

Making COLLEGE COUNT



UNIVERSITY
OF WYOMING

LeaRN Programs

A MONTH-BY-MONTH GUIDE TO
FIRST SEMESTER SUCCESS

Fall Bridge Edition



Welcome to the FIRST-SEMESTER COLLEGE SUCCESS GUIDE!

*W*e encourage you to explore this guide with your instructors, peer leaders, advisor, and other friends or mentors who are beginning this college journey with you.

If you have questions about the content of this guide or resources on the University of Wyoming campus, please contact your advisor or First Year Seminar (FYS) instructor.

LEARN PROGRAM - FIRST YEAR EXPERIENCE

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- Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;
- Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners;
- Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and
- Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

As Wyoming's only public university, we are committed to scholarship, outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation and the world.

STARTING *the* SEMESTER

The months and days before you leave for college can be some of the most exhilarating and thrilling moments of your life.

Family members are proud; friends are sad; you have an opportunity to start over and be a new you. That's a nice thought. But people rarely address the fact that starting over and beginning college do not happen overnight. It takes time, and doing it well takes guidance—guidance which can feel scarce in your first semester. That's where we come in. This fall semester guide will give you insider's advice from students and faculty to help you excel at the University of Wyoming. Think of this like a strategy guide; use it for helpful advice on performing the best you can in your academics while maintaining as much time as you can to have fun and enjoy a rich life outside of college.

“

One of the hardest things about starting college was embracing the new and unknown. For a while, I kept to myself and talked to friends from home almost every night. Once I embraced new friendships as well as clubs and student organizations on campus, I realized I had a new home and a great community.”

Matt Kratochvil
UW Student



Starting the Semester

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People don't talk much about the challenges that freedom presents at the start of college. I know I was excited to be outside of the house, but that was because of visions of free time and fresh adventures. The first few weeks of school, I was challenged getting to class on time and getting my homework done. I didn't know where things were or how long things would take me. I would recommend that any incoming student figure out how long it takes to get to class and ask their teachers how much time to allot for homework – professors won't mind such questions, they'll appreciate and remember you for it."

Jaron Bartosvek, *UW Student*

Navigating the ROOMMATE RELATIONSHIP

Experiences with roommates range from the start of a “best friends forever” relationship to friction that leads to finding new roommates before the first semester ends. The reality is more often in the middle. Our goal is to help you make the right steps to building a positive relationship, the type of bond that allows you to live peaceably for a year -- and hopefully you can build a lasting friendship that is a positive, memorable part of your college experience.

HOW TO GET ALONG WITH YOUR COLLEGE ROOMMATE

From Campus Explorer's article, "How to Get Along with Your College Roommate"

Every once in a while, you hear a story about two randomly matched roommates who become best friends. Beating all the odds, they find miles of common ground, discover that they're actually a lot alike, and become extremely close throughout college.

It's a nice story, but it sounds like something you'd see on an after-school special.

Realistically, you're likely to encounter some tension and even conflict with your roommate. Many roommates do become friends, but what if you can't get along with yours? Don't despair -- you can still overcome your differences and have a healthy relationship with your roommate.

First Impressions Matter

Like it or not, people are prone to making snap judgments. Whatever impression you give of yourself when you meet your new roommate is likely to stick with him or her, whether it's accurate or not.

Even if you're still a little grumpy from moving in, try to be as amiable and positive as you can through the first few days. Make eye contact, be polite and show an interest in getting to know your new roommate. If he or she likes you right off the bat, they'll be more likely to respect your needs and boundaries later on.

Roommate Rules and Boundaries

As you and your roommate get to know each other, make sure you set some boundaries. Ask him or her about their needs and experiences in creating a workable living environment, then share your needs. Calmly and politely explain your ideal living arrangements while also listening to your roommate's needs.

It's crucial to get this out of the way early. The longer you wait, the more you risk a possible conflict due to clashing lifestyles. Remember, compromise is essential here. You probably won't get everything you want, and neither will your roommate, but the important thing is to create a comfortable, healthy living environment for both of you.



Open Communication: The Key to a Successful Roommate Relationship

Talk to your roommate. We can't stress this enough. Don't avoid conversations because you're afraid that they might be awkward. This doesn't mean you have to be best buds who share everything, but if your roommate does something inappropriate, you should let him know. If you let problems pile up without addressing them, the relationship will start to sour. Address issues as they come up, and you'll be able to defuse them more easily.

Finding Solutions to Roommate Conflict

Even in the worst roommate situations, there's always a way to resolve the conflict. Sometimes this could mean peer mediation to work through the problems. Or it may mean switching roommates.

Whatever the end result, it's important to remember that there's always help. If you've tried everything and can't get through to your roommate, try talking to your resident adviser (RA). Your RA will listen to both sides of the conflict and help you and your roommate find a reasonable solution. If you find your roommate conflicts still aren't resolved, speak to the residence coordinator for your building.

In your first weekss at UW, you and your roommate will be tasked with completing a roommate agreement. A copy of the agreement is on the following pages for you to complete.

For information about Residence Life, dining, and other first-semester issues, check out the Mobile App UWyo Guide and social media handles:



UWyo Guide



UWyo Reslife
& Dining



UWyo RLDS



wyorlds



Residence Life and
Dining Services

This agreement is for room _____ in _____ Hall

UNIVERSITY OF WYOMING RLDS ROOMMATE AGREEMENT

Completing this roommate agreement is required by Residence Life & Dining Services.

You must fill this out together. Please be as descriptive as necessary in order to have a clearly defined agreement. This agreement will be referred to in case of roommate conflict.

How will we communicate with each other? (Examples include: in-person for sensitive topics, email, and texting, we agree to respond to each other's messages within a certain time frame)

How will we deal with conflict between us? (Examples include: voicing your concern to your roommate as soon as possible and in a polite way, communicate with an RA if concern persists, etc.)

How should our room be utilized?

Hall Quiet Hours are from 10pm to 8am Sunday through Thursday, and 12am to 8am on Friday and Saturday nights. Courtesy hours are 24/7. Please sign in acknowledgement of this policy.

Signature: _____

Signature: _____

We will have study/quiet hours from _____ a.m./p.m. (choose one) to _____ a.m./p.m. on the following days (circle all that apply)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

At what time will it be okay with us to be awake and making noise?

o Weekday mornings _____ Weekend mornings _____

o Weekday evenings _____ Weekend evenings _____

What time is it okay to have lights and/or electronics on? (Please be specific with which lights/electronics can be used at what time, also consider when to use them while roommate is asleep)

Morning: _____

Evening: _____

Comments: (Do you need silence or noise to study well/sleep well) _____

On the following scale, how do we want to spend time in our room?

Alone 1 2 3 4 5 With Others

Comments: _____

Will allow each other to have visitors during certain hours/days:

- _____ a.m./p.m. to _____ a.m./p.m. on the weekdays
- _____ a.m./p.m. to _____ a.m./p.m. on the weekends

What items are we okay with sharing/allowing others to use? (Please include use of furniture, food, and other personal items for this question and the next)

What items are we not okay with sharing/allowing others to use?

How do we feel about overnight guests? RL&DS policy requires roommates to get verbal consent from each other before any guests stay overnight and no guest may be in the room overnight for more than 3 days in a two week period. Guests are also required to be escorted at all times and must be checked in at the front desk.

I will inform my roommate and/or Resident Assistant when I am having an extended stay away from the residence halls, for security reasons.

How clean and organized should we keep the room?

Please define your cleanliness (Examples include: number of items on the floor, whether the beds should be made, etc.) Refer to room care/health & safety in the "Policies and Procedures."

☐ Would like to keep the room very clean and organized, and to make that happen we will

☐ Would like to keep the room clean and organized, and to make that happen we will

☐ Would like to keep the room clean enough to walk through, and to make that happen we will

☐ Will allow each other to keep our own side of the room in whatever condition we choose.

How will we divide cleaning responsibilities? (Vacuuming, dishes, wiping down the sink, taking out the garbage, etc.)

What temperature do we want to keep the room? (Please include window usage)

Initials: _____ Initials: _____

Name: _____	Signature: _____	Date: _____
Name: _____	Signature: _____	Date: _____
Resident Assistant Signature: _____		Date: _____

RESIDENCE HALL

Etiquette

You may or may not have a roommate, but you have more than a dozen neighbors living in close quarters. Here are some tips for having a peaceful residence hall floor experience. Always consult to Residence Life & Dining's website (uwyo.edu/reslife-dining/) for most up-to-date guidelines and requirements with regards to living in the residence halls and issues surrounding

From Campus Explorer's article, "How to Get Along with Your College Roommate"



RESPECT QUIET HOUR RULES.

Hall Quiet Hours are from 10pm to 8am Sunday through Thursday, and 12am to 8am on Friday and Saturday nights.

YOU ARE SHARING BATHROOM SPACE.

Clean up after yourself (don't leave hair in the drain) and don't leave anything in the bathroom.

*Ask yourself – am I being a good neighbor?
Would I want to live with me?*

DEVELOP GOOD LAUNDRY HABITS.

- Set a specific day/time every week when you will do your laundry (and yes, you should do your laundry every week).
- Know the "rush hours"
- Budget your time (you don't want to start a load of laundry then have to rush to class)
- Set a timer on your phone so you don't forget to return to your laundry
- Doing laundry is no one's favorite chore. Be courteous to others (e.g. don't dump someone's wet laundry on the floor)!
- If you have issues with your laundry card swipe (WyoOne card) or a laundry machine not working, tell your residence hall desk
- Washing machines should only be filled $\frac{3}{4}$ of the way full. If you stuff a washing machine all the way full it will probably lock up, then you have to wait until it manually unlocks (about 10 minutes) and you will still have to rewash your clothes (if the machine locks it won't clean anything)
- Laundry Pods do not fully dissolve in the washing machines. Use liquid high efficiency detergent in the washing machines otherwise your clothes will not get cleaned very well.

For information about Residence Life, dining, and other first-semester issues, check out the Mobile App UWyo Guide and social media handles:

UWyo Guide



UWyo Reslife
& Dining



UWyo RLDS



wyorlds

Online Course SUCCESS TIPS

Some of your coursework might be online, so here are some strategies to keep in mind. The end of this document will include other UW-specific resources to help you through these times.

STUDY AND TIME-MANAGEMENT HABITS FOR AN ONLINE PLATFORM

Adapted from University of Michigan Center for Academic Innovation

1. Stay Organized

Here are some things you might want to keep track of for each class:

- What are the in-person parts of this course? (lecture, lab, etc)
- Where can you find it or how do you access it? (live-stream, lecture capture, etc)
- Is it at a specific time or can you watch it anytime?

Keep track of assignments.

- What are the due dates?
- How will you submit assignments?
- Are any quizzes or exams being offered virtually?

What should you do if you need help?

- Is your course offering virtual office hours? When and on what platform?
- Is there an online forum for asking questions?
- One example of a way you could keep track:

	Class 1	Class 2	Class 3
Important Dates			
Important Links			

2. Avoid Multitasking

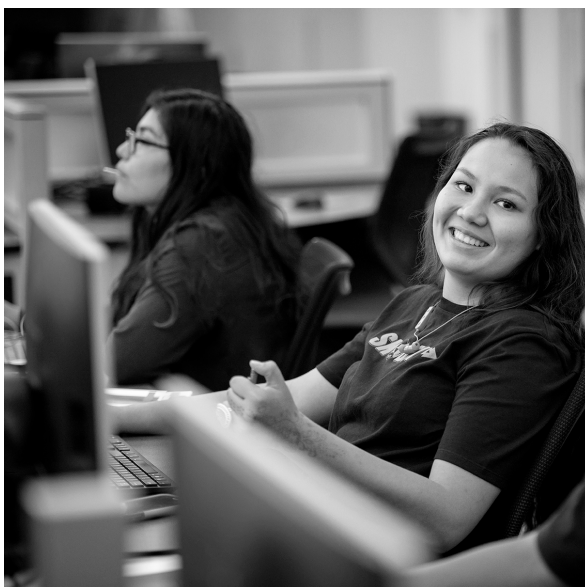
If you're doing more work on your own and your time is less structured, you might be more tempted to multitask. Many people think they can do multiple things at once. But research shows us that only about 2% of the population can multitask. Even if you feel like you're multitasking, you're probably not... really, you're switching between tasks very quickly (some call this "micro-tasking").

What to do instead:

- Consider the Magic of Monotasking. (www.huffpost.com/entry/the-magic-of-monotasking_b_9239892)
- Try the "pomodoro method" to help you focus for 25- or 50-minute periods, and then reward yourself with a 5- and 10-minute break. tomato-timer.com

3. Make the most of video lectures

- Stick to your instructor's schedule as much as you can.
- Find out how to ask questions. Is there a chat feature? Is there a discussion forum?
- Close distracting tabs and apps. (See #2 above.)
- Continue to take notes as you would if you were there in person.
- Watch recordings at normal speed. Research shows that playback speed of 1.5x can lower your retention and can result in lower scores on assessments. Faster playback speeds are worse for complex, multi-step material (which most of your lectures probably are).



4. Set a schedule

Setting a schedule for yourself can help provide structure and keep you motivated. If you don't already keep a weekly or daily calendar, try something like the example below to organize your time. Include time for exercise and self-care. See page 27 for more information and a template.

5. Find new strategies

If you have a semester with all online courses someday, you will need to adapt. For example:

- If you usually study in a coffee shop or library, ask yourself what kind of environment helps you study. See if you can recreate that at home. Maybe it's studying in a chair, rather than on your bed or couch, or moving to a new spot when you change tasks. If you feel you need background noise, consider a white noise app.
- If you always study in groups, try a virtual or even phone-based study session with your group.
- If you thrive on tight timelines, but now have a more open schedule, think about how working with others or setting up a schedule can recreate that for you. When that gets hard, see if you can even do fifteen minutes at a time.

6. Stay connected to other people

Even if we limit how much face-to-face time we spend with others on campus, connecting with family and friends might be more important than ever. And staying in touch with instructors, classmates, and group mates is still important for continued classwork.

Here are a few ideas:

- Schedule video calls with friends and family. Talking with loved ones is often really helpful when you're stressed or nervous about something. Taking a break to have a laugh is also important.
- Attend virtual office hours or study groups so that you can stay up-to-date on your classwork.
- Utilize resources available. On-campus tutoring, online tutoring, SI, are all available to help you stay connected to others.

7. Work with a group or team

- Do not procrastinate.
- Meet regularly. Consider a quick text on your group chat about progress every couple of days. Ideally, have real conversation when working together.
- Set a purpose for meetings and use a shared notes doc. Meetings might feel different when using video, even if your team was really good at working informally in the past. Try to set the purpose of your meeting in advance.
- Keep videos open when you can. As long as you can see whatever you need to collaborate, aim to keep the video visible on your computer screen. It'll help you see the expressions of your teammates and stay connected to each other.
- Check on each other and ask for backup: If someone has been absent from your group meetings or chat, ask them directly if they're still able to participate in the project. If you aren't getting responses within a day or two, let your instructors know. Know it isn't being petty, it's your team's responsibility.

