
Making
**COLLEGE
COUNT**

A MONTH-BY-MONTH GUIDE TO
FIRST SEMESTER SUCCESS

LeaRN
& SYNERGY
PROGRAM
2017



UNIVERSITY
OF WYOMING

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.

We are also happy to email or touch base with you about the guide or your questions. Feel free to contact any of the authors or students who contributed to this guide!



WYOMING UNION

GET THE
IMPACT



MISSION STATEMENT

We honor our heritage as the state's flagship and land-grant university by providing a accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources. In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- 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.

LEARN PROGRAM

University of Wyoming
www.uwyo.edu/step

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Special thanks the Advising, Career, & Exploratory Studies program (ACES), Financial Services, and Residence Life & Dining for their assistance in creating this guidebook.

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 and students will need to pick up their prizes from the LeARN office before leaving for winter break.

The 25% of Synergy FYS 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 each 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 sheets, as well as complete any information required in the activity boxes.
3. Students will be ready to discuss the activities they completed with their FYS class or peer mentor.
4. Students will turn in their activity sheet to their peer mentor at the end of every month.



“

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 Senior

STARTING *the* SEMESTER

*T*he 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, brought to you by the LeaRN program, 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

Starting the Semester

CONTENTS

NAVIGATING THE ROOMMATE RELATIONSHIP	12
Questions to Build a Roommate Contract	13
CREATING A BUDGET AS YOU START COLLEGE	14
Activity: Develop a Personal Budget Sheet	15
SETTING SHORT AND LONG-TERM GOALS	17
Activity: Write Down Your Goals	18

“ 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 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 Senior*

AUGUST *2017*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
			Drop-in meditation (every Wednesday at 12:15pm, Wellness Center)			
27	28	29	30	31		
		Registration	First day of class			

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 few days at UW, you and your roommate will be tasked with completing a roommate agreement. Use this agreement as a way to start a conversation with your roommate about the following questions.

1. Who gets what side of the room?
2. How clean do you want the room to be? Will you establish a schedule for cleaning? If so, when will you clean?
3. What will be your policy for borrowing each other's stuff?
4. When will your quiet hours be?
5. What are the rules if someone is sleeping or napping outside of quiet hours?
6. Are you okay with having guests in the room? If so, when? If so, do you wish to put a cap on how many?
7. Are you okay with people staying the night? If so, do you wish to establish parameters on when this can happen and in what context?
8. How do you feel about going out? What will be your policy regarding parties?
9. Do you want to have an accountability policy for homework, class or work?
10. Anything else?

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

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.

Mom and Dad Aren'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 kids 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	

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.

“

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
Graduate Student, College of Education
Adjunct Faculty, Synergy



August 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, and 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 Senior*



“

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 Sophomore

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.

September CONTENTS

COLLEGE SKILLS - Adulting for Beginners 24

- Email Etiquette 24
- Time Management & Owning Your Schedule 29
- You will have homework - Student Voice 29
- Navigating difficult classes 32

ACADEMIC SKILLS - Challenges 35

- Citation skills 35
- Using Purdue Owl and Academic Honesty 35

COLLEGE CARES 36

- Student Voice 36

SEPTEMBER *2017*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
	Labor Day - No School			Applications for Freshman Senate are Due at Noon <i>See pg. 106 for more info</i>		
10	11	12	13	14	15	16
	Last Day to Add, Drop, Change Sections				Tuition & Fees Due	
17	18	19	20	21	22	23
24	25	26	27	28	29	30
		Early Alert Grades Available on WyoWeb		William White Engagement Program Activity Sheet Due T/TH classes	William White Engagement Program Activity Sheet Due MWF classes	Family Weekend

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.

MATH 1000 Question - Message (HTML)

File Message Insert Options Format Text Review

Clipboard Basic Text Names Include Tags

To... Pistol Pete

Cc...

Subject MATH 1000 Question

Send

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

Annotations:

- 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.

