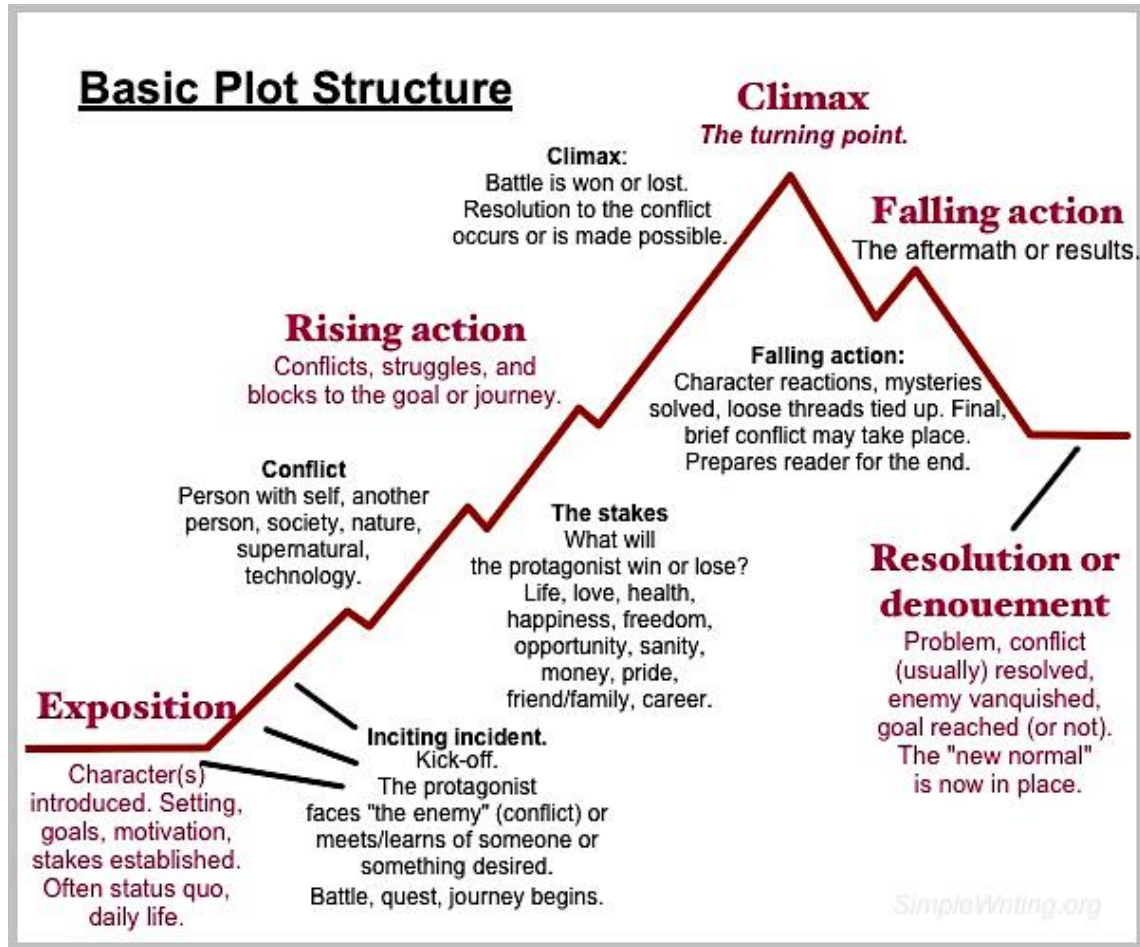
Even though fiction writing does not often include the rigid structures of scholarly writing, most fiction stories follow a standard plot structure⁷:

⁴ *Academic Reading: A Content-based Approach* by Holschuh & Kelley, 1988, Palgrave Macmillan, p. 2.

⁵ *Academic Reading: A Content-based Approach* by Holschuh & Kelley, 1988, Palgrave Macmillan, pp. 2–3.

