

# 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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“

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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# *Cultures of* COMMUNICATION *in college*

## WHAT SHOULD I CALL MY INSTRUCTORS?

Prof? Doctor? Ms.? Mr.?

Your instructor may indicate on the first day of class how they prefer to be called. If the instructor suggests you can use their 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

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.

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 or stop by office hours.

UW is committed to protecting students’ right to freedom of expression as well as faculty’s academic freedom. Your own academic freedom relies on your ability to think independently and form your own opinions on controversial topics. Faculty welcome respectful, constructive dialogue as long as it does not disrupt the class goals or lesson outcomes. In the classroom, faculty must maintain control of discussions to ensure they remain respectful and on topic.



# EMAIL *etiquette*

*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. 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.

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, Adobe PDF) and a ribbon with various tools. The email composition area is filled out with the following details:

- To:** Pistol Pete
- Subject:** MATH 1000 Question
- Body:**

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.

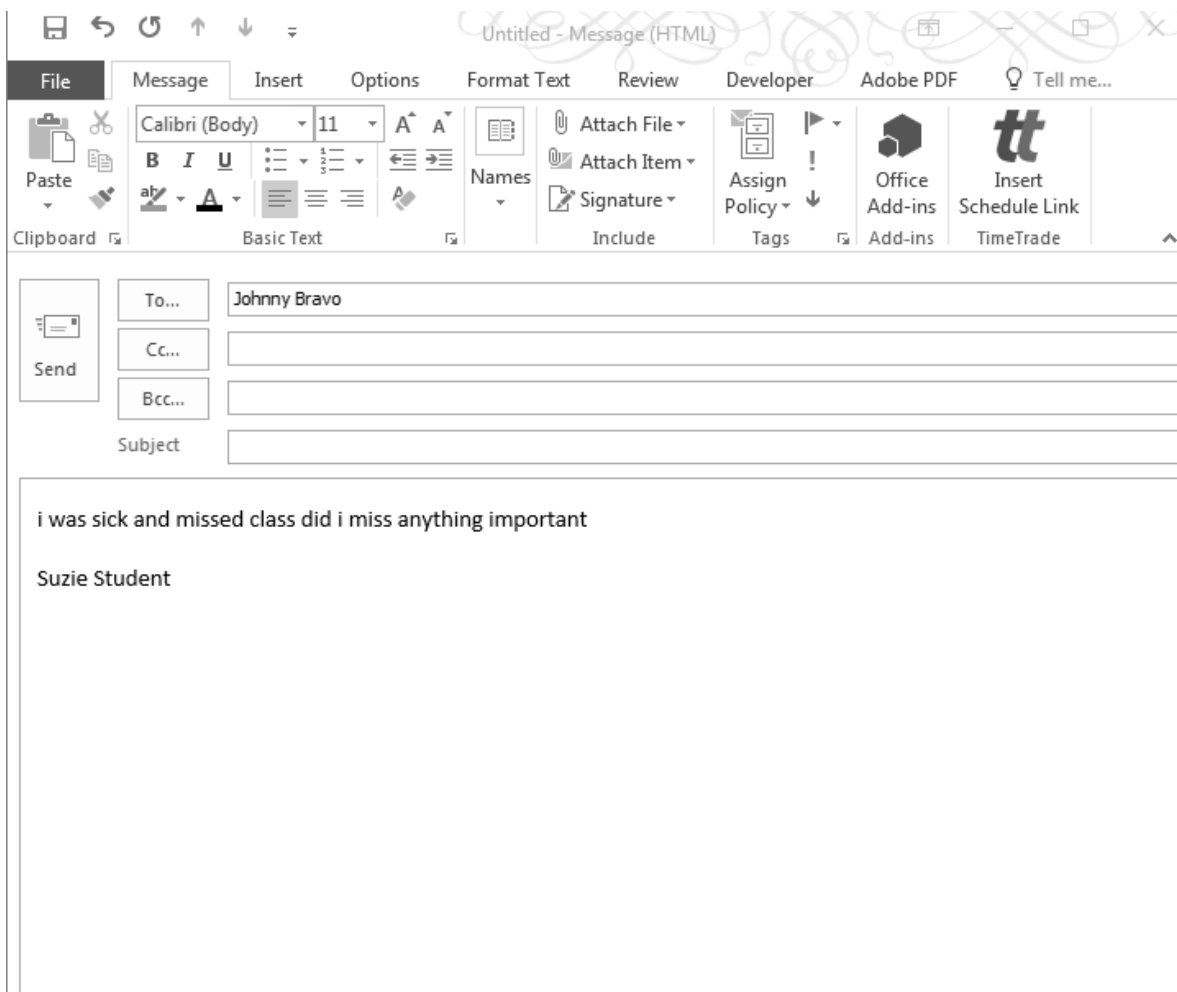
Thank you,

Cowboy Joe  
cjoe123@uwyo.edu  
W01234567

Annotations with arrows point to specific parts of the email:

- 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.
- Full name and W#:** Points to the signature block.