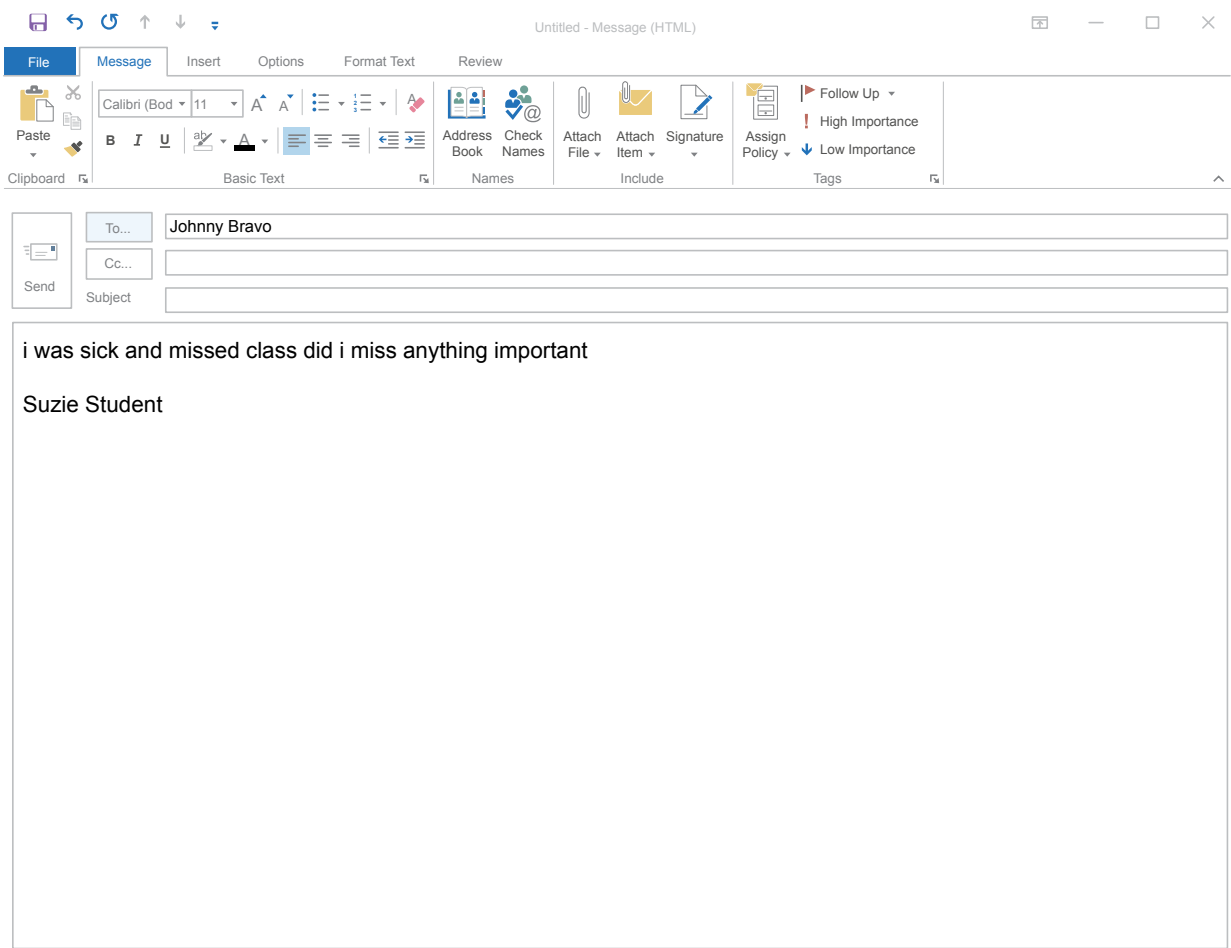
OTHER RECOMMENDATIONS

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.

