



“

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

SEPTEMBER

*W*elcome 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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SEPTEMBER *2018*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
	Labor Day - No School					
9	10	11	12	13	14	15
	Last Day to Add, Drop, Change Sections				Tuition & Fees Due	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						Family Weekend
30						

ADULTING *for* BEGINNERS

Communicating with Instructors and Professionals on Campus

Adapted from the Synergy Peer Mentor Manual, University of Wyoming, and Tutor Iowa Academic Tips Worksheets, University of Iowa, <https://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. 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 of thumb 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 menu bar (File, Message, Insert, Options, Format Text, Review) and a ribbon with various tools like Paste, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Address Book, Check Names, Attach File, Attach Item, Signature, Assign Policy, High Importance, and Low Importance. The email draft is addressed to "Pistol Pete" and has the subject "MATH 1000 Question". The body of the email reads: "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 am free between 9:00 and 11:00. Please let me know if these times will work. Thank you, Cowboy Joe cjoe123@uwyo.edu W01234567". Red boxes with arrows point to specific parts of the email: "Create a clear, concise subject" points to the subject line; "A form of address" points to "Professor Pete,"; "Complete sentences, capital letters, and punctuation" points to the main body of the email; and "Full name and W#" points to the signature block.

Create a clear, concise subject

A form of address

Complete sentences, capital letters, and punctuation

Full name and W#

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 he or she prefers.

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.



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

The screenshot shows an email editor window titled "Untitled - Message (HTML)". The ribbon includes "File", "Message", "Insert", "Options", "Format Text", and "Review". The "Format Text" group contains options for font (Calibri, size 11), bold, italic, underline, text color, background color, bulleted list, numbered list, link, and unlink. The "Review" group includes "Address Book", "Check Names", "Attach File", "Attach Item", "Signature", "Assign Policy", "Follow Up", "High Importance", and "Low Importance".

The email header fields are:

- To: Johnny Bravo
- Cc: (empty)
- Subject: (empty)

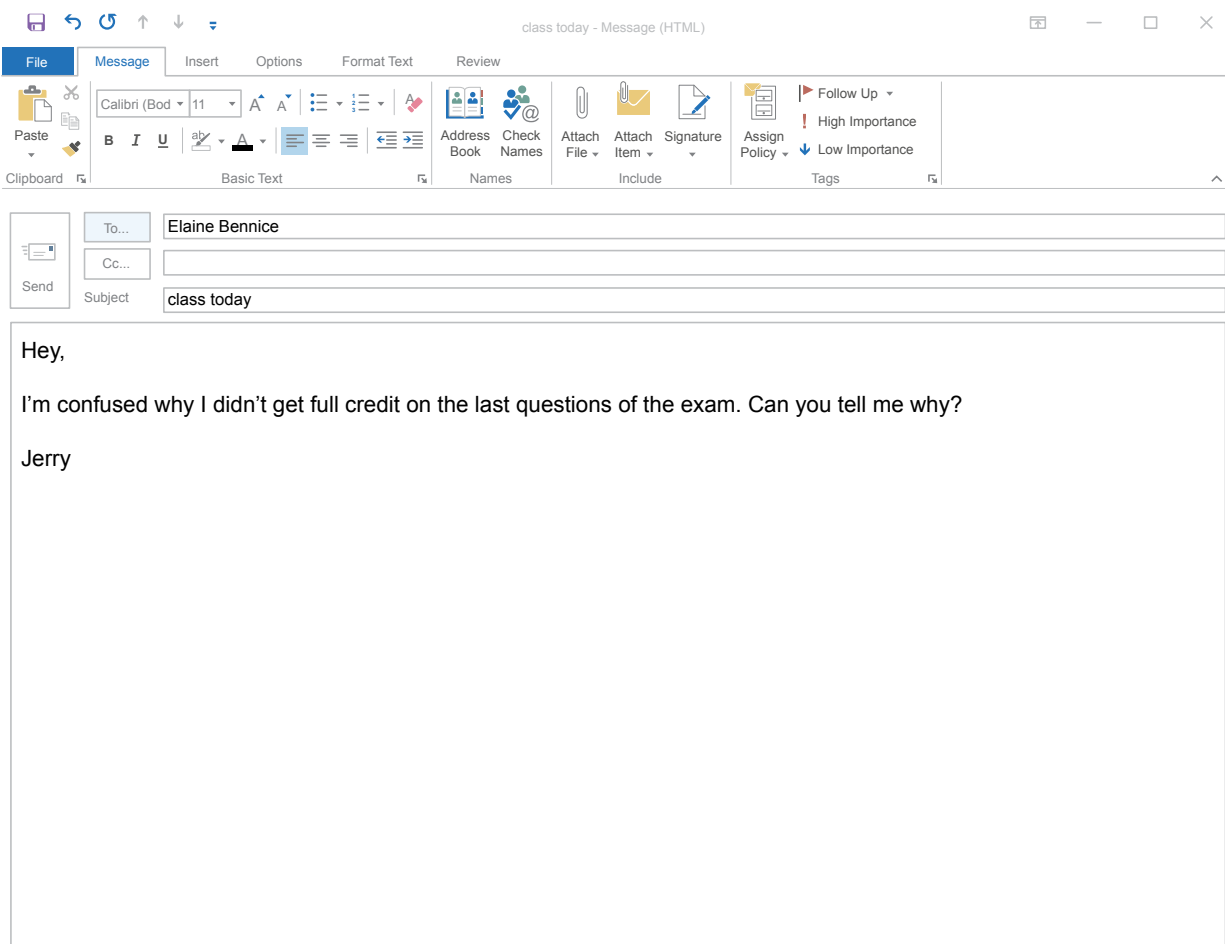
The main body of the email contains the following text:

i was sick and missed class did i miss anything important

Suzie Student

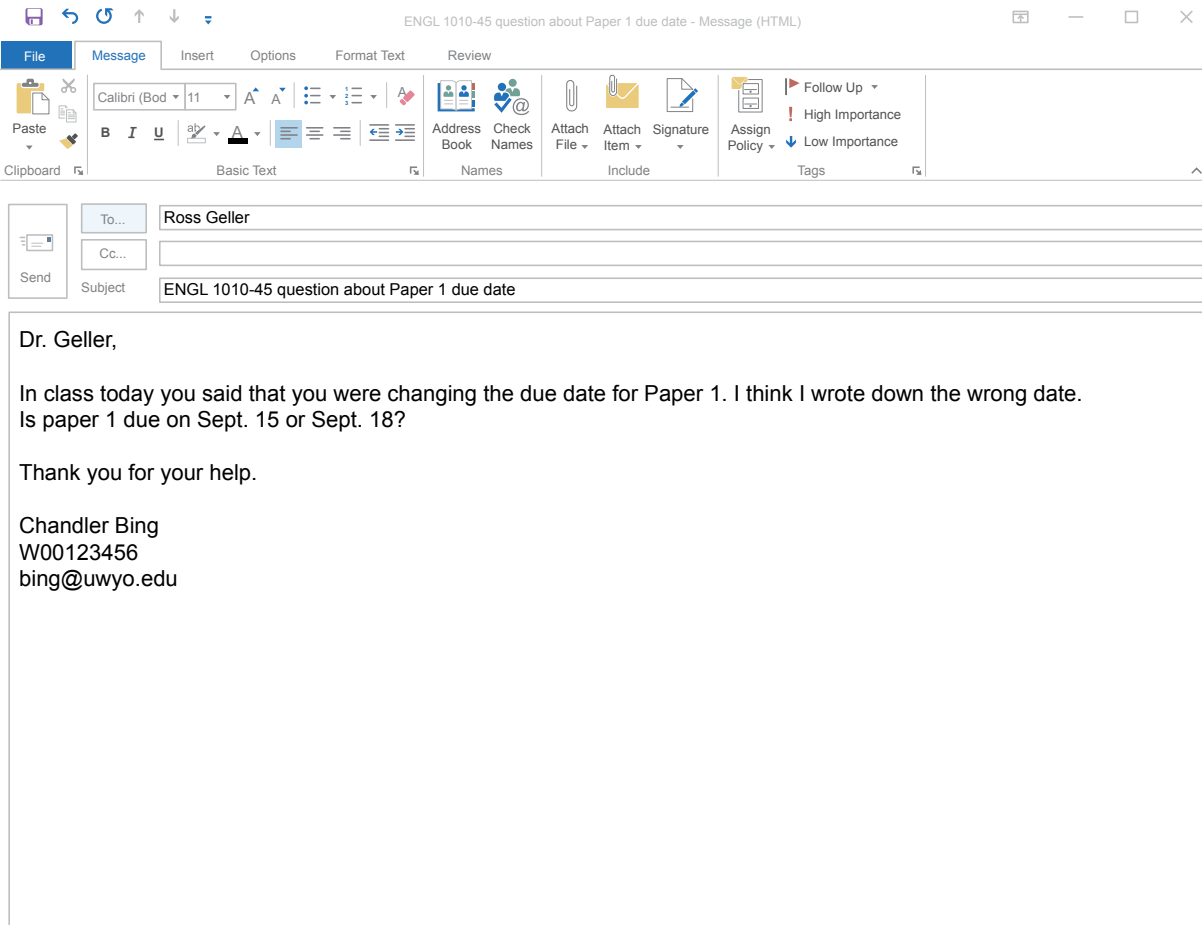
What information did the student leave out of the email?