8. Be considerate on video calls

Video conference etiquette adapted from blog.zoom.us/wordpress/2013/08/20/video-conference-etiquette/.

- Use your UW Pro Zoom account – all UW students have access to a free pro Zoom account. Access the account through WyoWeb (wyoweb.uwyo.edu) and click on the Zoom button
- Project the right image. Dress as you would for an in-person meeting. Adjust lighting so you are easily seen. Move distracting background items (such as a pile of old laundry). Avoid yawning or distracting exaggerated motions.
- Practice speaking to the camera and not the screen.
- Utilize the mute button. Unless you are actively speaking, you should keep your mute button on. However, you should still actively participate in class discussions. Think of questions you want to ask and jot them down, or join in when a question has been thrown out.
- Reduce eating and drinking during calls.

Understanding COURSE FORMATS

Your instructor may choose a variety of design options for your coursework. Here are some formats and important terms that may come up.

ASYNCHRONOUS *online*

All of your lectures, assignments, activities, discussions, quizzes and exams are placed in modules. Modules are like storage bins in the Canvas learning system we call WyoCourses. Asynchronous courses can be completed on your own time rather than setting aside time like you would for face-to-face lectures. **Example:** You access all elements of the course at your own convenience according to deadlines set by your professor.

SYNCHRONOUS ONLINE (*hybrid*)

You have no in-person face-to-face elements, but you need to reserve time each week for online work that occurs at the same time as your classmates. These synchronous activities may include lectures, study sessions, active learning, or discussion. Quizzes and exams are on WyoCourses.

Example: You access lectures and other resources online at your own convenience, but you set aside time each week to attend classes where you interact with other students and your professor.

ASYNCHRONOUS CONTENT WITH FACE-TO-FACE ACTIVITIES (*flipped*)

You view the recorded lectures online during a time that works for you, but then you will attend face-to-face (in-person or online) classroom sessions where you will interact with what you learned through activities, such as group discussions, problem solving activities, online labs, etc.

Example: You watch short recorded lectures each week on your own prior to coming to class. Depending on your professor, class may be in-person or offered synchronously online. During those sessions, you interact with the material that you learned on your own time.

YOU CHOOSE: FACE-TO-FACE, ZOOM OR ASYNCHRONOUS (*HyFlex*)

Your professor leaves the course design up to you. Class sessions are offered in a classroom for those who prefer face-to-face. Those sessions are recorded live on Zoom for those who prefer a synchronous format, and uploaded as videos for those who prefer an asynchronous format. You may be asked to voice your preferred course method early in the semester. **Example:** Some classmates go in person to each lecture, others view the lecture at home as the professor delivers it, and others watch the lecture videos at a time that is convenient for them.



CREATING *a* BUDGET *as you* START COLLEGE

From "College Budget Template: Keep Track of Your School Expenses." (mint.com)

College textbooks, a night out with buddies, furnishing your room - the expenses during your college years can quickly and easily burn a hole through your bank account in no time if you don't have a detailed college budget set up. No one enjoys counting pennies and controlling spending, but budgeting is a necessary part of financial health. Your college years in particular are the perfect time to learn how to budget properly before real adult life kicks in.

Don't think you need to maintain a budget? Here are some reasons why it's important to have one set up now, using a college budget template, as you start your first year of college.

Your Family Isn't Constantly Watching Over Your Shoulder

While your parents may have had a dominant handle over your expenditures while you were living at home, you don't have this type of supervision when you're off on your own. Many times this financial freedom can get the best of college students, who end up finding themselves tempted by the myriad of items that are available to buy. Without mom or dad there to say "no," you could find yourself with mounting debt. Having a budget is a responsible step towards adulthood and maturity that helps you take control of your spending.

Having a budget in place can help you delegate every dollar you make.

Your Funds Are Probably Limited in College

Most college students don't exactly have a ton of cash to work with, which makes the art of budgeting even more crucial. No matter where the funds are coming from - mom and dad, a part-time job, or even a scholarship or award - you'll most likely have to be savvy and learn how to stretch your dollar. Money has a tendency to be spent on 'wants' rather than 'needs' when no budget exists (more in the November chapter!). Having a budget allows you to see if whatever money is coming in is adequately covering your expenses, or if you have to look for more ways to supplement your income, or lower your spending if possible.

Managing Your Money

Having a budget on a detailed spreadsheet with the help of a college budget template allows you to better control your money. It will show you where your money needs to go, including your savings, expenses, and extra spending money. This tool will also provide you with a reference to identify what your financial position is at the end of each month. For instance, if you've allotted \$100 to be spent on entertainment, but notice that all the receipts you've kept that month total \$150, you know you need to cut back \$50 from your entertainment expenditures.

What Should You Include in Your Budget?

A budget can be as detailed as it needs to be for you. When it comes to your expenditures, don't leave anything out. Include items such as textbooks, tuition, room and board, student loans, transportation, groceries, entertainment, and other miscellaneous items. When it comes to your income, make sure to include anything on top of your part-time job that may bring money in, including awards, allowance from parents, and so forth. At the end of the month, compare the difference between the two, which will tell you whether your income covers your expenses, or whether you're ending up in the red.

COLLEGE STUDENT BUDGET TEMPLATE

Monthly income for the month of: _____

ITEM	AMOUNT
Estimated Monthly Income	
Financial Awards	
Allowance from Parents	
Other Income	
TOTAL	

Monthly expenses for the month of: _____

ITEM	AMOUNT
Rent	
Utilities	
Cell Phone	
Groceries/Car Expenses	
Student Loans	
Insurance	
Medical Expenses	
Credit Card	
Entertainment	
Laundry	
Miscellaneous	
TOTAL	

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Semester costs for the month of: _____

ITEM	AMOUNT
Tuition	
Books	
Lab Fees	
Deposits	
Other	
TOTAL	

How am I doing?

ITEM	AMOUNT
Monthly Income	
Monthly Expenses	
Semester Expenses	
TOTAL	

SHORT & LONG TERM GOALS

Freshmen enter college with a range of real world experiences, from working full-time to never having done laundry to only having the culinary skills to make instant Ramen. Being independent is more about a mindset than an actual skill set. You can learn to do anything, from Calculus to making marinara from scratch if you are willing to own that you are responsible for learning to do it. This will apply to a range of tasks in the next four years, spanning from paying bills to academics.

Famous author, Annie Dillard, once said, “How we spend our days is how we spend our lives.” This is an important mantra as you move through college. Your college degree is not a golden ticket to a new life; rather, you spend four years working towards a degree, and those four years teach you how to live.

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I want to quote the advice I received during my freshman orientation: “when you are in a new town, school, or place in life, sometimes the best thing you can do is show up. Show up and be open and willing to try new things.” Show up for class, for clubs, and for your friends. Remember that people here care about you, whether it’s the student next door in the dorms or your English 1010 professor.

Make a great freshman year for yourself!

-Peyton Lunzer

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Early-Semester REFLECTION

Answer the following questions considering how you want to make a new home and how that will make your time at the University of Wyoming. Not only will this help you settle into the semester, some research shows that students who write down goals are more likely to overcome obstacles and to achieve their dreams.

Jot down five goals for your freshman year:

Now write down five “two-year” goals:

Write down five “five-year” goals:

Write down five “ten-year” goals:

Finally, write a paragraph that considers how you want your life at the University of Wyoming to look, and what steps you can take this fall to work toward achieving your short term and long term goals.

“

Partying is a part of the college experience for many, but don't let it be your only college experience. It's fun. It's a great way to socialize, but remember why you are here and what will count four years down the road. You can go out, have a good time, and still get to bed early enough to stay on track. Set smart boundaries, watch out for yourself and your friends, make time for fun and your studies, and you will have a well-rounded and amazing college experience.”

Mary Grace Bedwell, *UW Student*

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SEPTMBER

Welcome to the University of Wyoming! We're glad you're here. During the month of September you will begin to experience true college life. You'll meet a ton of new people, delve deeper in to your classes, and start to find where you fit in on campus. You may get a little lost along the way, but that's okay. There are lots of offices, services, resources, and people on campus who are willing to help you navigate the university.

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In my transition to UW I was equally nervous and excited. I was nervous about picking up my life and moving across the country, and I was excited to be in a whole new environment and meet new people.”

Emilee Inez
UW Student



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ADULTHOOD *for Beginners*

WHAT SHOULD I CALL MY INSTRUCTORS?

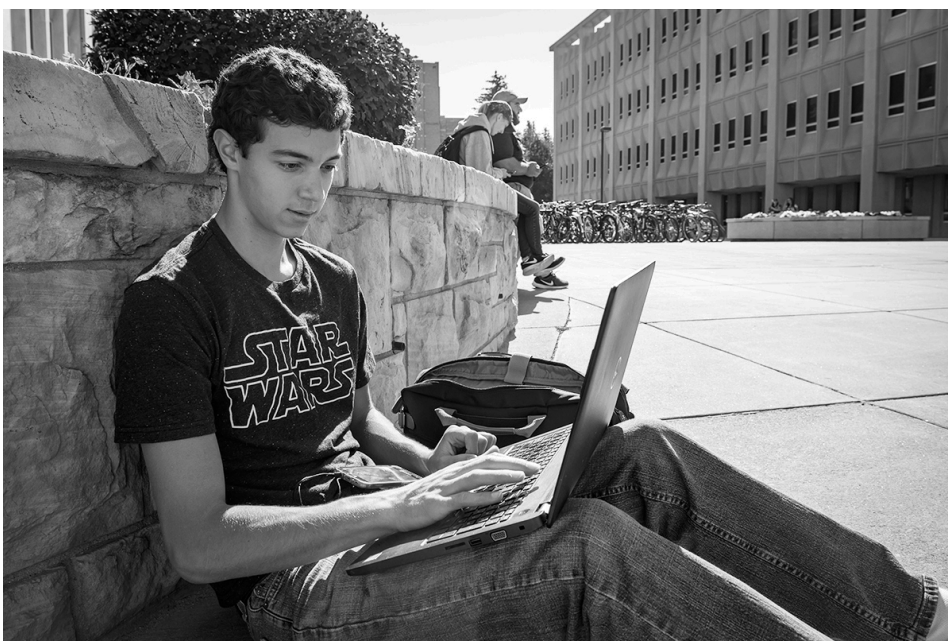
Professor? Dr? Mr or Mrs?

Your instructor may indicate on the first day of class how he or she prefers to be called. If the instructor suggests you can use his or her first name, you should feel comfortable to do so. If an instructor does not indicate what form of address to use, a safe bet is to say “Professor” in front of the instructor’s last name (for example, “Professor Chavez”). Or you can ask your instructor what they prefer.

OTHER RECOMMENDATIONS

Some discussions you may want to have with an instructor are complex, such as questioning a grade on an assignment or finding out how to improve a grade after a sequence of unexplained absences. These kinds of discussions are best conducted in an office visit, not right after class or in an email. Use email to request an office visit and to give a brief summary of what you would like to discuss.

Many students assume that an instructor is too busy or has too many students (in large classes) to care about getting to know them. The opposite is true! Stay after class for a minute during the first week of class to talk to each of your teachers. Introduce yourself and let them know if you have any questions about the class. If you’re comfortable, ask them how they came to their discipline or their top advice for succeeding in the course.



COMMUNICATING WITH INSTRUCTORS AND PROFESSIONALS ON CAMPUS

Adapted from the Bridge Peer Mentor Manual, University of Wyoming, and Tutor Iowa Academic Tips Worksheets, University of Iowa, tutor.uiowa.edu

As a UW student, you will often use email as your primary way of communicating with your instructors and other professionals on campus. Faculty and staff will email you on your “@uwyo.edu” email, so do not use your personal email for academic purposes. Since instructors and other campus professionals receive lots of emails every day, you want to make sure that your emails are easy to read and contain all the important information the email recipient needs.

EMAIL ETIQUETTE

Differences in email writing styles often interfere with effective communication, sometimes with quite negative consequences. An email is not a text message. A good rule for students is to use a fairly formal email style that includes:

- Something in the “Subject” line,
- A form of address (Dear Professor Jones),
- Complete sentences, capital letters to start the sentences, and conventional punctuation
- Your full name and W# at the end of the email

The response you get from your instructor on your first email will indicate the kind of formality you should use from then on. Remember to always send email from your University of Wyoming email address.

The screenshot shows an email client window titled "MATH 1000 Question - Message (HTML)". The interface includes a ribbon with tabs like File, Message, Insert, Options, Format Text, Review, and Adobe PDF. Below the ribbon are various toolbars for formatting and actions. The email composition area is divided into fields for To, Cc, Bcc, and Subject. The Subject field contains "MATH 1000 Question". The email body contains the following text:

Professor Pete,

I'm a student in your MATH 1000 course and I have been reviewing for the upcoming exam. I have some questions about the sample problems in Chapter 3 and I am unable to attend your office hours. Is it possible to meet with you before class on Wednesday? I'm free between 9:00 and 11:00. Please let me know if these times will work.