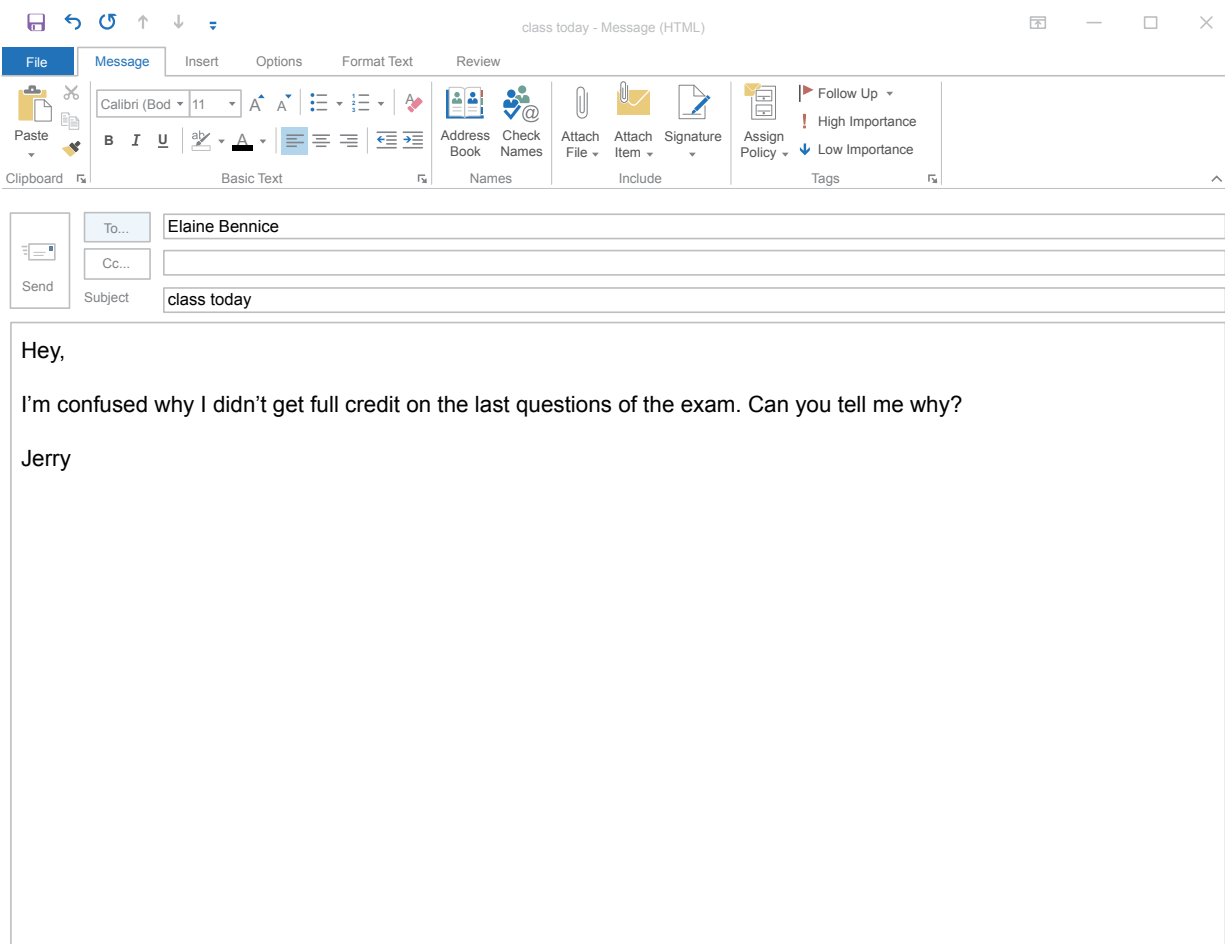


Using the recommendations you just read, edit these emails from students to their instructors:



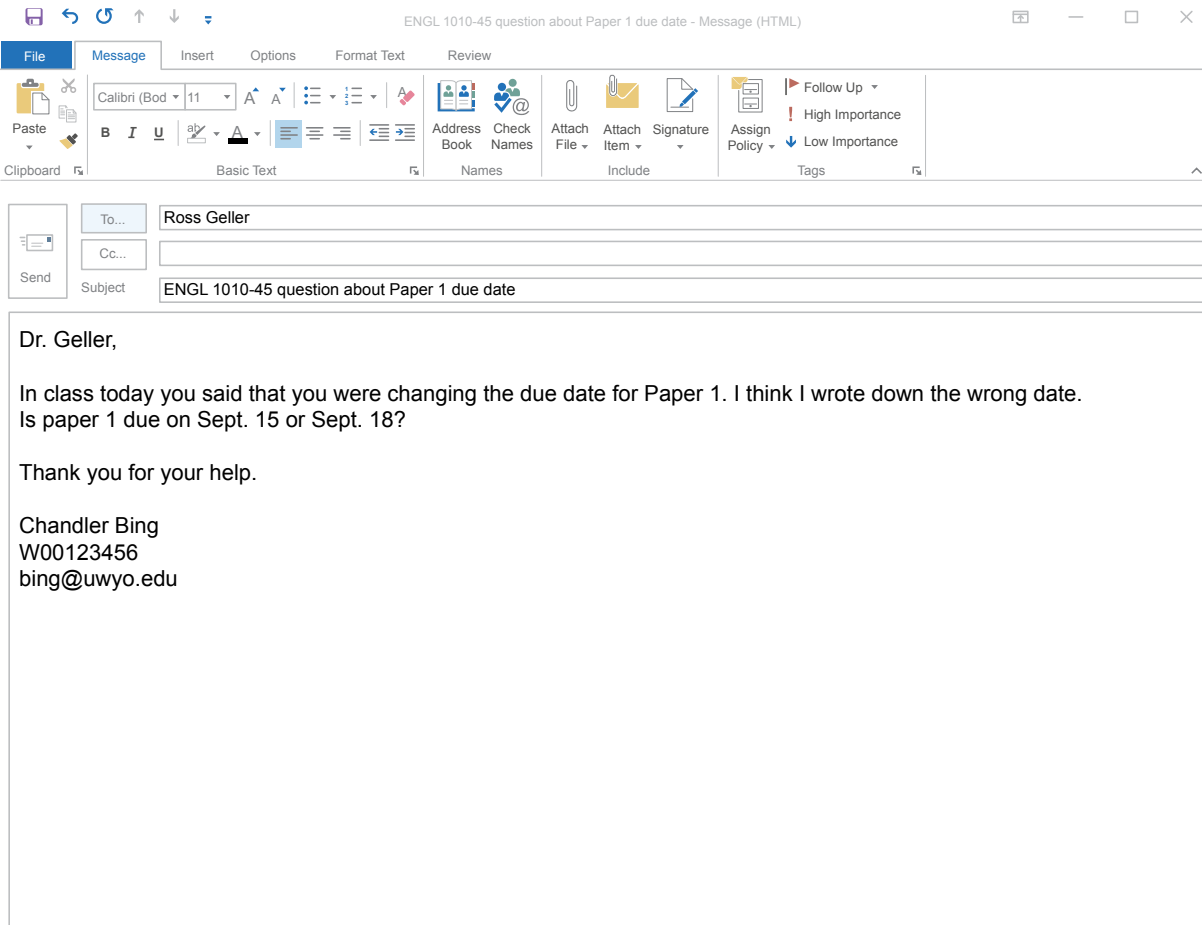
What information did the student leave out of the email?