⁶ <http://www.uefap.com/reading/underst/undfram.htm>

⁷ Image source: <https://simplewriting.org/wp-content/uploads/2016/11/Basic-plot-structure.jpg>. If you cannot see the image, you can read the text from it [here](#).



[Image Source](#)

You may have noticed that in the **table of contents**, the book is divided into two parts with a sentence assigned to each part. These sentences are the two halves of the passage Frankie writes at the beginning of the book. You can hypothesize that the story plot will also be divided.

Mazzy Brower

The first chapter offers exposition and frames the story. It introduces a reporter named Mazzy Brower, who finds Frankie (37 years old) and asks to talk about controversial events Frankie experienced when she was 16 years old.

Part 1: The Edge is a Shantytown Filled with Gold Seekers

These chapters in *Now Is Not the Time to Panic* share Frankie's memories of the summer of 1996 when she was 16 years old and living in the small, rural town of Coalfield, Tennessee. This town is where most of the plot takes place, all the way through the story's climax.

The story begins when Frankie meets a new friend, Zeke (the inciting incident), and they decide to make art together for the summer. They secretly create a poster with Frankie's passage and begin hanging photocopies of it all around town. They begin a romantic relationship and, over time, hang hundreds of posters around their small town. Soon the posters become controversial, and Frankie and Zeke realize that other people are copying their poster and spreading it all over the country. Thinking that the poster may be the work of a cult or [satanic group](#), the town begins to panic, and several people die in incidents related to the poster (the rising action). Through it all, Frankie and Zeke continue to secretly hang the posters all around town.

Anxious about their authorship of the controversial poster, Zeke begins to act erratically and violently, assaulting his father and then assaulting Frankie twice. To cover up the extensive injuries Zeke causes during his second assault, Frankie purposefully crashes her car and successfully hides Zeke's violence (the climax).

Part 2: We are Fugitives, and the Law is Skinny with Hunger for Us

The second part of the book depicts Frankie's experience as an adult as she finds explanations for the questions raised in Part 1. This part begins 21 years after the climax and includes the falling action and resolution.

In the 21 years since Part 1 in 1996, Frankie and Zeke's poster has become a popular symbol of 1990s-era art and music. Frankie finally tells Mazzy Brower about her part in creating the poster but continues to hide Zeke's involvement. Frankie decides to tell her family the truth before it becomes public and drives to Coalfield to tell her mother. She is surprised to discover that her mother knew she made the poster the whole time.

Lastly, Frankie finds Zeke and decides to meet with him about her decision to admit they created the poster publicly. Zeke shares that he has been diagnosed with [bipolar disorder](#)⁸ and apologizes for his past violence. Frankie finds closure and begins to be compassionate with herself about the decisions she made as a teenager, fully embracing her adult life and family with a renewed sense of self-love and belonging.



Notice: Plot Structure

Do you notice the bump in action near the end of the plot diagram? In this story, that bump illustrates the final conflict when Frankie reconnects with Zeke.



Want to Know More? Intimate Partner Violence

Several scenes in *Now Is Not the Time to Panic* depict intimate partner violence between Frankie and Zeke, which is "abuse or aggression that occurs in a romantic relationship."⁹ Even though Frankie tells Zeke, "It's okay,"¹⁰ after he forcibly touches her, at Vanderbilt, it is not okay for others to touch you without your consent.

If you have experienced or witnessed physical, verbal, or sexual abuse or violence, consider asking for support. Vanderbilt University's [Student Care Coordination](#) is a great place to start, as they can direct you to different types of help on campus. If you would like to speak to someone immediately about intimate partner violence, you can call the [Project Safe Support Hotline](#) at +1 615-322-SAFE (7233) any time of the day or night.



Want to Know More? Wellbeing Terms

Additionally, the ELC has published a [Glossary of Wellbeing Terms](#) to introduce students to the language of mental health care in the United States. This resource can help familiarize you with language you may hear as you access the campus resources listed above.