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?



The screenshot shows an email client window titled "class today - Message (HTML)". 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 various tools like Paste, font settings (Calibri, 11), bold/italic/underline, list/bulleted points, alignment, and a "Send" button. Below the ribbon, the email fields are visible: "To..." with the name "Elaine Bennice", "Cc..." and "Bcc..." as empty fields, and "Subject" with the text "class today". The main body of the email contains the following text:

Hey,

I'm confused why I didn't get full credit on the last questions of the exam. Can you tell me why?

Jerry

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 Paper 1 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, showing options for Clipboard, Basic Text, Names, Attach File, Attach Item, Signature, Assign Policy, Tags, Office Add-ins, and Insert Schedule Link. Below the ribbon, the email fields are visible: To... (Ross Geller), Cc..., Bcc..., and 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?



“ 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*

# 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.

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“ 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*

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## 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.

# 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	write outline	PSYC 1000	begin draft 1	PSYC 1000	finish draft 1
11a	UWYO 1000	go over notes	UWYO 1000	rewrite notes	UWYO 1000
12p	Lunch	Lunch	Lunch	Lunch	Lunch
1p					
2p	MATH 1400	LIFE 1010	MATH 1400	LIFE 1010	MATH 1400
3p	create flash cards	review flash cards	meet math study group	go over chapter notes	create practice quiz
4p		rewrite notes			
5p	Relax/Social Time		Relax/Social Time		Relax/Social Time
6p		Intramural Sports	Dinner	Relax/Social Time	
7p	Dinner	Dinner	Swing Club	Dinner	Dinner
8p			LIFE 1010 Lab		
9p					
9p					

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I want to quote the advice I received during my freshman year: “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 willing to try new things.” Show up for floor events, 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, *Fall Bridge Faculty*

	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.					

# Culture Shock! DIFFICULT CLASSES

Be prepared for a different academic experience in college than you have had before. 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.

## ATTENTION MANAGEMENT

No matter how disciplined you are, distractions will creep into your classroom and study time. Managing your attention can significantly enhance your learning experience and academic performance. Start by minimizing distractions: put your phone on airplane mode, close unrelated tabs on your laptop, and sit away from chatty classmates. Focus on taking notes and engaging with the material through questions and discussions. In an online class, break down the lecture into manageable segments, giving yourself brief mental breaks to maintain focus. Additionally, set specific goals for each class, such as understanding a particular concept or participating in a discussion. If your mind wanders, gently bring your attention back to the lesson. Lastly, ensure you get enough sleep and maintain a healthy diet, as both play crucial roles in your ability to concentrate.

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“ 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*

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# UsingCAMPUS RESOURCES

- **Classmates:** Believe it or not, some of the best resources are those who are in your shoes. Organizing a study group is a great way to meet fellow students while obligating yourself to a regimented study schedule, even if only for a couple hours a week.
- **Peer Mentors:** Your Fall Bridge peer mentor is a great resource. They were most recently in your shoes, and they can provide academic support and guidance while sharing real-life examples. They are also approachable and can be a great bridge between you and your instructors.
- **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: Half hour one-on-one sessions do not require appointments. STEP provides tutoring services for over 50 classes at two locations: lower level of Coe Library and basement of Washakie
  - ☐ The Center for Assistance with Statistics and Math (CASM) focuses on group tutoring for a wide range of math courses. Located in Ross Hall Room 29.
  - ☐ The Writing Center offers assistance at any time during the writing process (brainstorming, development, rough draft, revisions, etc.). Students can schedule individual in person or online consultations. Located in the Coe Library Learning Commons (lower level).