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?



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 Sophomore*

CREATING A WEEKLY SCHEDULE

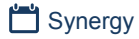
- Every student at UW has access to Microsoft Outlook. The calendar feature can help to keep track of important meetings and due dates.
- Start by blocking out times when you have class, work, student organization meetings, appointments, or other commitments each week that do not move.
- Next, find all 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 Sophomore

9/11/2017 to 9/15/2017



September 2017

October 2017

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

11 Monday	12 Tuesday	13 Wednesday	14 Thursday	15 Friday
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Time	11 Monday	12 Tuesday	13 Wednesday	14 Thursday	15 Friday
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	LIFE 1010 Enzi 100	Study	Study	Study
3p	Study	Study	Study	Study	Study
4p	Relax/Social Time	Study	Relax/Social Time	Study	Relax/Social Time
5p	Relax/Social Time	Intramural Sports Me Half Acre	Dinner	Relax/Social Time	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 Sophomore*

- **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	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	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	Days/Times:
Tutoring available at: <input type="checkbox"/> Math Assistance Center <input type="checkbox"/> Writing Center <input type="checkbox"/> STEP Tutor Center	Days/Times:

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

Class Title:	
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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 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 Sophomore*

“

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 Senior*



September Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select a minimum of two activities 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.

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 Math Assistance Center Ross Hall, Room 29 www.uwyo.edu/step/tutoring</p> <p>Date Completed:</p> <p>Tutor Signature:</p>
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ACTIVITIES FOR SUCCESS

<p>Pick up a free planner from the Wyoming Union Information Desk</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.html</p> <p>Date Completed:</p> <p>Title of milestone completed:</p>	<p>Check your Early Alert Grades on WyoWeb during the last week of September</p> <p>Date Completed:</p>
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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/index.html For info about varsity sports visit: www.gowyo.com</p> <p>Date:</p> <p>Sport:</p> <p>Opponent:</p>	<p>Attend your choice of Half Acre Wellness Center events For a full list of events visit: uwyo.edu/rec/wellness-center/educational-programming/</p> <p>Event:</p> <p>Date Completed:</p>
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OCTOBER

*A*ll 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 every class. 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!

October CONTENTS

LOGISTICS	44
Beware of Early Alert	44
Prepare for Midterms	45
Get to Know Coe	50
Explore the Counseling Center	51
 ADULTING FOR BEGINNERS	 52
Discover What Kind of Learner You Are	52
Adjust your Note-Taking Skills to Fit Your Needs	58
 MID-SEMESTER CHALLENGES	 60
Reflection - Homesickness and Anxiety About Classes	60
The Value of Office Hours - Faculty Voice	61
 PREPARING FOR ADVISING	 62
Planning Your Spring Schedule	63

OCTOBER *2017*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
FASFA Opens Today. Complete this Early!	Review Early Alert Grades					
8	9	10	11	12	13	14
15	16	17	18	19	20	21
					Midsemester	
22	23	24	25	26	27	28
				Midsemester Grades available in WyoWeb		UW Homecoming
29	30	31				
	Advising Week Begins					
	William White Engagement Program Activity Sheet Due T/TH classes	William White Engagement Program Activity Sheet Due MWF classes				

LOGISTICS

In this section, we'll provide some information about items that will occur for all UW students in the month of October.

BEWARE OF EARLY ALERT

What is Early Alert, and why does it matter?

Early Alert is program that allows faculty to provide academic 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 have a D or F grade at Early Alert, you will receive points of contact from their advisors, and Residence Hall Assistants. If you receive an Early Alert in any of your classes, don't panic! Instead, see this as 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 Lane Buchanan, Registrar (lane@uwyo.edu).