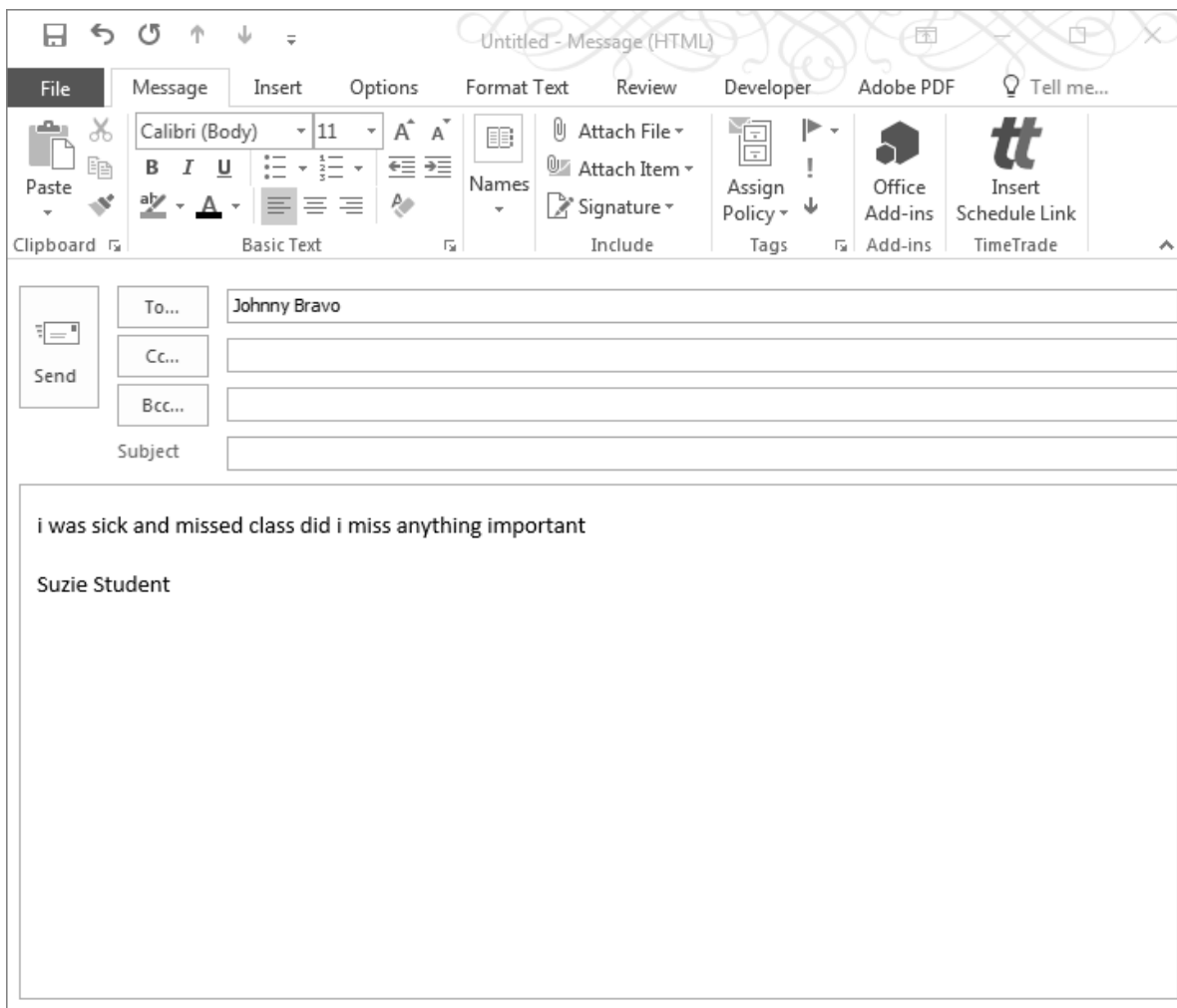
Thank you,

Cowboy Joe
cjoe123@uwyo.edu
W01234567

Annotations with arrows point to specific parts of the email:

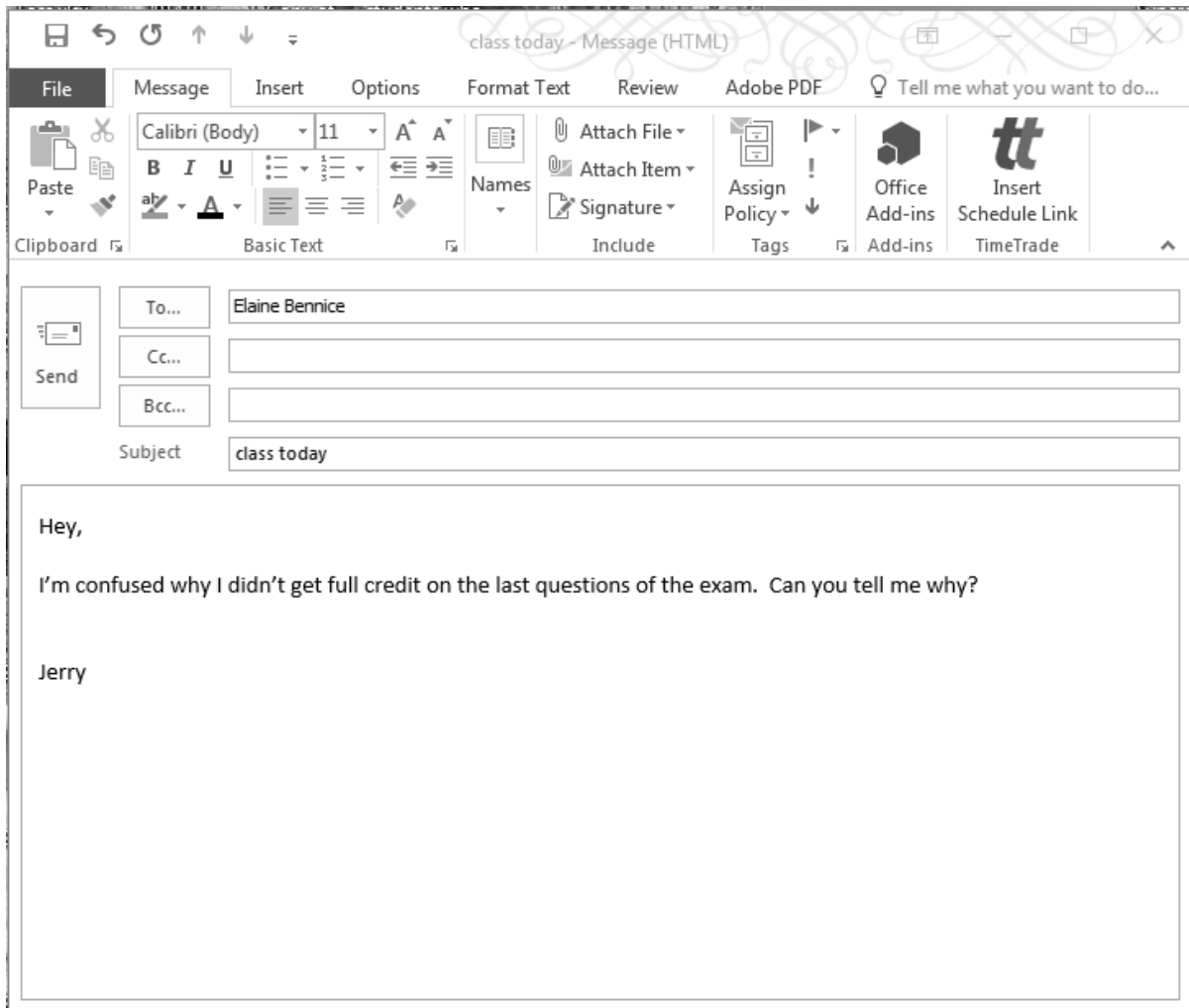
- An arrow points to the Subject field with the text: "Create a clear, concise subject".
- An arrow points to the salutation "Professor Pete," with the text: "A form of address".
- An arrow points to the body text "I'm a student..." with the text: "Complete sentences, capital letters, and punctuation".
- An arrow points to the signature "Cowboy Joe" with the text: "Full name and W#".

Using the recommendations you just read, edit these emails from students to their instructors:



What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?



What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?

The screenshot shows an email client window titled "ENGL 1010-45 question about Paper1 due date - Message (H...)". The interface includes a ribbon with tabs: File, Message, Insert, Options, Format Text, Review, Adobe PDF, and a search bar "Tell me what you want to do...". The "Message" tab is active, displaying options for text formatting (font face: Calibri, size: 11, bold, italic, underline, color, background color), alignment, indentation, and list creation. On the left, there is a "Send" button and a "Clipboard" section. The email fields are as follows:

- To...**: Ross Geller
- Cc...**: (empty)
- Bcc...**: (empty)
- Subject**: ENGL 1010-45 question about Paper 1 due date

The email body contains the following text:

Dr. Geller,

In class today you said that you were changing the due date for Paper 1. I think I wrote down the wrong date. Is Paper 1 due on Sept. 15 or Sept 18?

Thank you for your help.

Chandler Bing
W00123456
bing@uwyo.edu

What information did the student leave out of the email?

What is the tone of this email? Unprofessional? Casual? Professional?

OWNING *Your* SCHEDULE

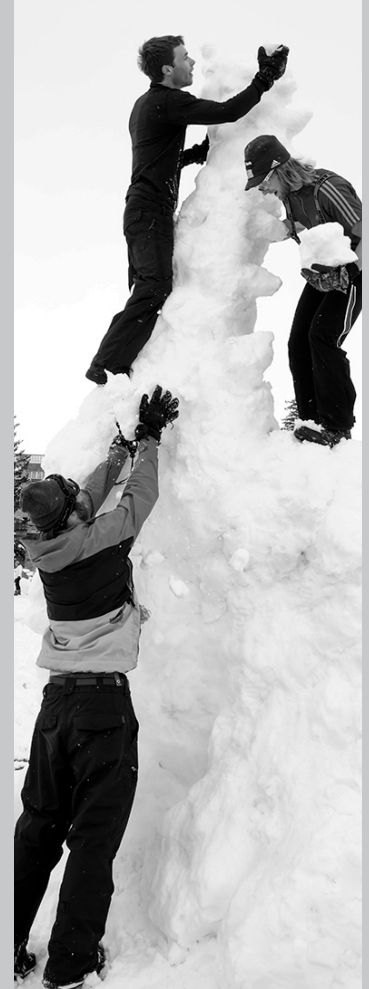
One of the biggest struggles new college students face is managing their time well. With less structured days, many students find it easy to forget important meetings or assignment due dates. Take ownership of your schedule early in the semester to keep from falling behind.

“ Time management was one of the hardest things for me to learn. In time, I found that it was best for me to keep a very detailed planner. I would give myself time slots for when I was doing homework, going to the gym, and studying.”

- Emilee Inez, *UW Student*

CREATING A WEEKLY SCHEDULE

- Every student at UW has access to Microsoft Outlook. The calendar feature can help to keep track of important meetings and due dates.
- Start by blocking out times when you have class, work, student organization meetings, appointments, or other commitments each week that do not move.
- After that, find all due dates for homework assignments, presentations, papers, or exams. Try putting your assignments in a different color or highlighting them so you don't forget!
- When planning out study time remember the general rule that for every credit hour you are in you class you should do homework, organize notes, or study for 2-3 hours on your own.
- Finally, don't forget about personal time! This includes time to sleep, eat, exercise, relax, and socialize with friends.
- When you first start planning out your daily schedule, plan about 12- 14 hours of your day in detail. This way you can try to account for all your responsibilities.
- Check out the sample schedule on the next page, and try planning your weekly schedule. If you work best at night, alter your schedule so have more time at night to focus on studying and homework.



“ Make lists, keep a planner, work with friends, and always reward yourself when you get stuff done. Always break down the work you have to do. You will be a lot more effective that way. Everyone has a time, whether it be 5am or 10pm. You have to find **YOUR** time and work hard within that.”

Haley Garner
UW Student

Sample SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
6a					
7a	Workout	Workout	Workout	Workout	Workout
8a	Shower/Dress	Shower/Dress	Shower/Dress	Shower/Dress	Shower/Dress
9a	Breakfast ENGL 1010	Breakfast	Breakfast ENGL 1010	Breakfast	Breakfast ENGL 1010
10a	Study	PSYC 1010	Study	PSYC 1010	Study
11a	UWYO 1101	Study	UWYO 1101	Study	UWYO 1101
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	MATH 1400	LIFE 1010	MATH 1400	LIFE 1010	MATH 1400
2p	Study	Study	Study	Study	Study
3p					
4p					
5p	Relax/Social Time	Intramural Sports	Relax/Social Time	Relax/Social Time	Relax/Social Time
6p	Dinner	Dinner	Dinner	Dinner	Dinner
7p			Swing Club		
8p			LIFE 1010 Lab		
9p					
9p					

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 A.M.					
7:00 A.M.					
8:00 A.M.					
9:00 A.M.					
10:00 A.M.					
11:00 A.M.					
12:00 P.M.					
1:00 P.M.					
2:00 P.M.					
3:00 P.M.					
4:00 P.M.					
5:00 P.M.					
6:00 P.M.					
7:00 P.M.					
8:00 P.M.					
9:00 P.M.					
10:00 P.M.					

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Navigating DIFFICULT CLASSES

During your time at UW you will take a wide range of classes. You will find that you enjoy some of your classes more than others and there may be the occasional class that is particularly tough. It's important to keep in mind that there are resources on campus to help you navigate those difficult classes.

“ You will have homework! Go talk to your instructors! Always. In my experience, building relationships with my instructors has helped me in other aspects like recommendation letters, award nominations, extra help, and even a better grade. They are more willing to help you out if they know you personally, and you are not just another name on their class list.”

- Haley Garner, *UW Student*



Using CAMPUS RESOURCES

- **Instructors:** Believe it or not, the best person to visit with if you're having trouble in a class is the instructor of that class. Every instructor must hold "office hours." These are specific hours each week that the instructor sets aside to be in their offices and available to students. Go visit your instructors during their office hours to ask questions, go over concepts you don't understand, and to get help on exam preparation. They will be happy to see you and get to know you a little better.
- **Academic Advisor:** Your academic advisor can help you find classes that are a good fit for your major and your interests. You may find that you don't need to suffer through your dreaded class if another fulfills the same requirements. Your advisor is also a good person to check in with over the course of the semester if you have questions about Early Alert or mid-semester grades. They can also walk you through the process and consequences of withdrawing from a class if you believe you are in danger of not passing.
- **Tutors:** If you need some help tackling a tough math question, or you have more questions about the concept discussed in your science class, meeting with a tutor is the way to go! There are several spots on campus where you can get tutoring and all of these are **FREE** to students.
 - **STEP Tutor Center**, located in the basement of Coe Library. These one-on-one sessions are drop in (no appointments) and are 30 minutes in length. STEP offers tutoring for over 50 classes.
 - **STEP Satellite Tutor Center** is located in the basement of Washakie, and offers students easy-to-access group tutoring in math, biology, chemistry, physics, engineering, and more. The Satellite center is open in the evenings. Visit uwyo.edu/step for current schedule.
 - **Oral Communications Center**, located on the fourth floor of Ross Hall, provides support with oral presentation skills. Their staff can help improve your public speaking.
 - **The Center for Assistance with Statistics and Math**, located in Ross Hall room 29, focuses on group tutoring for a wide range of math courses.
 - **The Writing Center**, located in the basement of Coe Library, offers assistance at any time during the writing process (brainstorming, development, rough draft, revisions, etc.). Students can schedule individual appointments from the Writing Center website.



HELPFUL SITES AND CONTACT INFORMATION

STEP Tutor Center	www.uwyo.edu/step
Coe Level 1 766-4354 STEP Satellite Center in basement of Washakie	
Center for Assistance with Statistics and Math	www.uwyo.edu/mathstats/mac
Ross 029 766-6577	
Oral Communication Center	www.uwyo.edu/cojo/occ
Ross Hall 442 766-3815	
Writing Center	www.uwyo.edu/ctl/writing-center
Coe Level 1 766-5250	

Check out the Helpful Links on the previous page, then use this worksheet to keep track of the tutoring resources. Schedules may change from semester to semester.

Class Title: <i>MATH 1000 - Problem Solving</i>	EXAMPLE
Tutoring available at: <input checked="" type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times: <i>Monday - Thursday 2:00-5:00 PM</i> <i>Sunday & Tuesday 5:00-7:00 PM</i>
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input checked="" type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times: <i>Monday - Thursday 10 AM-5 PM</i> <i>Friday 10:00 AM - 1:00 PM</i>

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

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Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

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Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

Class Title:	
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:
Tutoring available at: <input type="checkbox"/> STEP Tutor Center <input type="checkbox"/> Center for Assistance with Statistics and Math <input type="checkbox"/> Writing Center <input type="checkbox"/> Supplemental Instruction	Days/Times:

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CITING *Your* SOURCES

You will be doing many forms of writing while at UW including research papers, lab reports, and personal narratives. When you are researching a topic, it is important to give credit to the authors of the books, articles, and webpages from which you pull information. Your instructors may have different preferences for how they prefer you cite your sources and it keeping all the citation preferences straight can be confusing. Luckily, there are online tools that can help students use the different formatting and citation styles correctly.