Notice: Gender-neutral Names

The book's three main characters are Frankie, Zeke, and Mazzy. Notice that all three names are gender neutral, meaning they could be names for any [gender identity](#). Gender-neutral names are common in the United States, so you may not always know someone's gender after you hear their name, and it can be considered rude to assume someone's gender based on their appearance alone. For help using and clarifying gender pronouns, you can refer to the ELC's [Pronoun Guide](#) or the [Pronoun Guidance](#) from the [Lesbian, Gay, Bisexual, Transgender, Queer, & Intersex Life](#) cultural center.

⁸ Bipolar disorder is a complex condition. Note that the linked National Institutes of Health website does not list violence or aggression as a symptom of bipolar disorder.

⁹ Definition from the Centers for Disease Control and Prevention (CDC) [website](#).

¹⁰ *Now Is Not the Time to Panic* by Kevin Wilson, 2022, p. 142.

Setting in Now Is Not the Time to Panic

Wilson’s background has shaped the setting and characters in *Now Is Not the Time to Panic*. He grew up in a small, rural town in Tennessee, similar to where the book takes place. In interviews, he has also explained that he felt awkward and lonely when he was younger, resembling the feelings his characters experience in the story. In fact, the book’s first half takes place in 1996, the same time that Wilson was in college.

Throughout the story, Wilson refers to artists, musicians, TV shows, movies, food, technology, and other cultural phenomena that influence his characters. Observed together, these references can offer you the following:

1. A way to imagine what the characters are feeling and thinking
2. A “map” of some pop culture in the United States in the early and mid-1990s, some of which is still popular today
3. Examples of the art Wilson was inspired by in high school and college. Wilson’s cultural references invite you to look at this art and be inspired, too.

See the section on [Recognizing Literary Devices](#) to learn about more tools the author uses to make the story more vivid.

Exploring Slang and Cultural References

The ELC has identified examples of cultural references and slang from *Now Is Not the Time to Panic* that may be unfamiliar to you because they are specific to the United States or were primarily used in the 1990s before you were born. Many of these are names or genres referring to artists, musicians, authors, and actors, and their works¹¹.

In fact, many popular trends from the 1990s are currently coming back into style in the United States, such as [t-shirts](#) for bands like [Nirvana](#) being sold in mainstream American stores like Target and Wal-Mart. It can be difficult to imagine life at a time when the internet, cell phones, and social media were still rare, but [this short documentary](#) can help you see what some of the trends were. You can skip around and watch the parts most connected to the book about technology, entertainment, and music.



See “VHS” below

Below is a list of slang, technology, food, art, and other cultural references that may be hard to search online. They are listed in order of appearance, so you can refer to them as you read.

- [Punk rock](#) (p. 10)
- [Cannonballing](#) (p. 11)
- [VHS](#) (p. 14)
- [Pop-Tarts](#) (p. 14)
- [Make out](#) (p. 23)
- [Xerox Art](#) (p. 28)
- [Wolfing down](#) (p. 49)
- [Cookie Crisp](#) (p. 65)
- [SummerSlam pay-per-view](#) (p. 65)
- [VCR](#) (p. 69)
- [Coalfield Ledger](#) (p. 73) refers to a made-up local newspaper from Frankie’s hometown
- [Sun Drop](#) (p. 85)
- [Scoot over](#) (p. 94)
- [666](#) (p. 96)
- [The Tennessean](#) (p. 100)
- [Cheetos Puffs](#) (p. 103)
- [Cassette Tapes](#) (p. 108)
- [Kroger](#) (p. 109)
- [Lollapalooza](#) (p. 122)

¹¹ Where possible, we have included links that work globally. However, in some cases, the only websites that clearly explain the reference may be blocked in some countries. If you encounter links that are blocked in your hometown, we encourage you to visit those sites when you arrive in the United States.