Faculty Voices: EARLY ALERT

“ This is a wonderful system to identify struggling students much earlier during the semester and offer advice/resources to improve their learning.”

“ 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 advisees due to the Early Alert, and it turned out to be a very pivotal moment to do so.”

“ 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 Sophomore*

“ 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 was a mess. 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*

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.

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	



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.

HOW CAN YOU REDUCE TEST ANXIETY?

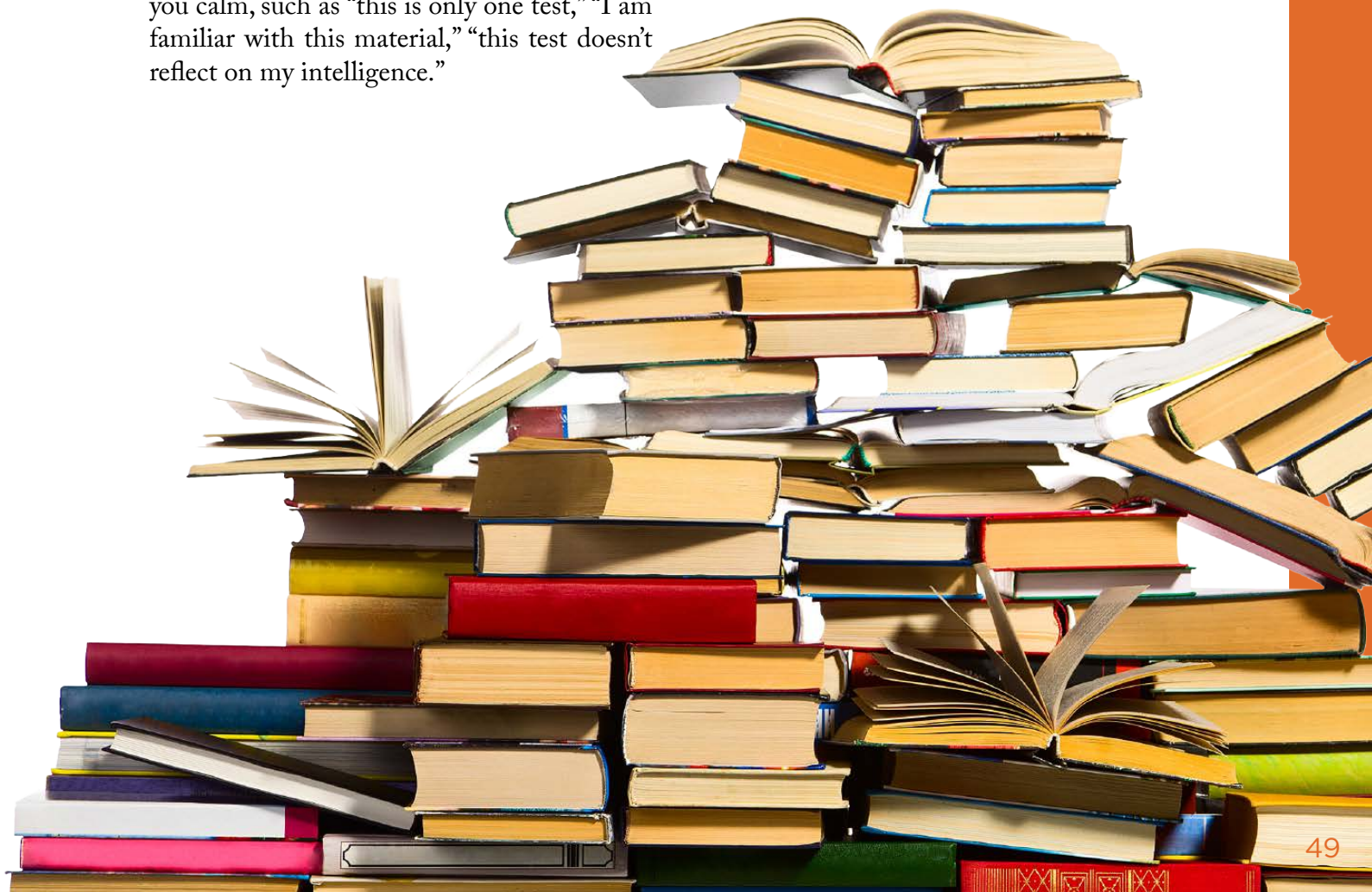
While studying: Allow yourself plenty of time to accomplish all the things you have to do before the test. Build up confidence by reviewing the material frequently. Set up your study goals and take one step at a time to not overwhelm yourself. If you are feeling anxiety building, there are several types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