HELPFUL LINKS Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl>
 Citation Machine www.citationmachine.net
 KnightCite. www.calvin.edu/library/knightcite

ACADEMIC HONESTY

Information taken from UW College of Arts and Sciences Academic Dishonesty webpage: <http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html>

As a university student you are held to a high standard of academic integrity. Many students are not aware of the range of activities that can bring suspicion of academic dishonesty. According to University Regulation 6-802, some common examples of academic dishonesty include, but are not limited to:

- **Plagiarism:** presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one's own work without customary and proper acknowledgment of sources and extent of use, unless authorized by the instructor.
- **Cheating:** using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
- **Fraud:** altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
- **Violation of Standards:** violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.
- **Multiple Submissions:** submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors (including work you did in high school).
- **Interference or Obstruction:** interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.
- **Complicity:** assisting another person in any act of academic dishonesty above.

Suspicion of academic dishonesty is taken very seriously and can lead to anything from failing the assignment to failing the class to expulsion from UW. If you ever have concerns about your work, do not hesitate to talk to your instructor.



College CARES

During your time at UW, and certainly during your freshman year, you will have a lot of questions and you may need some guidance. Don't be afraid to ask! Whether it's your instructors, your peer mentor, or your advisor, they are all willing to help you find the answers to your questions.

“ My high school teachers always said that in college professors wouldn't care about what you do because you are paying to go to school so you should be the one to care not them. I came to find out the professors care very much about your progress in class and they are there to help and make sure you understand what is being taught so you are successful!”

-Kassondra Giacchino, *UW Student*

“ I enjoy meeting and talking to students. If someone has a question and they're not sure who to ask, I welcome them to stop by my office.”

-Makayla Stewart,
LeaRN Program Manager

“ I'm a Peer Mentor for a first-year seminar class, but I'm also just another student who is there to help freshmen and show them that college can be a great place. I became a Peer Mentor because I wanted to help students in the same way that I was helped as a freshman.”

- Mary Schwope, *UW Student*



THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

OVERVIEW OF PROGRAM REQUIREMENTS

Individual students who successfully complete the program will be entered to win awesome prizes. The drawing for prizes will occur monthly and students will be contacted via email if they have won a prize. Prizes will be mailed to students' on-campus or Laramie address.

Participation guidelines:

1. Students will select and attend or complete a minimum of 2 activities every month (September, October, November) from the lists of activities provided.
 - The more activities a student completes, the more chances of winning they will earn.
2. Students will complete the online form to indicate which activities they completed.
 - Students can complete the form as many times as they like to record the activities they have done.
3. Students will be ready to discuss the activities they completed with their FYS class or peer mentor.

A little about WILLIAM WHITE

Will White was born in Iowa and spent most of his childhood in Mason City. He attended public school and home school to the age of 14, when he left home to begin working construction. After working construction in Iowa for a couple years, Will packed a duffle bag with all his belongings and took a one-way flight to Los Angeles to try his luck in California. Will worked a few odd jobs in Los Angeles, including working as a delivery driver and a lumber yard manager.

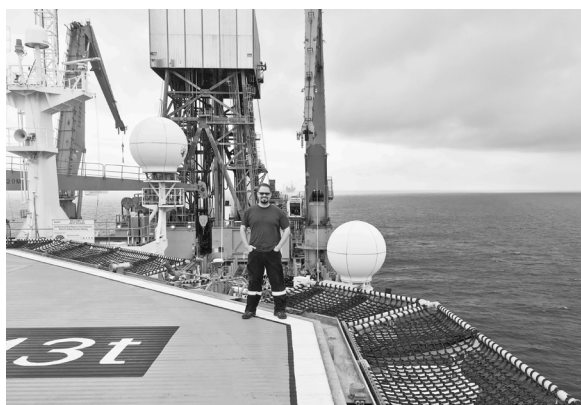
When Will was invited to visit Pinedale, WY, on a hunting trip with a biologist friend, he jumped at the chance. Will immediately fell in love with Wyoming and spent much of the hunting trip asking his friend questions about the trees, animals, rocks, and history of Wyoming. Along the way, they met a Wyoming geologist who inspired Will to think about geology as a career path.

Back in LA, Will decided he wanted to pursue a better life and find out what he was capable of. He and his friend came up with a plan. Will would move to Wyoming, find a job in the oil field, and save money until he could start college at the University of Wyoming. He would study Geology and someday find work as a geologist. Will gave two weeks' notice at the lumber yard, packed up everything he owned, and bought a truck. He drove to Pinedale, lived in the geologist's garage loft, and began traveling from oil rig to oil rig, knocking on doors and asking for a job. Finally, he was hired to work for one of the oldest rigs in Wyoming.

From 2006-2007, Will earned a high wage and often took home hundreds of dollars in bonuses each day. He never lost his dream of going to college and would occasionally drive to Laramie on his days off to spend time walking around the UW campus. In the summer of 2007, he finally paid a visit to the Admissions Office. After talking with Will and hearing about his experiences and college goals, the Admissions director decided to admit Will as a freshman in Fall 2007.

Will joined the Bridge program his first year at UW. "The Bridge program was one of the most important parts of my first year," says Will. "The Bridge teachers cared a lot and wanted to help me succeed."

In his first semester, he visited the Geology department and walked through the hallways to find out who taught in the department. "If I saw someone in their office, I introduced myself," Will says. "I asked them to explain what they did, what their specialty



was." Some of the professors spent time getting to know Will and later became key resources for him.

"I am pretty introverted, but I made it a goal to get to know people in the department," he says. "I visited office hours; I never turned in a paper or big assignment that wasn't reviewed by the professor at least once."

After confiding to a Bridge instructor about some struggles he was having with homework, his instructor recommended that Will seek out testing for learning obstacles. He did what the teacher suggested and discovered after testing that he struggled with a processing issue that was impeding his learning. "I found out that I have a very high IQ but my processing skills were low," Will says. "It was a huge help just to find out there was a reason I was having trouble in some of my classes."

When Will was an upperclassman, ExxonMobil came to UW looking for undergraduates to intern at the company. The members of the Geology program recommended Will for an interview. "I found out at the last minute about the interview and showed up in a \$2 Kmart shirt and jeans," Will says. The recruiter offered Will a three-month internship beginning in January 2013. As Will completed his internship, his mentor quit her job. Will took advantage of the opportunity to take charge of the internship and prove his dependability. "It was tough at first," Will says. He had no official training and had to find people to teach him what he needed to do the job well.

Will says, "I knew from my college classes and working in the Geology program how to figure things out and get the job done...I had built a great work ethic." Now, Will travels the world working as an operations geologist for ExxonMobil. The William White Engagement Program is an extension of Will's goal to help new UW students succeed in their first year at college.

WILL'S TEN TIPS FOR YOUR FIRST YEAR

1. You first year is important...don't slack off. Go to class, stay caught up!
2. Know that you have to put in the effort to learn.
3. Use the resources that are available...Supplemental Instruction (SI), STEP tutoring, office hours.
4. Find a good study method; it might take you a while.
5. Schedule your classes with an hour in between each class so you have time to look at your notes and study a bit.
6. Treat school like a job...it is easier than working 12 hours a day on a rig!
7. Get to know your professors; go to office hours.
8. Find a community that will help you and that you can help... find friends that help you succeed in college.
9. Get along with people even if they are not like you.
10. If you are the smartest person in the room you are in the wrong room. Push yourself and learn.

Scan this QR code to hear tips and stories from Will himself.







September Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.

NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Attend Tutoring in the STEP Tutor Center Coe Library, Lower Level www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Meet with one of your instructors during their office hours</p> <p>Instructor Name:</p> <p>Date Completed:</p> <p>Instructor Signature:</p>	<p>Attend Tutoring in the Center for Assistance with Math and Stats (CASM) Ross Hall, Room 29 www.uwyo.edu/mathstats/mac</p> <p>Date Completed:</p> <p>Tutor Signature:</p>
---	---	--

ACTIVITIES FOR SUCCESS

<p>Use a planner to keep track of important due dates and assignments Show your Peer Mentor or FYS instructor your planner to receive credit for this activity.</p> <p>Date Completed:</p>	<p>In the Academic Success and Transition module of EPIC, complete a Student Success: Time Management Milestone www.uwyo.edu/aces/epic</p> <p>Date Completed:</p> <p>Title of milestone completed:</p>	<p>Attend a Supplemental Instruction session for one of your classes www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>SI Leader Signature:</p>
---	---	---

CAMPUS AND COMMUNITY ACTIVITIES

<p>Visit the Service, Leadership & Community Engagement (SLCE) Office Wyoming Union, Lower Level</p> <p>List 2 volunteer opportunities you are interested in:</p> <p>1.</p> <p>2.</p>	<p>Attend a UW club or varsity sports game For info about club sports visit: uwyo.edu/rec/club-sports For info about varsity sports visit: www.gowyo.com</p> <p>Date:</p> <p>Sport:</p> <p>Opponent:</p>	<p>Attend your choice of events at the Half Acre Wellness Center. For a full list of events visit: uwyo.edu/rec/wellness-center/educational-programming/</p> <p>Event:</p> <p>Date Completed:</p>
--	--	---





OCTOBER

All of a sudden, it's October. This month marks the half-way point in the semester. In October, you'll likely have a midterm exam or a major project in most of your classes. For many students, this part of the semester brings academic stress and anxiety. On top of that, many students experience social stresses and homesickness. These academic and personal pressures may sound scary, but these challenges also offer opportunities to get to know yourself and your campus resources. In this chapter, we'll cover both the stresses and the resources. You'll learn about Early Alert, midterms, and anxiety; you'll also encounter study plans and campus resources like the Counseling Center and Coe library that can help you develop skills and approaches to October's challenges. Hopefully this chapter will also help you think about what kind of learner you are. October is challenging, but you can do it!

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LOGISTICS

EARLY ALERT FEEDBACK

What is Early Alert, and why does it matter?

Early Alert is a program that allows faculty to provide feedback on student performance during the 4th week of classes, long before mid-term grades are assigned. The goal is to give you a glimpse of your early performance in each class. With Early Alert, you can see if you are passing or struggling in individual classes.

This alert encourages you to speak with your instructors and/or seek academic support services such as tutoring and Supplemental Instruction. If you receive an unsatisfactory flag in one or more of your classes, don't panic! Your advisor and RA will reach out to you to check in and help you formulate a plan to move forward. This is an opportunity to seek academic/personal help and discuss your options with your instructors and advisors.

Specific information about Early Alert will be provided at the start of each term. For questions about Early Alert, contact the Office of the Registrar: registrar@uwyo.edu.

Student Voices: EARLY ALERT

“Early Alert is so beneficial for students' academic success because it is a great gauge on how not only you think you're doing in classes, but how your professors and teachers see how you are doing in the course as well. It really is an “Early Alert” which helps you better improve your performance in courses before it is too late.”

Zach Winslow, UW Student

Faculty Voices: EARLY ALERT

“I'm glad we have this system in place. It shapes the way I think about my students' grades in general, and that has changed some of the language I use about grades in class. I reached out to one of my students due to the Early Alert, and it turned out to be a very pivotal moment to do so.”

“This is a wonderful system to identify struggling students much earlier during the semester and offer advice/resources to improve their learning. If the system helps one student to succeed in college, then it is worth my time as an instructor to use it.”

Information adapted from UW's website (http://www.uwyo.edu/learn/fac_resources_recognition/early_alert/)

PREPARING *for* MIDTERMS

Even though mid-term exam week is on the calendar all along, it can sneak up on students. Generally, each of your classes will have a major exam, paper, or project due at or around mid-term week. This can be stressful if it catches you off guard, so it's best to prepare for mid-term week in advance. Here, you'll find some strategies for approaching this week.

“My hardest midterm was my first semester. I was just getting used to the college life and figuring out what I needed to do and how to study. I felt very overwhelmed and stressed to the max. I didn't have a large work load, but I had a lot of studying to do for the exams I had the following week. I focused on the things I needed the most help on.”

-Kassondra Giacchino, *UW Student*

“My first midterm week was a real wake up call. No one prepared me for what it would be like. This is the first real college studying you have to do. I was a mess because I didn't know what to study, what was the best way to study for me, or if I was giving each class the right amount of my time. I studied for some classes super hard, and others not as much as I needed to. In one class, we did an early quiz and I did well on it. For the midterm, I totally bombed it. Now I know to deal with the stress by talking with my friends, taking time to go out to eat, and spacing out my studying so I didn't stress too hard.”

-Olivia Balanoff, *UW Student*

“A GREAT SOUL WILL
• BE STRONG TO LIVE AS •
• WELL AS TO THINK ”
EMERSON

Seven Day STUDY PLAN

Since last-minute cramming usually doesn't work out well, keep the following 7-day study plan in mind (although some exams will need more than one week of preparation). Study a maximum of 2 hours at a time before taking a break, and attend any review sessions offered during the week.

DAY ONE	Organize all your notes, handouts, and materials you'll need to cover. Check to see if anything is missing. Prioritize what will be most important to study through what is least important to study. Divide your study materials into at least three sections (sometimes the teacher does this automatically through the course units—you might divide by date, topics, etc.). You can also break this down by "lecture notes" and "book notes." <i>*Some students re-write or re-type their class notes at this point; others find this strategy unhelpful.</i>
DAY TWO	Study/review all the materials for the first section you identified, both in the course book(s) and in your own notes. (If you are breaking things down by lecture/book, study one or the other).
DAY THREE	Study all the material in the second section.
DAY FOUR	Study all the material in the third section (if relevant).
DAY FIVE	Meet with a partner or small group to compare notes, formulate possible test questions, and quiz each other. Review ALL material.
DAY SIX	Study/review your weakest sections.
DAY SEVEN	Study/review ALL material.

Tips: Think positively! Get a full night's sleep the night before an exam. Eat light, and eat healthy before the exam to keep the blood circulating to your brain. And, most importantly, spend 5-10 minutes after difficult classes reviewing your notes, and 30 minutes each week reviewing the whole week's notes. This will make a BIG difference in your ability to ace the material and study effectively.

Other Notes:

- Talk to the professor before a test that you're worried about. Request their advice for covering material and studying effectively. Ask them about pitfalls students in the past have made on the exam.
- If you are very anxious, study in the classroom where the exam will be held at least once. Visualize yourself taking the exam and knowing the answers. Use the same pen or pencil you used for studying to write the exam.
- Minimize group work if it is not helpful.
- Practice applying information to new scenarios. Ask for sample problems, if possible.

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Seven Day PLAN WORKSHEET

Use the information from the chart above to create a seven day study plan for an upcoming exam or project. In a few sentences, briefly describe the exam or project, and then make a plan for what you'll do on each of your seven days. Be as specific as possible.

DAY ONE	
DAY TWO	
DAY THREE	
DAY FOUR	
DAY FIVE	
DAY SIX	
DAY SEVEN	

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HELP *for* TEST ANXIETY

WHAT ARE THE CAUSES OF TEST ANXIETY?