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



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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.
- Next, 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 study 3 hours outside of class.
- 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. Because 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

9/10/2018 to 9/14/2018



September 2018

October 2018

S	M	T	W	T	F	S	S	M	T	W	T	F	S
26	27	28	29	30	31	1	31	1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31	1	2	3
30	1	2	3	4	5	6							

10 Monday	11 Tuesday	12 Wednesday	13 Thursday	14 Friday
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6a	Workout	Workout	Workout	Workout	Workout
7a	Shower/dressed	Shower/dressed	Shower/dressed	Shower/dressed	Shower/dressed
8a	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9a	ENGL 1010 Classroom Building, 105		ENGL 1010 Classroom Building, 105		ENGL 10 Classroom Intro Due
10a	Study	PSYC 1000 Classroom Building, 306	Study	PSYC 1000 Classroom Building, 306	Study
11a	UWYO 1101 EN 2020	Study	UWYO 1101 EN 2020	Study	UWYO 1101 EN 2020
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p	MATH 14 Classroom Homewo		MATH 1450 Classroom Building, 204	LIFE 1010 Enzi 100	MATH 1450 Classroom Building, 204
2p	Study	Study	Study	Study	Study
3p					
4p	Relax/Social Time		Relax/Social Time		Relax/Social Time
5p		Intramural Sports Me Half Acre	Dinner	Relax/Social Time	
6p	Dinner	Dinner	Swing Dance Club M	Dinner	Dinner
7p			LIFE 101 Lab Report 1		
8p			Bio Sciences 210		
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.					

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.

“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*

- **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.
 - The Math Assistance Center, located in Ross Hall room 29, focuses on group tutoring for a wide range of math courses.
 - The Writing Center, located on the 3rd floor 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.
 - STEP Tutor Center, located in the basement of Coe Library, offers tutoring in over 50 classes. These one-on-one sessions are drop in (no appointments) and are 30 minutes in length.

HELPFUL LINKS

Math Assistance Center www.uwyo.edu/math/mac
 Writing Center www.uwyo.edu/ctl/writing-center
 STEP Tutor Center www.uwyo.edu/step/tutoring

Check out the Helpful Links on the previous page, then use this worksheet to keep track of the tutoring resources available to you.

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

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

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

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

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

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 styles 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 acknowledgement 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.
- **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. Yet come 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 Project Coordinator

“ 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*