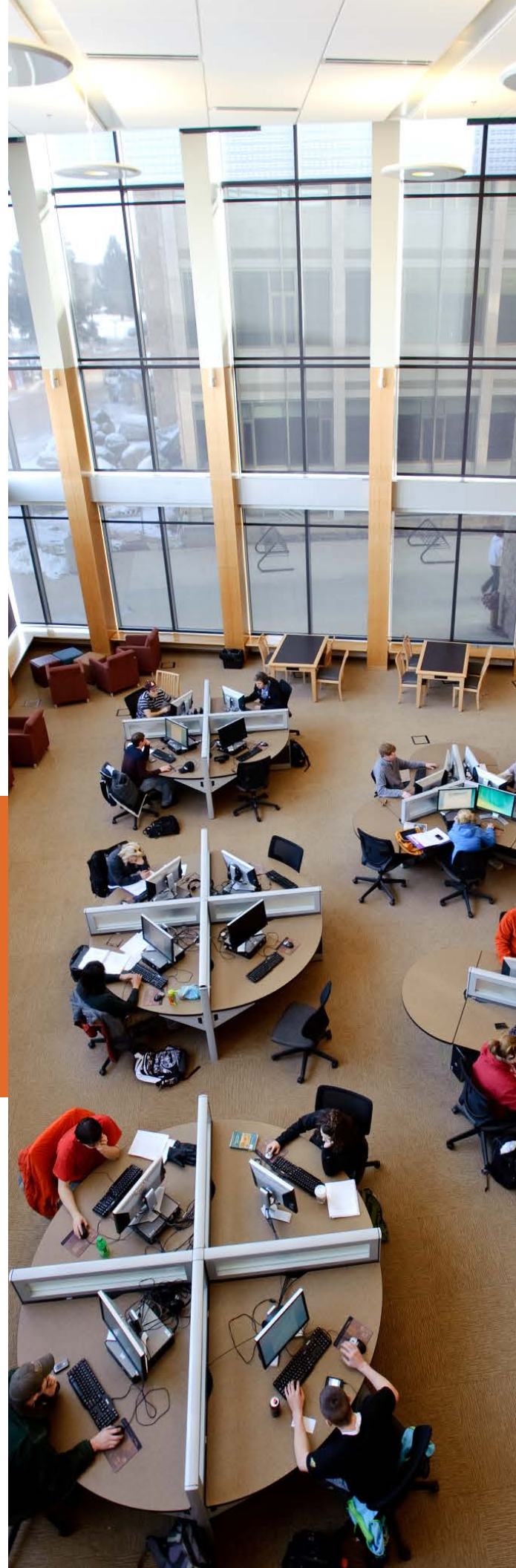
- 1.3 million books and growing
- hundreds of academic article databases
- more than 800,000 eBooks
- study rooms
- laptops and ipads to borrow
- wireless access
- music and movies
- food and drinks at the Book & Bean Cafe

“ 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 Sophomore*

“ 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?

Explore the COUNSELING CENTER

From the UW website

The University Counseling Center (UCC) offers individual counseling, group counseling, outreach programming, and graduate training programs. 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.

Students can make an appointment by dropping by **Knight Hall 341** during hours of operation:

Fall and Spring Drop-In Hours:

Drop-in times, for a brief initial meeting with a counselor, are:

Monday - Friday 10:00 am - 11:30 am & 1:00 pm - 3:30 pm

WHAT HAPPENS WHEN I FIRST ARRIVE?

You will be greeted by our front office staff and asked to fill out some forms. You will then have the opportunity to meet briefly (15-20 minutes) with the drop-in counselor to discuss your situation. At that time, the counselor will provide you with a future appointment at UCC and/or a referral to another agency to assist you with your needs.

This initial appointment is not a counseling appointment. It is an opportunity for the counselor to assess and discuss your needs.

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 or drop-in and inform our receptionist you have an urgent crisis. For after-hours crises, call 766-8989 and ask for the on-call counselor.

If you are experiencing an emergency, call 911.

University Counseling Center

Hours of Operation:

Monday - Friday

8:00 am - 5:00 pm

341 Knight Hall

Phone: 307-766-2187

ADULTING *for* BEGINNERS

Discover what kind of learner you are.

Shared by Stetson University

LEARNING STYLE 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 ok.
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 Style 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 learning styles. It provides an informal means of assessing your preferred approach to learning.

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.
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 these two tools, what have you learned about your learning style? How could this impact the ways you prepare for your classes for the rest of the semester?

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 Difficulties:

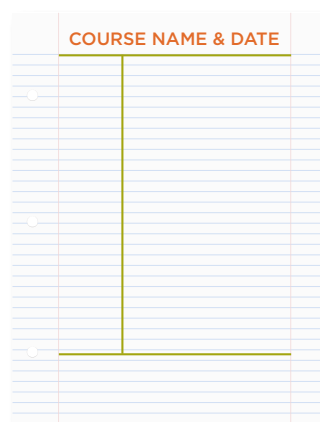
I can't write as fast as the instructor talks. Insert blank lines in your notes whenever you miss information—and then talk with friends or the instructor to fill in missing components. Try using a laptop to take notes if you have one available to you.