Text anxiety rarely comes out of a vacuum. Sometimes the causes are real, like when one's grade is not where one wants it to be; other times, the anxiety is in our heads. It may be past experiences of blanking out on tests, or being unable to retrieve answers to questions. It could also be a lack of preparation for an exam, which is a real reason to be worried about your performance. In this case errors in time management, poor study habits, failure to properly organize material and cramming the night before the exam might increase anxiety. If you have adequately prepared for a test, your anxiety may result from negative thinking and worries. You might be focusing on past performances on exams, how friends and other classmates are doing, or the negative consequences you expect if you do poorly.

REDUCE TEST ANXIETY

While studying: Allow yourself plenty of time to accomplish all the things you have to do before the test. Build up confidence by reviewing the material frequently. Set up your study goals and take one step at a time to not overwhelm yourself. If you are feeling anxiety building, there are several types of exercises which can help you relax.

1. Engage in deep breathing for 2-5 minutes. Close your eyes and concentrate on the air going in and out of your lungs. Take long, deep breaths, fill your lungs and abdomen, hold your breath, and then exhale.
2. Tense and relax different muscle groups. For example, if your shoulders are tense pull them back and hold them for a few seconds, then relax. This will help you relax problematic muscles.
3. Engage in guided imagery for a few minutes. Pick a scene that you find peaceful, beautiful, and natural. Think about what you see, what you hear, what you feel and what you smell while in this scene.
4. Try to describe the anxiety. Focus your attention on your anxiety and think about the feelings it causes: how large is it? Where is it located in your body? What is its color, its shape, and its texture? If you can completely experience a physical sensation it will often disappear.
5. Exercise will help you to release anxiety and excess energy and, as a result, reduce body tension.
6. Engage in positive self talk. This involves: (a) thinking about rational responses to counter negative thoughts (e.g., instead of saying "I'm going to fail this test" say "I have the ability to do this, I just need to get some help."); (b) thoughts that help you to cope with stress (e.g., "a little anxiety is helpful. I will just try my best."); and (c) thoughts that keep you on task (e.g., "I can write this paper if I break it into smaller steps.")

Prior to the test: Arrive early so you can sit where you are most comfortable, and avoid people who are anxious and might cause you to doubt your knowledge. When you receive the test look it over, read the directions twice, and then organize your time efficiently. Don't rush through the test, but work at a comfortable pace and don't worry about how far along classmates are on the test.

During the test: Try using deep breathing and muscle relaxation: take small breaks to work on relaxing. Other suggestions include: (a) get a drink of water and try to clear your mind, (b) move onto easier questions, (c) eat something or chew gum as an anxiety distraction, (d) ask the instructor a question, (e) think about post-exam rewards for a minute, (f) utilize positive self talk. Come up with positive statements which help to keep you calm, such as "this is only one test," "I am familiar with this material," "this test doesn't reflect on my intelligence."



Get to KNOW COE

University of Wyoming Libraries is a center of discovery and learning where students develop skills for life-long learning.

Librarians teach students how to locate, evaluate, and integrate information within their studies. UW Libraries are a key part of scholarly activities at the University and remain at the forefront of information technology as it applies to library collections.

In Coe Library you will find:

- 1.3 million books and growing
- hundreds of academic article databases
- more than 800,000 eBooks
- study rooms and computer labs
- laptops and ipads to borrow
- music and movies
- Coe Student Innovation Center
- One Button Studio and Studio Coe
- food and drinks at the Book & Bean Cafe
- STEP Tutor Center and Writing Center

“ I started going to the library my second semester to study because it was peaceful and relaxing. I could get more done with fewer distractions. I also went to the writing center on the third floor a few times to get help with papers.”

-Kassondra Giacchino, *UW Student*

“ Coe Library for me is helpful for studying and meeting with tutors. I use the computers and the study floors the most. It is very busy and there are a lot of people who go in and out. It's great for getting some quiet and getting things done. If you need help with books or anything, it is a wonderful place to go!”

-Olivia Balanoff, *UW Student*

Reflect

Spend a few minutes writing about a challenge you've faced and overcome. Describe the way that challenge felt. What habits or techniques allowed you to get past the anxiety of the challenge?

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Explore the COUNSELING CENTER

From the UW website

The University Counseling Center (UCC) offers student counseling services including crisis intervention free of charge to currently enrolled University of Wyoming students. Counseling can be helpful for test anxiety, stress, and any issues you might be struggling to manage in your first semester. UCC is a Safe Zone for all students seeking services.

The clinic utilizes a time-effective, solution-focused approach to treatment. Counselors tailor interventions to a client's needs and readiness to change, and utilize our campus and community partners in providing effective wraparound services. This may mean a referral to another clinic for longer term treatment or specialized needs. In-person, phone, and telehealth services are all available.

After Hours Crisis: 307-766-8989

WHAT IF I HAVE A CRISIS?

Crisis intervention services are also offered during regular clinic hours (8:00am - 5:00pm) for students with urgent problems. Please call 766-8989 and ask for the on-call counselor.

If you are experiencing an emergency, call 911.

University Counseling Center

Daytime Contact Hours:

Monday - Friday

8:00 am - 5:00 pm

341 Knight Hall

Phone: 307-766-2187



DISCOVER *your* LEARNING PREFERENCE

We all utilize many different methods to learn. We have a variety of approaches for different subjects. However, you may have a learning preference. Discovering it can help when you are studying. Discover your learning preference(s).

Shared by Stetson University

LEARNING PREFERENCE QUESTIONNAIRE

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985).

To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Section One:

1. ____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ____ I remember something better if I write it down.
3. ____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. ____ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. ____ If I am taking a test, I can "see" the textbook page and where the answer is located.
6. ____ It helps me to look at the person while listening; it keeps me focused.
7. ____ Using flashcards helps me to retain material for tests.
8. ____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. ____ It's hard for me to understand a joke when someone tells me.
10. ____ It is better for me to get work done in a quiet place.

Total _____

Section Two:

1. ____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. ____ It helps to use my finger as a pointer when reading to keep my place.
3. ____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. ____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. ____ I remember things that I hear, rather than things that I see or read.
6. ____ Writing is tiring. I press down too hard with my pen or pencil.
7. ____ My eyes get tired fast, even though the eye doctor says that my eyes are okay.
8. ____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. ____ It's hard for me to read other people's handwriting.
10. ____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total ____

Section Three:

1. ____ I don't like to read directions; I'd rather just start doing.
2. ____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. ____ Studying at a desk is not for me.
4. ____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. ____ Before I follow directions, it helps me to see someone else do it first.
6. ____ I find myself needing frequent breaks while studying.
7. ____ I am not skilled in giving verbal explanations or directions.
8. ____ I do not become easily lost, even in strange surroundings.
9. ____ I think better when I have the freedom to move around.
10. ____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total ____

Scoring:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One Score: (Visual)	
Section Two Score: (Auditory)	
Section Three Score: (Kinesthetic)	

Evaluating the Learning Preference Questionnaire:

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three preferences. It provides an informal means of assessing your preferred approach to learning. Circle the statements that best apply to you. *Note: Table continues on following page.*

MODALITY	VISUAL	AUDITORY	KINESTHETIC (Hands-on)
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.

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DISTRACTABILITY	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

Reflect

Based on the questionnaire and the table on the previous page, what have you learned about your learning preference? How could this impact the ways you prepare for your classes for the rest of the semester? (Use additional paper if necessary.)

Improving NOTE-TAKING SKILLS

April Heaney and Jessica Willford, LeaRN Program (aprilb@uwyo.edu)

Students often say after a few semesters at UW, “I finally figured out how to take good notes!” These students also frequently say, “I wish I’d known this when I first came to college.” The tips below are meant to give you a jump in tailoring your own approach to note-taking, and come mostly from research on effective note-taking as well as tips from advanced students. Maybe the most important suggestion, though, is to think of note-taking NOT just as a “recording activity,” but rather as a method (tailored to your needs) for improving learning. Strong note-taking takes a willingness to try new strategies, practice, and flexibility for the demands of different courses.

Common Mistakes in Note-Taking:

- Trying to write down everything the instructors says
- Leaving no space for editing, adding, and reflecting on notes
- Failing to do the reading before class
- Re-copying notes (an efficient system should eliminate the need for re-copying)
- Stopping note-taking during class discussion (even if the instructor writes material on the board)

Best Practices:

- Use a three-ring binder rather than a spiral bound notebook (this gives flexibility to add, copy, or re-organize pages).
- Give a heading and date for each class period’s notes.
- Take notes while you read your textbook. Incorporate these notes into your lecture notes.
- Make copies of helpful tables or graphs from your textbook and tape them onto blank pages in your notes.
- Quickly develop a system for abbreviation in the first few weeks of class. If your instructor has his/her own system of abbreviation, make yourself a key so you remember what abbreviations mean.
- Develop a way to identify key points that the instructor hints (or directly says) are important (for example, highlighting or starring).
- Mark vocabulary words by highlighting, underlining, or bracketing/boxing.
- Keep notes as concise as possible.
- Use sticky tabs or post-its to mark important sections in your notes that you’ll need to come back to (for referencing in papers, studying for exams, memorizing information).
- Leave generous space in the margins and at the bottom of pages for adding and summarizing points.
- Review your notes for a few minutes before class, and a few minutes after class.
- Visit the instructor in the first month of class, share your note-taking and request suggestions.
- Be able (and ready) to change your note-taking style from course to course.
- Consider using the “Cornell Method” for organizing and remembering information (shown on the other side).

Student Voice:



It’s probably obvious advice, but the two biggest things that helped me were showing up for class and being confident that the material was worth learning...even in classes I didn’t love.

Student Voices: HOMESICKNESS

“

I got homesickness almost right away! For the first couple months, I went home almost every weekend. I really missed having people to give me hugs and I missed my family. It wasn't until later that I was able to find my place in Laramie. My current and favorite thing to remind myself is that everything is temporary. My loneliness didn't last forever. I found friends and learned that there are a lot of places to go to talk to someone. You can always come home, but instead, give yourself time for the transition.”

-Olivia Balanoff, *UW Student*

“

I made the mistake of going home every weekend my first semester. Making new relationships was not that difficult for me, but I wish I would have spend more time with my floor mates since I had a single room and did not have a roommate. There were times where I felt lonely and missed my dog and mom, but I knew that it would get better with time.”

-Kassondra Giacchino,
UW Student

Reflect

In October, many students experience homesickness, increased academic work load, relationship issues, and anxiety. Spend a few minutes identifying your biggest challenges so far this semester. How will you work to overcome those challenges? What resources will help you to do this?

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Faculty Voices: THE VALUE OF OFFICE HOURS

“Freshmen don’t generally come to my office hours. I wish they only knew what a difference it would make to come before they’re really struggling. Getting to know students during my office hours is one of the best parts of my job, but seeing them *only* when they need a letter of recommendation is not quite as fulfilling.”

-Dan Fetsco, *Criminal Justice*

“When it comes to communication, nothing beats face-to-face interaction. So much is left unsaid via email, text, or even phone. Going to office hours is essential. This is how you get to know your professor and they get to know you.”

-Ken Sims, *Geology*

“In an off-the-rack world, office hours are your opportunity to get advice and help tailored to your specific needs. Not comfortable asking a question in class – ask it in office hours. Don’t want others to know your problems – discuss them in office hours. Want more time to follow tangents – pursue them in office hours.”

-Laura De Lozier, *Latin and Classics*

Each instructor may have different instructions for office hours, whether in person or remote. Locate your instructors’ office hours and write them in the space below. If there is conflict with your own schedule, be sure to make an appointment with your instructor and offer two to three alternative times that work for you.

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

Course: _____

Professor: _____

Office Hours: _____

Office Location: _____

Do these office hours conflict with my schedule?

ADVISING & REGISTERING *for Classes*

Registration for spring classes opens in mid-November and registration dates and times vary by student. However, before registering for spring, you will meet with your advisor to plan your spring course schedule. The appointment may feel like a whirlwind, so it's important to come prepared. Before your appointment, put together some ideas for your spring schedule by perusing the University Studies Program (USP) requirements as well as your major requirements. Coming to your advising appointment with a preliminary schedule (or several ideas) saves time for discussing other issues and ensuring your schedule is as good as it can be.

COMPLETING ALCOHOL EDU AND SEXUAL ASSAULT PREVENTION FOR UNDERGRADUATES (SAPU)

Students must complete the second part of Alcohol Edu and SAPU prior to registering for spring classes, ideally in October. You can find the links to Alcohol Edu and SAPU on your checklist on WyoWeb. For more information about Alcohol Edu and SAPU, visit the Aware website at <http://www.uwyo.edu/ucc/aware/alcoholedu-and-sapu.html>. If you have questions, please contact the Aware Program in the University Counseling Center at 307-766-2187.

HOW DOES ADVISING WORK?

- Before advising week (early November) you will receive an email from your advisor to set up an appointment specifically to plan your spring schedule. Make this appointment as soon as you see the email! (Reach out to your advisor if you do not receive an email!)
- In the meeting, your advisor will help you develop a schedule and give you your Personal Electronic Registration Code (PERC) number that you will enter to register for courses in WyoWeb. You can also ask for advice on course withdrawal, resources on campus, career and major choices, financial issues, and any other concerns – your advisor will help you with answers and also put you in touch with the right people and resources.



WHERE IS MY ADVISOR'S OFFICE?

Exploratory Studies: ACES,
Knight Hall 222 | 766-2398

Arts & Sciences: A&S
Advising Center, lower level
east wing of Ross Hall
766-4013,
asadvising@uwyo.edu

**Agriculture & Natural
Resources:** Ag Programs
Advising, College of
Agriculture Building Room
160 C | 766-4135,
ag-college@uwyo.edu

Education: Teacher
Preparation & Advising
Office, Room 100
McWhinnie Hall 766-2230,
edquest@uwyo.edu

Business: Business Academic
Advising, Business 175
766-2063, cobaa@uwyo.edu

**Engineering & Applied
Science:** The CEAS
Academic Advising Center,
Engineering Building
Room 2085

Health Sciences: UW
Pre-Professional Health
Advising, HS Room 110
766-3878,
hsadvise@uwyo.edu

Haub School (ENR): Haub
School, Bim Kendall House,
804 E Fremont St. | 766-5080,
haub.school@uwyo.edu

School of Energy Resources:
Advising & Career Center
766-6879,
seracad@uwyo.edu

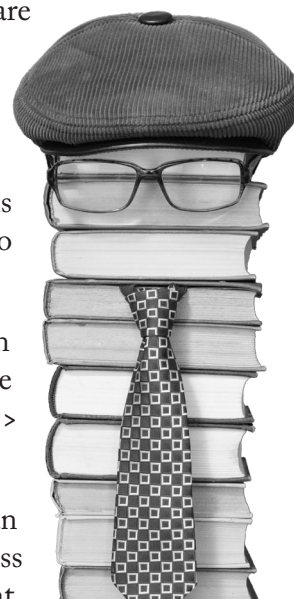
Planning your SPRING SCHEDULE

You might be tempted to think “big” when you approach your spring classes and end up with a killer schedule (one that might make it hard for you to do well in your classes – and enjoy your semester!) It’s important to remember that you are still navigating college and new expectations during your first year. Keep your schedule sane, and remember that you are in charge of your college path. Keep these tips in mind as you get ready for your advising appointment:

- **Know the 4-year degree plan for any majors you are exploring or a member of:** The 4-year plans will help you see the sequence of courses you’ll need to graduate in the major you end up sticking with. If you have a declared major, the plan can help you choose courses and see the path ahead of you. If you are undeclared, checking out the degree plans for a couple majors you are exploring can help you get a “feel” for these degree programs and determine what to ask your advisor. You can find the 4-year degree plans online at www.uwyo.edu/acadaffairs/degree-plans/.
- **Know whether you need a full-time course load:** A full-time load means you are registered for at least 12 credit hours for the current semester. Being a full-time student is generally important if you want to continue to be covered by your parent’s health insurance; for determining how much financial aid you can receive in a semester; and if you want to have access to all the services covered by student fees (e.g. Half-Acre Gym, Student Health, free access to athletic events, etc.) Some scholarships have guidelines about how many credit hours you’ll need to maintain the scholarship. (If you are receiving a Hathaway Scholarship, talk with your advisor to make sure all of your classes will count toward your 12 hours.)