- [Little Debbie](#) (p. 124)
- [Little League](#) (p. 124)
- [Handles](#) [of liquor] (p. 125)
- [Fuck up someone](#) [Caution: this is vulgar language. See the 6th definition in the link] (p. 126)
- [Relationshippy](#) (p. 128)
- [Pay phone](#) (p. 131)
- [A Magic 8 Ball](#) (p. 134)
- [Dippin' Dots](#) (p. 135)
- [A Magic Eye Poster](#) (p. 135)
- [The Overton Park Shell](#) (p. 135)
- “The kids had [painted their faces like Brandon Lee in *The Crow*](#)” (p. 145)
- [Shoot baskets](#) (p. 147)
- [Dunking booth](#) at the [county fair](#) (p. 164)
- [Sharpies](#) (p. 169)
- “He had also been a [pitcher](#) and played [Double-A](#)” (p. 177)
- [Zingers](#) [food] (p. 208)
- [The moral high ground](#) (p. 218)

Context-Dependent Definitions

Because the previous list focuses on language not easily found in the dictionary, there are many slang terms and cultural references in the book that are not listed above. Many terms and references will not impact your reading comprehension, so you can avoid looking up those words when you would like to increase your reading speed and flow.

If you see an unfamiliar word, do not immediately stop reading. Instead, look for clues in the text for what it could mean.

As you keep reading, if you do not see a definition in the text, you can follow these tips:

1. Look for a [prefix](#) or [suffix](#) that might help you guess the word's meaning and identify what part of speech (noun, verb, adjective, etc.) the word has in the sentence.¹²
2. Definitions can be spotted by paying attention to punctuation like commas or parentheses used to emphasize an explanation.¹³
3. You can identify synonyms or antonyms around the word.
4. Look for defining verbs such as “called” and “means” and descriptions in surrounding sentences.

For example, consider the following quote from Frankie's narration on page 114:

“I tried to consider which teenagers in Coalfield would be weird enough to do all this, what burnouts or druggies or goths or jokesters would be willing to perform such a feat.”

Do you know what all four terms (burnouts or druggies or goths or jokesters) mean? If not, you can infer that Frankie does not like them because she calls them weird and determine that they are descriptors for teenagers belonging to different outcast groups. We can assume they are different groups because the list uses “or” to separate them.

You may not get a complete definition with these strategies, but you can often guess enough about a term or name to decide whether you want to spend time looking it up. If you can use these strategies to avoid stopping to search for unfamiliar words, you can improve your reading flow and save time.



Focus on Using Dictionaries

If the meaning of a word is still unclear after using the strategies above, you can search for the definition in a dictionary. The ELC recommends using an English–English dictionary (such as the [Oxford English Dictionary](#) or [Merriam-Webster](#)) for more precise definitions. However, some of the definitions you find may not fit the book's context, so be sure to read each definition carefully and choose the one that makes the most sense in the sentence considering the context and part of speech. If you prefer simpler definitions, you can use a learner's dictionary, such as [Oxford Learner's Dictionaries](#).

¹² *Academic Reading: A Content-based Approach* by Holschuh & Kelley, 1988, Palgrave Macmillan, p. 11

¹³ Tips 2-4 from *Ready to Read More* by Blanchard & Root, 2006, Pearson Longman, Chapter 3: Use Vocabulary Strategies

Recognizing Literary Devices in *Now Is Not the Time to Panic*

We have mentioned before that *Now Is Not the Time to Panic* is a novel, which means it tells an imagined story. Novels often include tools called literary devices that authors use to make their writing more aesthetically pleasing, set the mood, and evoke stronger emotions in the reader.

This section can help you do two things to improve your reading comprehension and speed in *Now Is Not the Time to Panic* and other similar materials you read at Vanderbilt:

1. Improve Reading Accuracy: interpret literary devices to understand sentences and paragraphs as you read.
2. Enhance your Reading Experience: See how interpretations of these devices can predict plot points and reveal details.

Frankie's Narrative Voice

Wilson wrote *Now Is Not the Time to Panic* to encourage readers to reflect on their sense of belonging, growing older, and the power of art. These goals have influenced his writing style and artistic choices. For instance, Wilson chooses Frankie to narrate the story as she remembers it 21 years later. This choice allows Frankie to both narrate her thoughts and experiences as she lived them in high school and share her reflections on the experience as an adult.