I try to listen harder when I'm confused and then I stop writing. Just keep writing, even if you don't understand something the instructor says. The more information you have in your notes, the more you will have to “work with” later when you're processing your notes.

I can't read my handwriting after I take notes. Read your notes out loud as you go back over them. Reading aloud helps to “trigger” memory and also aids in connecting concepts.

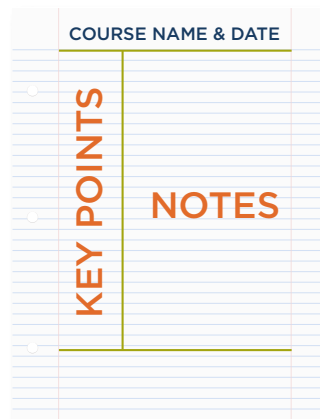
Divide the paper into three sections.

- Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker to draw the line so that it is clear.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.
- Write course name, date, and topic at the top of each page.



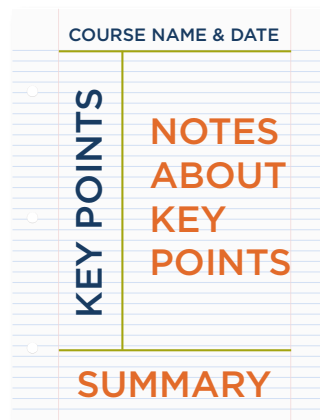
Write notes.

- The large box to the right is for writing notes.
- The box to the left is for capturing key ideas, concepts, and vocabulary during your review.
- Skip a line between ideas and topics.
- Review the notes as soon as possible after class.



Summarize.

- Write a summary of the main ideas in the bottom section (during your daily or weekly review time).
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that you will be tested on.



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 Sophomore*

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?

Faculty Voices: THE VALUE OF OFFICE HOURS

“ I don't think new students understand how accessible professors are, particularly at the University of Wyoming. People just don't take advantage of it. I've asked students: come and see me in my office. But it takes something that they needed help with, some specific thing that they need before they come in. They won't just do it because I ask them to.”

-Emily Hind, *Spanish*

“ It's OK to visit your professor at their office hours. It's actually expected. It's not like a visit to the principal's office. We're here to help you. We're part of your professional network.”

-Mark Mehn, *Chemistry*

“ When I write comments on papers like, 'please come see me,' it's great when students actually come for help. Because the ones that come see me are the ones who might turn it around and pass the class. The ones who don't come for help usually don't end up passing. Professors generally want to help, so students should take advantage of it.”

-Erin Campbell-Stone, *Geology*



ADVISING & REGISTERING *for Classes*

Registration for spring classes opens during the week of Nov. 9 - 13. Before registering for spring, you will meet with your ACES advisor (ideally during October) 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.

FAQs FOR SPRING COURSE REGISTRATION

How does advising work?

- Your ACES advisor will be visiting your first-year seminar (UWYO 1101) class at least once before advising week to help you prepare for the appointment. You will need to set up a meeting to touch base with your ACES advisor in the first 4 to 6 weeks of the semester.
- Before advising week (Oct. 30 – Nov. 3) you will receive an email from your ACES advisor to set up an appointment specifically to plan your spring schedule. Make this appointment as soon as you see the 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 offices.

WHERE IS MY ADVISOR'S OFFICE?

Your advisor is located in the Advising, Career, and Exploratory Studies office:
Knight Hall 222, 307-766-2398.



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 on the Academic Affairs homepage under “4-year undergraduate 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 rule of thumb is to aim for 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. S/he 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.

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 Sophomore*

“ 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”

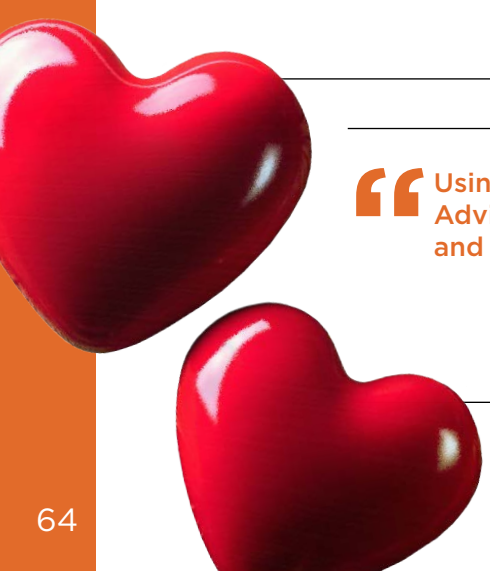
- Nathan Coupal, *UW Student*

“ 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 Sophomore*



October Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select a minimum of two activities 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.