**A good credit hour goal is 15 credit hours. This will help avoid a heavy dose of unscheduled time and also help you stay on track for a 4-year graduation.*

- **Ask lots of questions about your major:** The advising appointment is a perfect opportunity to start asking questions about your major. The “Exploring UW Majors” page on the ACES website (uwyo.edu/aces) is a great resource. Go to “Undeclared & General Advising” on the homepage and scroll down to see more about majors and career advice.
- **If You Change Your Major:** The first step in the process is to meet with your current advisor. They will ask a few questions about what major you want to declare and walk you through the process of completing the Change of Major paperwork. You will then need to take the paperwork and your advising file to your new department to be signed in order to complete the process. Keep in mind that a number of Colleges and Departments do have GPA requirements in order to declare there. If you have questions about that, contact the department you are interested in declaring in to make sure you are eligible.
- **Do-It-Yourself Degree Plan:** You should check your Degree Evaluation on WyoWeb. This will show you the classes you have taken as well as those requirements that are still unmet. Within WyoWeb: Student Records > Academic Profile > Degree Evaluation
- **Plan Ahead:** In WyoWeb: Students > WyoRecords > Plan Ahead, you can create a “Plan Ahead” spring schedule. Your advisor will also have access to this wish list of courses, so it can help during the advising appointment.



Tips from Students: ADVISING & FINDING A MAJOR YOU LOVE

“ Finding a major that works for you and that you will enjoy can be difficult. I started off majoring in Criminal Justice and switched to Education after my first semester. Remember to take a variety of classes and see what you enjoy. You never know, you may become very interested into something that you never would have thought about pursuing. Broaden your horizons!”

-Kassondra Giacchino, *UW Student*

“ Find something that you are passionate about even if it's not easy -- the best things in life are not easy! The most important step is to ask yourself 'is this what I really want to do?' 'Will I be happy?'"

-Sienna Trujillo, *UW Student*

“ Before I came to UW, I went to the University of Northern Colorado in Greeley. I had a 0.28 GPA before the end of the semester. There was no goal; college was just the 13th grade, you know, it was the next thing to do. When I came to UW, I was focused. The biggest advice is to come in with focus. You don't have to say, "I'm going to be the vice president of Staples Corporation" – just come in thinking what you want to learn, and know that having a degree is going to benefit you enormously”

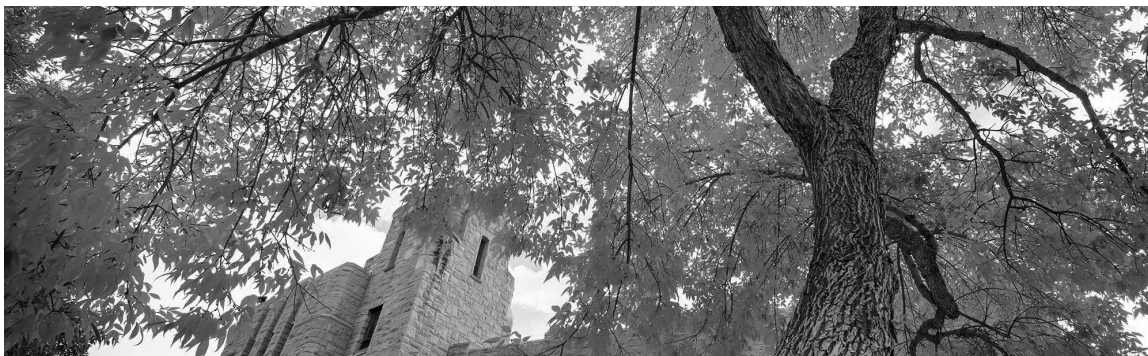
- Nathan Coupal, *UW Student*

“ If you are looking for a major that you love try to look at what excites you, don't major in something for your parents or someone else...do what you love. Look at up your advisor in the first few weeks of school and reach out.”

- Emilee Inez, *UW Student*

“ Using advising sessions is very helpful when finding a major for you. Advisors are there to help make the best out of your college experience and get you into a career that you will enjoy doing after college. They have a lot of experience in a variety of subjects, and are there to help.”

-Kassondra Giacchino, *UW Student*



October Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.

NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Attend Tutoring in the STEP Tutor Center Coe Library, Lower Level www.uwyo.edu/step/tutoring</p> <p>Subject:</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Visit the Writing Center for assistance on a paper Coe Library, Room 302 www.uwyo.edu/ctl/writing-center</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Attend Tutoring in the Center for Assistance with Math and Stats (CASM) Ross Hall, Room 29 www.uwyo.edu/mathstats/mac</p> <p>Date Completed:</p> <p>Tutor Signature:</p>
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ACTIVITIES FOR SUCCESS

<p>Check your Early Alert Grades during the first week of October</p> <p>Date Completed:</p>	<p>Meet with your Academic Advisor</p> <p>Advisor's Name:</p> <p>Office Location:</p> <p>Date Completed:</p>	<p>Check your Midterm Grades on WyoWeb during the last week of October</p> <p>Date Completed:</p>
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CAMPUS AND COMMUNITY ACTIVITIES

<p>Participate in the Big Event in Mid-October www.uwyo.edu/slce email: slce@uwyo.edu</p> <p>What was your service site?</p>	<p>Attend a UW Cultural Program (theatre, symphony, etc.) uwyo.edu/finearts or uwyo.edu/thd/whats-playing</p> <p>Date:</p> <p>Event:</p>	<p>Attend your choice of 7220 Entertainment Events uwyo.edu/union/cac</p> <p>Event:</p> <p>Date Completed:</p>
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NOVEMBER

Welcome to November – closing in on the home stretch! The biggest surprise in November (for you lucky students from warm cities) could be the sharp change in temps, the chilling wind, the snow and ice, and the discomfort of walking to classes! This chapter will provide some key ideas for braving...and maybe even enjoying...the Laramie winter. You may also notice that your energy begins to dip this month while some of your exams and projects ramp up. In this chapter, you'll find some valuable tips for planning the rest of the semester, understanding course withdrawal, navigating Thanksgiving at home, and answering late-semester money questions.

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FACING *the* COLD

“ If you haven’t been to Wyoming our saying is ‘If you don’t like the weather wait 5 minutes’ because it is so unpredictable! But in a good way. If winter sports is something that is enjoyable to you we do have a ski area called Snowy Range Ski Area that is no longer than 30-40 minutes away. There are places up in Happy Jack that you can go cross country skiing or even snowshoeing. If you want to stay in town there is an ice skating rink on the east of town that allows people to rent skates, they also have club hockey where you play once or twice a week, and many events for students like curling and free skate nights. There are a few intramural sports that go on in the winter too so you can get a good workout in while having fun. The university hosts a lot of activities throughout the year in the union to keep out of the cold.”

-Sienna Trujillo, *UW Student*

“ Play in the snow and build fun stuff! Then go in and drink some tea or hot chocolate.”

-Mary Schwope, *UW Student*

“ Being from Wyoming and living in Cheyenne only 45 minutes away from Laramie, I am used to the cold weather. But, for some of you who have never seen snow in your life, let me just say, LAYER UP!! Always make sure you have a couple of layers on because it may be nice and warm in the buildings, but one you get outside, you will be freezing.”

-Kassondra Giacchino, *UW Student*

“ Laramie has the craziest weather imaginable. Back up plans are essential on any questionable day. On cold days, it is never a problem to be lazy or even go snow shoeing or skiing. Yet, when the weather is warm and clear, Laramie turns into an infinite playground of possibilities. Downtown life, farmers market, biking, hiking, fitness, gun sports, hunting, and so much more.”

-Nathan Villalobos, *UW Student*

WITHDRAWING *from* CLASSES

Since the last day to withdraw from classes is mid-November, be sure to think about (and seek advice on) withdrawing from problematic classes at least a week before the deadline. If it's possible for you to withdraw from a class that may cause trouble, this is usually a MUCH better option than failing.

Withdrawals do not impact your college GPA, so you can re-take the course without the extra complications of lowering your GPA. If you have any questions about your standing in a class (how likely you are to pass), be sure to visit your instructor's office hours and ask. He or she will be more than glad to help you figure out what to do next – not to mention how to do better in class! In case the withdrawal might cause issues for your degree path or financial aid, be sure to also touch base with your advisor and Financial Aid – you can email or call, or stop by.

How do I withdraw from individual classes?

Following the Add/Drop period, you may “withdraw” from individual semester courses until 15 class days after mid-semester.

A few items to keep in mind:

- When you withdraw from a course, your transcript will reflect a “W” for that course. Your GPA will not be affected.
- You should meet with your advisor to discuss potential consequences of withdrawing. The biggest repercussion of withdrawing for courses is often related to your financial aid status. If you are concerned about withdrawing from a class affecting financial aid, you should contact Student Financial Aid (307-766-2166).
- Students have the right to withdraw from any course and typically do not need advisor approval. However, students must have an advisor signature to withdraw from a first-year seminar course (all classes using the course number 1101) – this class is necessary for graduation and should be completed in your first two semesters!

You can withdraw online through your WyoRecords Account by selecting “Registration” and then “Register for Classes,” just like you would to register for a new class.

- Next to the course you wish to withdraw from, click on the dropdown menu and select “Individual Course Withdrawal.”
- When you select “Individual Course Withdrawal” for the class in question, you will see a pop up window regarding the consequences of withdrawing.
- Once you read the pop up window, you need to click on “Submit” at the bottom of the page in order to officially withdraw.
- Office of the Registrar staff will circulate withdrawal information to the major department. Instructors are notified by email and through WyoCourses. Advisors are notified via email.

Money MANAGEMENT

Material adapted from UW's Financial Wellness program (uwyo.edu/finwellness)

You may notice around November that money matters are occupying more of your mental space. To take control of your money and your financial life, it's important to get organized.

IS IT A "NEED" OR A "WANT"? HERE'S HOW TO TELL

If you want to be able to save money and live on a budget, it helps to clearly understand the difference between your needs and wants.

Defining Can Be Difficult

You probably understand that, say, food is a need and a latte is a want. But some mornings, after cramming all night for a test or working late, a latte will likely feel like a need. Maybe coffee is a need in that instance, but gourmet coffee drinks are surely a want!

And think about technology. A cellphone is a need for personal safety, but having the latest upgrade right when it comes out is almost assuredly a want. When you have a laptop, do you really need a tablet, too?

When creating a spending plan and trying to live on limited funds, it's helpful to carefully consider what is a need and what is a want. And your definitions don't have to remain static. For example, having the latest model of earbuds could generally be defined as a want. But maybe you find that you're distracted by roommates or by noise in the library when you're trying to study. In that case, it might be helpful to upgrade your earbuds to block out the other sounds.

FINANCIAL AID SECOND YEAR AND BEYOND: Student FAQs

My parent's financial situation has changed – what do I do?

The financial appeal form can be found at this website: <http://www.uwyo.edu/sfa/fafsa/financial-aid-appeal/index.html>. You can also call Financial Aid to talk to someone in person (307) 766-2116.

I am no longer being supported by my parents to pay for college.

In some cases, an appeal may be appropriate. See details at this website:

<http://www.uwyo.edu/sfa/fafsa/dependency-appeal/index.html>. Otherwise, call financial aid and get help from a trained financial aid specialist.

I need more scholarships – how do I find opportunities?

UW offers many opportunities for scholarships, including some only available to students entering sophomore year. Go to the Financial Aid website (www.uwyo.edu/sfa), and click on the "Scholarships" button toward the bottom. Then, follow the directions on "How to Apply for UW Scholarships."

My grades are slipping. How could that impact my financial aid?

Scholarships and financial programs vary in their requirements for academic progress. This webpage offers specific help for understanding different types of aid, including the Hathaway Scholarship and federal financial aid: <http://www.uwyo.edu/sfa/keeping-your-financial-aid/>



Activity: CATEGORIZING COSTS

1. On a sheet of paper, make 3 columns: Needs & Costs, Wants & Costs, and Alternatives to Wants. Write down some of your needs and wants and how much each of them costs. Think about alternatives to your “Wants” that are less expensive (or free!)
2. Look carefully at what you’ve listed. Are the needs really needs, or can you move them to the wants category?
3. Now, review your list and think about what’s really important to you and has lasting value:
 - Do you really need or want everything on your list? Put stars next to the items that are particularly important to you.
 - Are some needs closer to being wants? Cross off the least important wants.
 - Decide if each item makes sense. If not, cross it off or change it to the category that is more reasonable.

**Being able to distinguish between needs and wants is an important step to achieving financial goals and attaining financial independence. Limit your spending to the things that matter most and use the rest of your money to power your financial future.*

NEEDS & COSTS	WANTS & COSTS	ALTERNATIVES TO WANTS

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CREDIT CARD *Management*

The going credit card interest rate for students is usually more than 14 percent, but it can run as high as 18 percent. With an 18 percent interest rate, that means a \$3,000 credit card balance will set you back about \$60 per month for almost eight years—assuming you don't make any new purchases. On top of that, you will end up spending about \$5,600 to pay off that \$3,000 balance—provided that you stop spending. That's practically paying back \$2 for every \$1 you spent in college, or double the original amount you spent.

In addition to taking credit card spending seriously, be wary of credit card fraud! Although it's not always possible to detect credit card fraud before it happens, you can take some precautionary measures to avoid becoming a victim:



Do:

- Sign your cards as soon as they arrive.
- Carry your cards separately from your wallet. Try a zippered compartment, a business-card holder, or a small pouch.
- Keep a record of your account numbers and their expiration dates, and the phone number and address of each financial institution in a secure place. Be sure to write down or photocopy the 800 number and address located on the back of each card.
- Keep an eye on your card during each transaction, and get it back in your possession as quickly as possible.
- Write “void” across incorrect receipts before discarding.
- Save all receipts to compare with billing statements.
- Open bills promptly and reconcile accounts monthly, just as you would with your checking account.
- Call the credit card issuer immediately with any questionable charges.
- Notify card companies in advance of a change in address.