However, these shifts in Frankie's perspective are not marked in the text, so you will have to notice them as you read to avoid confusion. The example quoted below appears in the middle of a scene when Zeke and Frankie talk about her neighbor, Mr. Avery. **Notice how the dialogue stops and Frankie's narration changes in the bolded section:**

“I think he knows what we're doing. He really stared at me.”

“He's probably wondering what you're doing here, because I never have people come over. He's just bored. He's in the house all the time, except for these little walks that he takes around the block. He has cancer, I think. He's got other things to worry about than what we're doing.”

I guess I should say that this was all before you could just google anyone and anything and actually get results. I had barely even used the internet at this point. And it wasn't like Randolph Avery was someone that you'd just know about if you were a teenager in Coalfield in the nineties. It wasn't until later that I realized who he was, how famous he had been.¹⁴

In the bolded text, we are not listening to Frankie's 16-year-old thoughts but shifting to hearing her 37-year-old perspective. It happens suddenly, but there are some clues you can notice:

- The dialogue has ended, but the narration uses “you,” which means Frankie is writing directly to you, the reader.
- Frankie starts talking about “before” and shifts to the present perfect tense (“I had barely even used the internet”), which removes this paragraph from the previously linear timeline of the story.
- She refers to online tools like Google that were not available in 1996.
- She refers to information about Mr. Avery that she received “later” than the current point in the story.

Frankie's narration shifts like this regularly throughout Part I, reminding us that she is telling the story from her memories and with her more mature mindset.

¹⁴ *Now Is Not the Time to Panic* by Kevin Wilson, 2022, pp. 68-69 (emphasis added).



Notice: Foreshadowing

Foreshadowing is when an author includes a reference or hint about something that has not happened yet. It can create excitement or tension as the reader tries to anticipate what will happen. Because the story is told from the future, Frankie regularly offers clues about what will happen later. For example, soon after Frankie and Zeke meet, she says this:

“Zeke didn’t need anything, his blood already dried up, but he still put a little bandage on his finger. I wondered if this was a sign that, whatever happened this summer, I’d be the one with a scar.”¹⁵

You can look for foreshadowed clues to increase your excitement and help you follow the story's plot more easily.

Metaphors

Throughout *Now Is Not the Time to Panic*, Wilson uses metaphors and similes to explain ideas, illustrate feelings, and convey tone. Simply put, **metaphors** and **similes** are comparisons that help describe something. These comparisons are usually not literal and often help us understand something more quickly or succinctly. A simile is a type of metaphor, but slightly different because it uses *like* or *as* to make a comparison. You can find metaphors and similes in both fiction and nonfiction writing and academic presentations. Breaking them down can help you interpret deeper meanings.

Here is a metaphor from Chapter 1 that both describes the action and develops the main characters in their first scene together:

“Andrew grabbed Zeke like a rag doll and basically carried him toward the watermelon...” (p. 11)

First, the metaphor of a rag doll can help us understand what’s happening in the scene. If you can visualize a rag doll (*pictured to the right*), you can think of Zeke hanging limply in Andrew’s arms, not moving on his own.

Second, this metaphor also helps establish Andrew and Zeke’s characters. You can imagine Andrew is large and strong because he can carry Zeke, and the verb “grabbed” implies that he picks him up quickly. Conversely, you can imagine that Zeke is relatively small. The next section demonstrates how you can interpret metaphors yourself.



[Image Source](#)

How can you interpret a metaphor once you identify one?

Metaphors and similes come in three parts. Follow these steps to interpret them:

1. All metaphors are comparisons, so first, identify the focus of the metaphor (the main item you are meant to understand better).
2. Separate it from the secondary item or items (what the main item is being compared to).
3. Once you have identified those parts, think of the metaphor’s ground, namely, characteristics that both items have in common.
4. Then use the ground to analyze the metaphor’s meaning.