## HELPFUL SITES AND CONTACT INFORMATION

**ACES Advising, Career, Exploratory Studies Center** . . . . . [uwyo.edu/aces](http://uwyo.edu/aces), [aces@uwyo.edu](mailto:aces@uwyo.edu)

**STEP Tutor Center & Supplemental Instruction** . . . . . [uwyo.edu/step](http://uwyo.edu/step), 766-4354

**Center for Assistance with Statistics and Math (CASM)** . . . . [uwyo.edu/mathstats/casm](http://uwyo.edu/mathstats/casm), 766-6577

**Writing Center** . . . . . [uwyo.edu/writing-center](http://uwyo.edu/writing-center), [writing@uwyo.edu](mailto:writing@uwyo.edu)



Check out the helpful websites 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>	<b>EXAMPLE</b>
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 &amp; 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:

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:
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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:

# Academic Honesty & AI POLICIES

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

It is important to give credit to the authors of the books, articles, and websites where you pull information. Your instructors may have different preferences for how you cite your sources and 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) .....	<a href="http://owl.purdue.edu">owl.purdue.edu</a>
Citation Machine .....	<a href="http://citationmachine.net">citationmachine.net</a>
KnightCite.....	<a href="http://calvin.edu/library/knightcite">calvin.edu/library/knightcite</a>

UW students 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 of another, wholly or in part, as one's own work without customary and proper acknowledgment of sources and extent of use.
  - This includes the use of Artificial Intelligence (AI) applications. Such use is prohibited unless expressly permitted by the instructor. Submissions generated, in whole or in part, by AI without attribution is treated as plagiarism.
  - **It is imperative to follow each instructor's syllabus guidelines on AI policies. Each professor may have different rules.**
- **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.

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. Do not hesitate to talk to your instructor with concerns.

# 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.

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“ 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*

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“ Faculty do care about you. A big difference in higher ed is that faculty generally don't 'chase' students. Students need to reach out to faculty first. Faculty don't see 'shame' in a struggling student. If you get a disappointing grade on a paper or exam, make an appointment to chat with the prof. Good learning always involves some struggle—even for professors!—so we don't look down on that process. We're here to coach you through it.”

-Nancy Small, *English*



The Wellness Center in Half Acre offers kitty or puppy time, massages, a Zen garden, and much more!

“ I'm a Peer Mentor for a first-year 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*

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# THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

## OVERVIEW OF PROGRAM REQUIREMENTS

Individual students who successfully complete the program will be entered to win awesome prizes including iPads, headphones, and University Bookstore gift cards. The drawing for prizes will occur during the final week of classes each month and students will need to pick up their prizes from the LeARN office before leaving for winter break.

The 25% of Fall Bridge STEP 1000 courses that have the highest student participation in the William White Program will earn their choice of food (without going too crazy) for the entire class.

### Participation guidelines:

1. Students will select and attend or complete a minimum of 1 activity from 2 of the 3 categories every month (September, October, November) from the lists of activities provided.
2. Students will include their name and W# on each activity sheet and complete any information required in the activity boxes.
3. Students will be ready to discuss the activities they completed with their H class or peer mentor.
4. Students will turn in their activity sheet to their peer mentor at the end of every month.





## Meet 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 and doors and asking for a job. Finally, he was hired to work for one of the oldest rigs in Wyoming.

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“ I never turned in a paper or big assignment that wasn't reviewed by my professors.”

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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 Fall Bridge his first year at UW. “It 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 my professors at least once.”

A Fall Bridge 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 learned 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, Writing Center, 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's 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 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.



*More tips  
and  
stories  
from  
Will!*



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

<p><b>Meet with your Peer Mentor during your small group, out of class meeting time.</b></p> <p>Date Completed:</p> <p>Mentor Signature:</p>	<p><b>In the SOAR platform's First Year Experience Milestone, find and complete the Student Success: Time Management Activity</b> <a href="https://app.suitable.co">https://app.suitable.co</a></p> <p>Date Completed:</p> <p>Video Title:</p>	<p><b>Attend a Supplemental Instruction session for one of your classes</b> <a href="http://www.uwyo.edu/step/tutoring">www.uwyo.edu/step/tutoring</a></p> <p>Subject:</p> <p>Date Completed:</p> <p>SI Leader Signature:</p>
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### CAMPUS AND COMMUNITY ACTIVITIES

<p><b>Visit the Service, Leadership &amp; Community Engagement (SLCE) Office</b> Wyoming Union, Lower Level</p> <p>List 2 volunteer opportunities you are interested in:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><b>Attend a UW club or varsity sports game</b> For info about club sports visit: <a href="http://uwyo.edu/rec/club-sports">uwyo.edu/rec/club-sports</a> For info about varsity sports visit: <a href="http://www.gowyo.com">www.gowyo.com</a></p> <p>Date:</p> <p>Sport:</p> <p>Opponent:</p>	<p><b>Attend your choice of events at the Half Acre Wellness Center.</b> For a full list of events visit: <a href="http://uwyo.edu/rec/wellness-center/educational-programming/">uwyo.edu/rec/wellness-center/educational-programming/</a></p> <p>Event:</p> <p>Date Completed:</p>
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