Don't:

- Lend your cards to anyone.
- Leave cards or receipts lying around.
- Sign a blank receipt. When you sign a receipt, draw a line through any blank spaces above the total.
- Write your account number on envelopes or postcards you are mailing.
- Give out your account number over the phone unless you placed the call and it is to a company that you know is reputable.

Reflect

1. After looking at this section and the following page on credit card management, what are your greatest concerns about financial wellness right now?
2. List a few questions you have about any of the information presented in this chapter.
3. Identify 2-3 people or resources you can talk to (or email) to find answers to your most important questions.

THANKSGIVING HOLIDAY AND BEYOND ... ADJUSTING TO HOMELIFE

Tips & Stories from Students

“ When you get home for the holidays family members will be sure to ask you about college and it may get overwhelming, but they are only trying to make conversation. Because I live in my hometown I don't have to worry about driving anywhere but I did have to make sure I got all of my homework done before I could enjoy my thanksgiving with my family, which made me enjoy it so much more.”

-Sienna Trujillo, *UW Student*

“ It's so much easier to get things done before hand instead of leaving it until you are with family and enjoying the holiday. So, for Thanksgiving break, make a list of what you have to do and do as much as you can before you leave. Because the reality is, you aren't going to do it when you are trying to enjoy your family. (Which isn't a bad thing!)”

-Haley Garner, *UW Student*

“ With being away from home and going home for the holidays it can be very tricky and stressful. I was lucky and only live 45 minutes away yet I still had to work in Laramie so I didn't really get to go home for the holiday. One piece of advice I have though is even though it is a “break” don't take a break on your homework. Stay on top of your work and maybe even get a little ahead if you can!”

-Kassondra Giacchino, *UW Student*



“ When you go home, your whole family is going to be after you about details so try to find some time to yourself to be calm.”

-Mary Schwope, *UW Student*



“

The first time Thanksgiving holiday comes up is a tough one. No one is going to be in town, and many people head home to see family. Yet, what people do not realize is that this time is great for catching up in everything you might be behind in or want to get ahead on. Take this break to your leisure, but whatever you do, make it count in many ways.”

-Nathan Villalobos,
UW Student

“

Just when you thought you got over your homesickness, the smells of comfort food can overwhelm you. No one warned me about that.”

-Ian Ostler,
UW Student

November REFLECTION

What have been your biggest surprises so far in your first semester at UW?

What have you enjoyed most about your college experience so far?

What are your biggest challenges right now – in your classes or other parts of college life?

Describe 2-3 strategies for succeeding in classes or college life you've learned since starting college.

What questions do you have about your classes, withdrawing from classes, GPA, academic probation, financial aid, or others?

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November Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select and attend or complete a minimum of 1 activity from 2 of the 3 categories listed on the back of this sheet that you want to complete.
2. For each activity completed, fill in the information required for that box.
3. Be ready to discuss your activities during class and with your peer mentor.
4. Turn in your activity sheet to your peer mentor at the end of the month.

NAME: _____ W#: _____

ACADEMIC SUPPORT

<p>Visit a UW Museum: Art Museum www.uwyo.edu/artmuseum Geological Museum www.uwyo.edu/geomuseum Anthropology Museum www.uwyo.edu/anthropology/museum Museum: Date Completed:</p>	<p>Meet with one of your instructors during their office hours Instructor Name: Date Completed: Instructor Signature:</p>	<p>Reserve and utilize a study room in Coe Library www.uwyo.edu/reservearoom Date Completed:</p>
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ACTIVITIES FOR SUCCESS

<p>Check out a personal/academic resource of your choice <ul style="list-style-type: none"> • Multicultural Affairs • Student Success Services • Disability Support Services • Counseling Center Office Location: Date Completed:</p>	<p>Register for Spring Classes Registration Date: Registration Time:</p>	<p>Check your course syllabi to determine your Finals Week Schedule Complete the Table:</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Exam Date/Time</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Class	Exam Date/Time												
Class	Exam Date/Time															

CAMPUS AND COMMUNITY ACTIVITIES

<p>Participate in your choice of Wellness Center De-stressor Activities For a full list of events go to www.uwyo.edu/rec/wellness-center/educational-programing Event: Date Completed:</p>	<p>Check out the Recognized Student Organizations (RSOs) webpage to find a club or academic honorary you're interested in joining uwyo.edu/rso Name of Organization: Date:</p>	<p>Participate in an Intramural Sport Check out the Intramural Sport Schedule at: uwyo.edu/rec/intramural-sports Sport: Date Completed:</p>
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DECEMBER

Congratulations on making it through your first semester at UW! Get ready for an intense several weeks -- December is a whirlwind of studying for finals and preparing to head home for a much-needed break. Don't forget to make use of as many resources as you can this month as finals week approaches and your stress rises! And keep your foot on the pedal as you speed through the last weeks. You've worked so hard to this point; make these last projects and tests as solid as possible.



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PREPARING *for* FINALS WEEK

Including advice from Brian Witte/Varsity Tutors (Time.com)

1. Study for each course in small bursts.

If you have more than one final, you might be planning to study for each individually, in chronological order. Interestingly, research has shown that human brains are not designed to focus narrowly for long stretches of time. So, plan to work on an individual subject for an hour or two, and then switch. You do not have to split your time equally. If you have a biology exam soon, review for it during more than one block of time (and never in back-to-back blocks). You will find that your recall of material increases, and the repetition that comes from revisiting material more frequently will help your class content “set” in your memory. Be sure to take short breaks each hour to refresh your mind.

2. Take care of yourself leading up to exams.

Remember that going into a final without enough sleep could hurt you as much as a poor study plan. Get a good night's sleep, and take a few small exercise breaks during the week before (and during) final exams.

Before a final, be sure to eat a meal that is high in protein. Most final exams are more than an hour in length, and a sugar rush simply will not see you through. Likewise, taking an important test while hungry can be a recipe for disaster.

3. Visit resources to help you prepare.

If you need some expert help studying for exams, writing essays, or getting ready for big presentations, be sure to visit some of the help centers. STEP Tutoring offers a Finals-Stravaganza event to help students prepare for their finals. Visit their website for information at uwo.edu/step. Other good resources include the Writing Center, the Center for Statistics and Math, and the Oral Communication Center). Also, visit your professor's office hours to ask about tips for studying and succeeding on the final.

4. Silence your social media accounts.

The reverse of focusing too intensely is not being able to focus at all. While it is true that devoting too much time to studying can lead to fatigue, dividing your review sessions into too many parts can lead to scattered and ineffectual learning. Turning off your social media for an entire week may not be realistic or achievable for every student; instead, try turning off the Wi-Fi on your phone or tablet. This will decrease the number of notifications that pop up and steal your attention. Do, however, use social media and text-time as a reward. Check in on your favorite platforms or websites for 10 to 15 minutes during study breaks. However, be aware of the “just for a moment” syndrome. As most people know all too well, checking news headlines can lead to an entire afternoon of watching hilarious cat videos and reading celebrity gossip.

A strong finals week performance may seem impossible, but it is anything but. Set your worries and nerves aside, and remember to stay on task, work hard, eat well, and make time to rest. Soon, finals week will be over, and you can begin your long-awaited holiday!

Mapping your STUDY & EXAM TIMES

CHECK YOUR COURSE SYLLABI TO DETERMINE YOUR FINALS WEEK SCHEDULE
(Or access all finals here: www.uwyo.edu/registrar/final_exam_schedule)

Complete this table:

CLASS	FINAL EXAM DAY/TIME/LOCATION

FINALS PREP *Calendar*

Using the calendar from the Registrar's website (above) or the calendar link on WyoWeb, fill in the date of your last day of class and your study days for each of your final exams, papers, or projects. Include the time and location of each of your exams.

SUN	MON	TUE	WED	THURS	FRI	SAT
SUN	MON	TUE	WED	THURS	FRI	SAT

Tip: Write sideways.

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COURSE OPTIONS *over the* BREAK

If you would like to take a class over the winter holiday (or J-term), there are several options each year offered by a variety of departments. You can see the full list of courses on the Summer Session page (www.uwyo.edu/summer). On the homepage, click on “Explore the current/previous J-term course offerings!”

Past terms have included courses from Communication & Journalism, African American Studies, Latino/a Studies, Sociology, Environment & Natural Resources, Religious Studies – and more!

**Before enrolling in a J-term course, touch base with your advisor about the option -- make sure a J-term course works with your financial aid and academic/degree progress.*



TIPS *for the* HOLIDAY BREAK

Register for spring courses (before you leave!)

If you have lingering questions about spring registration, or other holds that are preventing you from enrolling, make some time to clear up these issues before you depart for the break. Spring classes will keep filling more each week (and day) – and new spring students will be eating up course availability as they come in. Talk to your ACES advisor and instructor if you need some help completing your spring registration.

Check your UW email over the break

It might be tempting to detach from UW email over the holiday break, but be sure to check your email at least once or twice a week over the holiday. It's possible you may receive notes about your spring courses, financial issues, or important deadlines to stay on top of.

Review your final grades in early January

You should be able to check your grades shortly after the new year and see all (or at least most) of your final semester grades. If you have questions about any final grade, reach out to the instructor over email and be specific about your concern or question!

Academic Probation: If you have one (or more) problematic grades, it's possible your semester GPA will drop below 2.0 and you will receive academic probation for spring semester. You will receive an email from the Registrar's Office with information about academic probation if this occurs. Know that you are not alone (many students fall below a 2.0 GPA in their first college semester), but it is important to make a plan for academic recovery in the spring!

If you receive academic probation, your advisor and/or Makayla Stewart will be in touch with you in the first week or two of January to help you enroll in a 2-credit Academic Success course. This course will help you learn key strategies, information, and resources to get back on your feet in the spring.

Complete EPIC Milestones over the holiday

Make the EPIC milestones a goal for your spare time over the holiday break. Some modules will help you learn more about your major, plan for courses/internships moving forward, and discover new information about possible careers. For undeclared students, check out EPIC modules for exploring majors and getting to know more about how your own strengths fit with different options. Find EPIC on the ACES website: www.uwyo.edu/ACES/epic.

FALL FINAL *Reflection*

Write a brief note to incoming students in the spring (or next fall) semester. Include 2-3 pieces of advice you would give them after completing a semester of college. What tips do you wish you'd been given when you started college? What would you like to see included in "Student Voices" in the next booklet?

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Resources CONTENTS

Note: The resources included in this section may be only online or have modified hours for fall 2020. Please check with each unit to find out more information before attempting a walk-in.

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TUTORING & Supplemental Instruction

STEP TUTOR CENTER | WWW.UWYO.EDU/STEP

- Students who use tutoring for at least 6 hours a semester tend to perform 15-20% better than those who do not!
- Free tutoring is available through STEP in almost 50 different classes.
- Sessions are by appointment only, and should be made on the Penji app: <http://web.penjiapp.com>.
- STEP is open Monday-Thursday from 4-9pm and is located in Coe Library (Level I).
- STEP Satellite Tutor Center offers drop-in tutoring (no appointments necessary) and is located in the basement of Washakie. Operating hours are Sunday-Wednesday 6-10pm

CENTER FOR ASSISTANCE WITH STATISTICS & MATH

- Free, drop-in tutoring for students enrolled in lower-division math courses (below 3000 level)
- Ross Hall basement, room 29
- Facebook page: www.facebook.com/wyomingMAC

WRITING CENTER

- Free, 45-50-minute consultations on any writing project
- Three kinds of consultations: face-to-face, video conferencing, and submit a paper for review.
- Schedule an appointment via uwyo.edu/writing-center or drop by the Center, located in Coe Library, Level 1.
- Go to the Writing Center's website (uwyo.edu/writing-center/) to find tips and resources to help you prepare for your consultation!

ORAL COMMUNICATION CENTER

- Help alleviate fears of speaking in public or receive feedback from our staff!
- Schedule an appointment on-line at www.uwyo.edu/cojo/occ, or visit Ross Hall 442, (307) 766-3815

SUPPLEMENTAL INSTRUCTION (SI)

SI is a series of out-of-class study sessions led by a student who has successfully taken the class before. It's a great way to practice the material and work with other students to learn the content. SI works best if you attend much of the semester, not just before exams!

Check your class syllabi for SI opportunities, or visit the SI website at www.uwyo.edu/step.

FREE ACADEMIC COACHING

Are you struggling with time management, exam preparation, staying motivated, or other academic issues? Visit the Advising, Career, and Exploratory Studies (ACES) office in Knight Hall room 222 Monday – Friday from 8-12 or 2-5 to speak with an academic coach.

ASK A LIBRARIAN

For help with research projects of any kind, visit uwyo.libanswers.com to chat with a librarian or see a range of resources through the libraries.

ONLINE TUTORING

- The STEP Tutor Center will continue to provide online tutoring for students who are working at a distance or unable to come in person. Session should be made on the Penji app: <http://web.penjiapp.com>.
- UW also provides online tutoring through an external vendor, NetTutor. NetTutor is online, subject-based tutoring (e.g., help with “chemistry” not necessarily “CHEM 1020”). We recommend trying STEP before NetTutor, but if you can’t find what you’re looking for at STEP, or if STEP is closed, NetTutor is a great option. For more information see the STEP website www.uwyo.edu/step under “NetTutor.”

STUDENT SUCCESS *Services*

(307) 766-4010 | www.uwyo.edu/se/ss

Student Success Services (SSS) is a program that strives to create an engaging environment for our students through a variety of meaningful learning opportunities structured to meet their unique needs. The program staff empowers students by providing tools for college life management, including:

1. Academic success
2. University connectedness
3. Financial literacy
4. Post graduation and career planning

Because Student Success Services is a TRIO education program funded by the U.S. Department of Education, students need to meet certain eligibility requirements to be accepted. Eligible students include first generation college students, students with limited income, and students with disabilities. To apply, visit the website at www.uwyo.edu/se/ss.

SOAR

It’s never too early to start building a portfolio of experiences that you can use to boost your resume when it comes to the job search. SOAR is a competency based program at UW made up of experiences that will shape, engage and prepare students to meet unpredictable and complex challenges for the future. As a participant, you will participate in high impact learning experiences in research, cross-cultural and international perspectives, internships, entrepreneurship, leadership and community service. By registering on SOAR, you can log activities and events that you attend in order to earn badges. By your senior year, you will have a great running portfolio of your out-of-class experiences that give you an edge in the marketplace. To learn more, go to www.uwyo.edu/SOAR.

COUNSELING *Center*

(307) 766-3412 | www.uwyo.edu/ucc

UW students may receive assistance with problems that interfere with academic progress, daily living, adjustment to university life, or relationship issues through group, individual, or couples counseling; crisis intervention services; or brief problem solving sessions. Drop-in, emergency hours and scheduled appointments are available daily. Most individual counseling is short-term and time-effective; most students get their needs met with four or fewer sessions. After hours emergencies (risk to self and/or others) are handled by contacting the counselor on call at 766-8989.