Focus on Metaphors

Use the table on the next page to help you recognize and interpret metaphors and similes in the book.

¹⁵ *Now Is Not the Time to Panic* by Kevin Wilson, 2022, p.45.

Metaphor or Simile	Main Item	Secondary Item	Commonality (the ground)	Meaning Analysis
p. 23: “Maybe,” he said gently, like trying to talk someone off the edge of a cliff, “we could think of something else to do.”	How “he said” (you can tell this because the simile is in an adjectival phrase)	“Trying to talk someone off the edge of a cliff” is a phrase originally and frequently used to describe suicide.	Speaking slowly and gently, concerned about the other person’s reaction	The metaphor uses exaggeration to create humor because Zeke is saying something rather ordinary, but the narrator describes his tone as extremely serious.
p. 75: Just then my mom came home from work. She was holding one of the posters. “Boys,” she said, the poster flapping around in her hand like an unruly bird, “did you do this?”	The poster	An unruly bird	both items describe something that flaps and is out of the owner’s control	The more obvious description here is the physical flopping motion that paper and a bird’s wing can make. However, a deeper analysis can highlight how the poster’s popularity and others’ reactions to it are now beyond Frankie and Zeke’s control.



Want to Know More? ELC Consultations and Classes

If you would like support for your English writing, speaking, and pronunciation skills as you tackle complex texts, consider signing up for [1-to-1 Consultations](#) or our [writeELC](#), [Academic Speaking](#), or [Pronunciation](#) courses at the English Language Center.

Looking Back: Reflecting on Your Story

In *Now Is Not the Time to Panic*, Frankie describes the loneliness and longing she experienced at 16 from a position of belonging as an adult. When discussing his book, Wilson has shared that he wants to inspire readers to reflect on their own stories and times they may have felt tension between longing and belonging.

You can use Frankie’s search for belonging to ask yourself:

- When was the last time you experienced loneliness?
- When do you feel a sense of belonging? What does it feel like?

Upon arrival at Vanderbilt University, you will begin a new phase of your life. In *Now Is Not the Time to Panic*, Frankie struggles to accept herself and her experiences in Coalfield, both positive (writing her book) and negative (experiencing intimate partner violence). The book’s story is also the story of Frankie finding self-compassion.

You can use her journey toward self-compassion to ask yourself:

- How do you talk to yourself? Does your inner voice use the same kindness and compassion you show others?
- How did you think of yourself during each year of high school? Do you feel the same way now, or has your perspective shifted since graduating?
- Looking back on your experiences growing up, can you find compassion for your choices and actions, even if you disagree with them now?

You might also like to reflect on how Frankie’s story might be similar or different if it were set in your hometown:

- Might this story be different if it happened in my hometown, surrounded by its culture and traditions? Why or why not?
- How is art and art ownership handled in your hometown? If this story happened in your hometown, do you think the artwork may have been handled differently?

When you join conversations about belonging, growing older, and the power of art on campus, consider that your cultural background and individual experiences can add a new dimension to the conversation, enriching the conversation by helping your peers think beyond their own cultural expectations. We encourage you to recognize the value your perspective brings to such discussions in the Vanderbilt community and hope this recognition will embolden you to share your thoughts.



Focus on
You

Reflect on the cultural, linguistic, family, ethnic, religious, and educational background you bring to Vanderbilt. How can your perspective and experiences help maximize both your academic and personal experiences at Vanderbilt?

Summary

We hope you are ready to implement our advice as you continue reading *Now Is Not the Time to Panic*. As needed, refer to this guide to develop your reading skills throughout your time at Vanderbilt University.

For further guidance from the English Language Center, sign up for [1-to-1 Consultations](#) or one of [our courses](#). If you have questions, please contact elc@vanderbilt.edu.

Find this supplement and more online [here](#) or by copying and pasting this URL:

<https://www.vanderbilt.edu/elc/resources/supplement-to-now-is-not-the-time-to-panic/>