UCC collaborates closely with the STOP Program in the Dean of Students Office by providing counseling support to students who are victims of sexual violence as well as collaborative programming regarding prevention of sexual violence and membership with the STOP campus coalition.

Appointments are made in person at the UCC office in room 341 Knight Hall. Office hours are Monday-Friday 8:00 am - 5:00 pm during the academic year.

University DISABILITY SUPPORT SERVICES (UDSS)

(307) 766-3073 | www.uwyo.edu/udss

As a college student, it is your responsibility to identify yourself to UDSS as an individual with a disability and to request accommodations. An individual with a disability is someone with a physical or mental impairment that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, working, thinking, reading, concentrating, and communicating; and/or the operation of major bodily functions.

UW students wishing to receive accommodation services must register with UDSS. For more information on the application process, please call our office at (307) 766-6189, TTY: (307) 766-3073 or stop by our office in 109 Knight Hall, 8:00 AM-5:00 PM, Monday through Friday (summer hours are 7:30 AM-4:30 PM), to pick up application materials. You may also set up an in-person or phone appointment with a UDSS coordinator if you have questions. All materials are available in alternative format upon request.

Please note: the application process can take a week to 10 days after all materials have been received.

VETERANS *Services*

(307) 766-6909 | www.uwyo.edu/vetservices

The Veterans Services Center (VSC) welcomes you to the University of Wyoming! At the University of Wyoming you will find a Veteran community like no other. With over 700 Veterans currently attending school, the Veterans Services Center is your hub to connect with other like-minded students. We look forward to meeting you and introducing you with our staff, who will be happy to show you all the amenities our center has to offer.

Located in Knight Hall room 241 and open from 0700 to 1900, we are happy to answer any questions you may have about the University of Wyoming, the Veterans Services Center, or the Laramie community.

Your decision to attend the UWYO is a transition into a new chapter of your life that we are dedicated to helping you navigate. The Veterans Services Center offers many resources to our student Veterans and students who are dependents of Veterans including:

- Free coffee and snacks (along with an individual coffee mug)
- Monthly social Events
- Scholarship information and applications
- In State Tuition Information
- Information on Financial Aid
- Assistance getting Military Transcripts and credit for Military Training
- Outdoor Events and Programs
- Information on Disability Support Services
- Military Activation academic Withdrawal/Drop procedures
- VA Work study opportunities
- Assistance with Veterans Affairs

MULTICULTURAL *Affairs*

(307) 766-1121 | www.uwyo.edu/oma

Multicultural Affairs (MA) exemplifies its commitment to diversity and academic success through its various programs to provide academic and social support to ethnic minorities and all students interested in diversity and multiculturalism on the UW campus.

From academic programming consisting of our Discover Excellence and Continuing Excellence workshop series, scholarship opportunities and individual meetings with staff, academic success can be achieved.

Socially, MA works to connect students with one of over 20 culturally diverse recognized student organizations as well as our own Multicultural Student Leadership Initiative program.

If you have a question, concern, or simply need a place in which you are “free to be,” please come by and visit with us at Knight Hall rooms 115 and 117, or stop by the Resource Centers in the Wyoming Student Union, Rooms 103,104 and 106. Our doors are always open!

MULTICULTURAL RESOURCE *Center*

Located in Room 103 of the Wyoming Union, the Multicultural Resource Center is a space provided by Multicultural Affairs which serves as a home-away-from-home for University of Wyoming students. The MRC offers support services for students from all backgrounds in an environment that values diversity. For more information, go to www.uwyo.edu/oma.

Numerous events take place at the MRC during the course of the year. Please join us for our Monthly Town Hall Meetings, Recognized Student Organization (RSO) events, and special presentations by guests who visit the University of Wyoming campus.

The MRC houses collections of ethnic magazines, books and videos that have a focus on culture, diversity and academics. The MRC also provides access to eight computers, printers (black and white/color), study tables, a flat screen TV, and some of the most comfortable couches in the Wyoming Student Union.

We look forward to seeing you in the Multicultural Resource Center! If you have any questions, please feel free to contact us at diversity@uwyo.edu

SAFERIDE

(307) 766-7433 | www.uwyo.edu/saferide

SafeRide is an on-call public transportation service that operates late nights on the weekends to offer nonjudgmental “safe” rides home. Rides are offered to UW students, faculty, staff, and Laramie community members and visitors. SafeRide’s service areas include the Laramie city limits. However, SafeRide will not pick-up/drop-off at specific locations within downtown Laramie. Riders wishing to be picked-up/dropped-off downtown will need to utilize the SafeRide office located at 3rd Street & Garfield. There is no on-board fare for utilizing SafeRide.

HOURS OF OPERATION

Academic Year: Thursday, Friday, and Saturday nights from 9:00 pm - 2:00 am

Summer: Friday and Saturday nights from 9:00 pm - 2:00 am

REQUEST A RIDE

Requesting a ride is simple. Call 307-766-7433 (307-766-RIDE)

Or download the Transloc Rider app to schedule a ride from your phone and track it in real time. www.uwyo.edu/saferide

Be sure to notify the dispatcher if a rider requires a lift and/or wheelchair tiedowns. Individuals that are deaf, hard of hearing, or speech impaired may contact SafeRide at (307) 766-7433 through a relay service or by dialing 711.

UW POLICE *Department*

The UWPD is operational 24 hours a day, 365 days a year. All sworn officers are fully trained and have full arrest authority.

HOW TO CONTACT THE UWPD:

In Person

To speak to an officer in person please come to our department at the corner of 15th and Flint. If you come in after 5:00 pm please press the call button on the right as you walk in the door and a dispatcher will assist you.

By Phone

If it is an emergency please dial 911 from your campus phone. To speak to an officer for non-emergency issues please call us at (307) 766-5179. A dispatcher will connect you with an officer or dispatch one to your location.

By Text Message

The UWPD participates in a Text Tips Program called Tip411 using your mobile phone. To send an anonymous tip via text message to the UWPD please text the keyword UWYO and your message to 847411 (Tip411). The UWPD also utilizes UW Alert. UW Alert is a text messaging notification system designed to keep students, faculty, and staff informed during emergencies.

Online

Report a crime anonymously online by using the Silent Witness feature from your Internet browser. You are not required to use your own e-mail and there is no way to trace the message back to you. www.uwyo.edu/uwpd

OTHER UWPD ACTIVITIES:

Safety Escorts

If you need a uniformed safety escort from an on campus facility to facility, please call (307) 766-5179.

Lost and Found

The UWPD picks up and stores found items from campus locations and stores them at an undisclosed location. There is weekly collection from the Union, Coe Library and the Classroom Building, but remaining buildings are picked up on an as-needed basis. Unclaimed property is auctioned off each September.

Bicycle Registration

The UWPD offers a variety of bicycle services including registration, theft recovery, as well as safety and regulation enforcement. For UW bicycle regulations as well as other information please see our Bicycle Registration page.

TIPS/RESOURCES *for* FIRST GENERATION COLLEGE STUDENTS

Adapted from the College of St. Scholastica

First-generation college students - students whose parents either never attended college or never earned a four-year degree - sometimes face a tall task when it comes to earning a college degree. Sometimes, figuring out how to go through higher education without your family members' experiences guiding you can be overwhelming. But, by working on organizational skills and taking advantage of all the resources available on campus, you will make this dream a reality!

9 TIPS FOR FIRST-GENERATION COLLEGE STUDENTS

1. Seek academic support resources early on

One of the biggest struggles first-gen students encounter in college is the lack of a family support system that has experience with the hurdles they're facing. In the midst of an increased college course load, it can be easy to become overwhelmed.

"Take time and go to tutoring if you are having trouble," says first-gen graduate Tyler Yost. "If you're stuck on a single concept, go to your professor's office hours. They don't like sitting in their office alone and you could also learn a lot while you're in there."

If you're even the slightest bit worried about a class (or classes), seek help as soon as possible! Take advantage of all tutoring resources as well as the office hours instructors keep that will help get you up to speed.

2. Find highly-motivated students to partner & study with

It's mind-boggling when you consider the time and financial commitments of pursuing a degree, but not all students in college are going to be enthusiastic learners. "There will inevitably be group projects, and it's up to you to find those who will actually work hard and you'll learn from in the process," Yost says.

Seek out group and study partners who seem to genuinely care; they'll push you to learn more and make the most of your time.

3. Embrace who you are

You don't have to come from a long line of doctors and lawyers to fit in or provide valuable perspective in the college classroom. "The classroom environment can be intimidating," says first-gen graduate Natasha Payes. "But your perspective matters. Speak up and sit in the front row."

Academic discussions in college are supposed to expose students to new points of view. You're smart enough to make it this far; don't let false notions or misconceptions about not belonging hinder your college experience. If you really engage with the course content, you'll undoubtedly walk away having learned more than if you stayed quiet in the back row!

4. Be proactive about financial assistance

While there are a variety of different scholarship opportunities available each year to students, don't expect them to just fall into your lap. It might not be the most exciting activity, but dedicating time to your scholarship search can really pay off.

Meet with your advisor and Financial Aid counselor to talk about scholarship opportunities on campus and through your major. Also look at national databases (e.g. <http://myscholly.com>) to find opportunities.

But staying on top of the scholarship search isn't the only thing you should be doing to maintain financial stability throughout your collegiate journey. It is important to keep track of any loan debt you're accruing while in school. If you need assistance with this, ask the Financial Aid office for strategies (307) 766-2116.

5. Get involved!

"I would encourage first-gen students to find a way to create a home away from home at college," says first-gen graduate Chanté Griffin. "I made it a point to get involved in clubs on campus."

Want to know the quickest way to feel like you belong? Join a club! If you're not sure where to start, look at the Campus Activities Center page (www.uwyo.edu/cac) and browse all the opportunities. Be sure to scroll down to "Recognized Student Organizations" and look at the 250+ groups on campus.

6. Don't overload yourself

If you're planning on working a job while attending school, be cautious and don't over-commit. Let your employer know your situation.

A common mistake is to not consider the time you'll need outside of the classroom to complete your work. You might have a class that only meets once per week, but the out-of-classroom workload will be similar to classes that meet more frequently. Plan for a heavy load and adjust!

7. Take (smart) chances

"Want to startup a business selling neon t-shirts to clubs? Start it. Want to play the mandolin. Find a group and try it," Yost says. "You won't have as much time to test things out in such a welcoming environment ever again."

This is an opportunity to go out on a limb and try something new that has always intrigued you. If it doesn't work out, you're in an environment that allows you to move onto the next thing that interests you. As much as the college environment is about educating you to be successful when you enter the workforce, it's also a fundamental time in your life to find yourself and discover new interests.

8. Build your support system

If your family is unfamiliar with navigating the challenges of college, who do you turn to for support? Be sure to tap into the many mentors who may be able to help. Your RA, instructors, and advisor are great places to start.

9. Don't doubt yourself

"I was scared. I didn't know what to expect. I just knew that college would be harder than high school, and I was deathly afraid that I would flunk out," Griffin says.

Here's the truth: The quote above could be attributed to practically any student heading into college for the first time. Some might hide it better than others, but there's always going to be a bit of nervousness and doubt when you're taking a big step in life. Don't let it get the best of you — find confidence in how hard you've worked to reach this point and don't let anything keep you from stepping forward.

FIRST GEN SCHOLARS

At the University of Wyoming 30-35% of students are first generation; and many University Faculty and Staff were first generation students themselves. Being a first generation student is an enormous accomplishment - the University of Wyoming celebrates you!

First Gen Scholars is a peer mentoring program designed to help first-year students connect to resources, activities, and programs available at the University of Wyoming. Any first-year first generation student can join First Gen Scholars.

Benefits to membership include:

- Meeting people
- Making connections to students and faculty who are/were first generation students
- Discovering activities, organizations, and clubs to join on campus
- Winning scholarships to help pay for textbooks

Learn more about the First Gen Scholars program at www.uwyo.edu/firstgeneration.

More OPPORTUNITIES

SERVICE, LEADERSHIP, & STUDENT ENGAGEMENT (SLCE)

Through the SLCE program, you can learn about opportunities for leadership, community service, and involvement at UW! SLCE oversees volunteer events such as alternative spring breaks, The Big Event, community volunteering, and national days of service. You can also learn about leadership programs and community engagement opportunities such as the Good Mule Project. Find out more at www.uwyo.edu/union/slce!

ALTERNATIVE SPRING BREAK

The Alternative Breaks program continues to grow each year, offering more trips and more opportunities for service! In past years, trips have included Animal Wellness in Utah, hunger & homelessness in L.A., California, women's education in Trinidad, and community development in Jamaica.

Apply early if you are interested! Visit the Service Leadership & Student Engagement Office website for more information: www.uwyo.edu/union/slce/service/ab.html

CAMPUS ACTIVITIES CENTER

The Campus Activities Center (CAC) provides students with valuable involvement opportunities. The staff coordinates and advises a variety of student programs such as 7220 Entertainment, Safe Zone, Gallery 234, and Summer Programs. They are available to assist or direct any of the 250+ student organizations with programming support, leadership development, and marketing services. The CAC serves as an important source of information for programming and involvement on campus. Be sure to check out the learning outcomes we've established that are attained by attending/participating in events or becoming involved with a student organization on campus. Visit www.uwyo.edu/cac.

Also, scroll down to the bottom of the CAC homepage to see more information about student organizations (film clubs, fishing, dance, sports of every type, professional and major-based organizations – the list goes on and on!)

ASSOCIATED STUDENTS OF THE UNIVERSITY OF WYOMING (ASUW)

ASUW Freshman Senate is the official student government for first-year students the University of Wyoming. As a Freshman Senator, you will work to make a difference in the student experience at the University of Wyoming, review and recommend ASUW legislative action, and connect and build relationships with students, faculty, administrators, and elected officials. Check out www.uwyo.edu/ASUW to learn more! **Applications for freshmen senate are due early in September, so check out the website for specifics.**

THINKING AHEAD *to Summer*

SUMMER TERM

Summer session offer a flexible schedule of over 400 courses that cater to all audiences. If you're looking to catch up or get ahead on credits, University of Wyoming Summer Session courses offers unique flexible compressed learning opportunities! To get an idea of the course offerings, go to www.uwyo.edu/registrar/class_schedules and take a glimpse at the summer class schedule.

EDUCATION ABROAD

Education Abroad is one of the best ways to learn about cultures all over the world. UW has many opportunities for students to attend universities in other countries with exchanges, direct enrollment, internships, and faculty-led courses. Scholarships may be available to offset travel expenses. The best time to start planning is mid-semester during the fall term. To learn more, visit www.uwyo.edu/uwyoabroad.



“ UW has a great study abroad program that will allow you to experience everything the world has to offer. I spent 8 weeks in Europe and saw 8 different countries. I ate all different kinds of food, saw history that was older than the United States, and learned about people and languages that were all brand new to me. Honestly, there is nothing like eating ice cream in a donut cone while walking Charles Bridge in Prague!”

-Livi Glassock, *UW Student*



www.uwyo.edu/learn

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