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, 302 www.uwyo.edu/ctl/writing-center/</p> <p>Date Completed:</p> <p>Tutor Signature:</p>	<p>Attend Tutoring in the Student Learning Center Washakie, Lower Level www.uwyo.edu/reslife-dining/slc/</p> <p>Subject:</p> <p>Date Completed:</p> <p>Tutor Signature:</p>
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ACTIVITIES FOR SUCCESS

<p>In the Academic Success and Transition module of EPIC, complete a Student Success: Academic Advising Milestone www.uwyo.edu/aces/epic.html</p> <p>Date Completed:</p> <p>Title of milestone 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, October 21st Email: slce@uwo.edu</p> <p>Where 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 Campus Activity Center events For a full list of events visit: uwyo.edu/union/cac</p> <p>Event:</p> <p>Date Completed:</p>
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NOVEMBER

*W*elcome 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.

November CONTENTS

FACING THE COLD - Student Voice	72
WITHDRAWING FROM CLASSES	73
MONEY MANAGEMENT	74
Creating a Budget	75
Credit Card Management	76
Financial Aid FAQs	76
NAVIGATING THANKSGIVING AT HOME - Student Voice	77
REFLECTION FOR NOVEMBER	80

NOVEMBER *2017*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	Last day to withdraw from semester classes			Last day to withdraw from university		
19	20	21	22	23	24	25
			----- Thanksgiving Break -----			
26	27	28	29	30		
			William White Engagement Program Activity Sheet Due T/TH classes	William White Engagement Program Activity Sheet Due MWF classes		



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 Sophomore*

“Laramie has the most bipolar 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. This semester, the last day to withdraw from semester classes is **November 13**.

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 all the technology that you like to use. A cellphone is a need for personal safety, but a smartphone loaded with all the latest gaming 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 an iPod 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 use background music to block out the other sounds.



Activity: PUTTING DEFINITIONS ON

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

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.

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/>

Reflect

1. 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.

NAVIGATING THE THANKSGIVING HOLIDAY AT HOME: *Tips & Stories from Students*

“ If you live close to Laramie it shouldn't be hard to head home for a few days, but if you plan on leaving early make sure you are on top of your assignments and communicate with your professors. 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 Sophomore*

“ 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



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?

November Activities

THE WILLIAM WHITE STUDENT ENGAGEMENT PROGRAM

DIRECTIONS

1. Select a minimum of two activities 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.

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: Office Location: Date Completed:</p>	<p>Reserve and utilize a study room in Coe Library Washakie, Lower Level 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 • University Disability Support Services • University Counseling Center Office Location: Date Completed:</p>	<p>Register for Spring 2018 Classes Registration Date: Registration Time:</p>	<p>Check your course syllabi to determine your Finals Week schedule Complete the Table:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #8ebf42; color: white;"> <th style="padding: 5px;">Class</th> <th style="padding: 5px;">Exam Date/Time</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </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 Activity For a full list of events go to: www.uwyo.edu/rec/wellness-center/educational-programming/ 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 www.uwyo.edu/rso Name of Organization: Date:</p>	<p>Participate in an Intramural Sport Check out the Intramural Sport Schedule at: www.uwyo.edu/rec/intramural-sports/ Event: 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.

December CONTENTS

PREPARING FOR FINALS WEEK	88
Mapping Your Study and Exam Times	89
COURSE OPTIONS OVER THE BREAK	90
TIPS FOR THE HOLIDAY BREAK	91
FINAL FALL REFLECTION.....	92

DECEMBER *2017*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

Last Day of
Classes

Finals Week

17 18 19 20 21 22 23

Residence Halls
Close at noon

Finals Week

24 25 26 27 28 29 30

31

Note: Final grades at due on January 2nd by noon

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 (e.g. STEP Tutoring, Writing Center, Math Center, 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**

Fill in the following weeks with study or preparation time for each final exam and final paper/project. Include the time and place of each of your exams (and other due dates).

DECEMBER *2017*

Sunday 3	Monday 4	Tuesday 5	Wednesday 6	Thursday 7	Friday 8	Saturday 9
Sunday 10	Monday 11	Tuesday 12	Wednesday 13 <i>*FINALS WEEK BEGINS</i>	Thursday 14	Friday 15	Saturday 16
Sunday 17	Monday 18	Tuesday 19 <i>*FINALS WEEK ENDS</i>				

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 ACES advisor about the option -- make sure a J-term course work 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 on Jan. 3

Grades are due Jan. 2 at noon, so you should be able to check on Jan. 3 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, Makayla Stewart will be in touch with you in the first week or two of January to help you enroll in a 1 or 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.

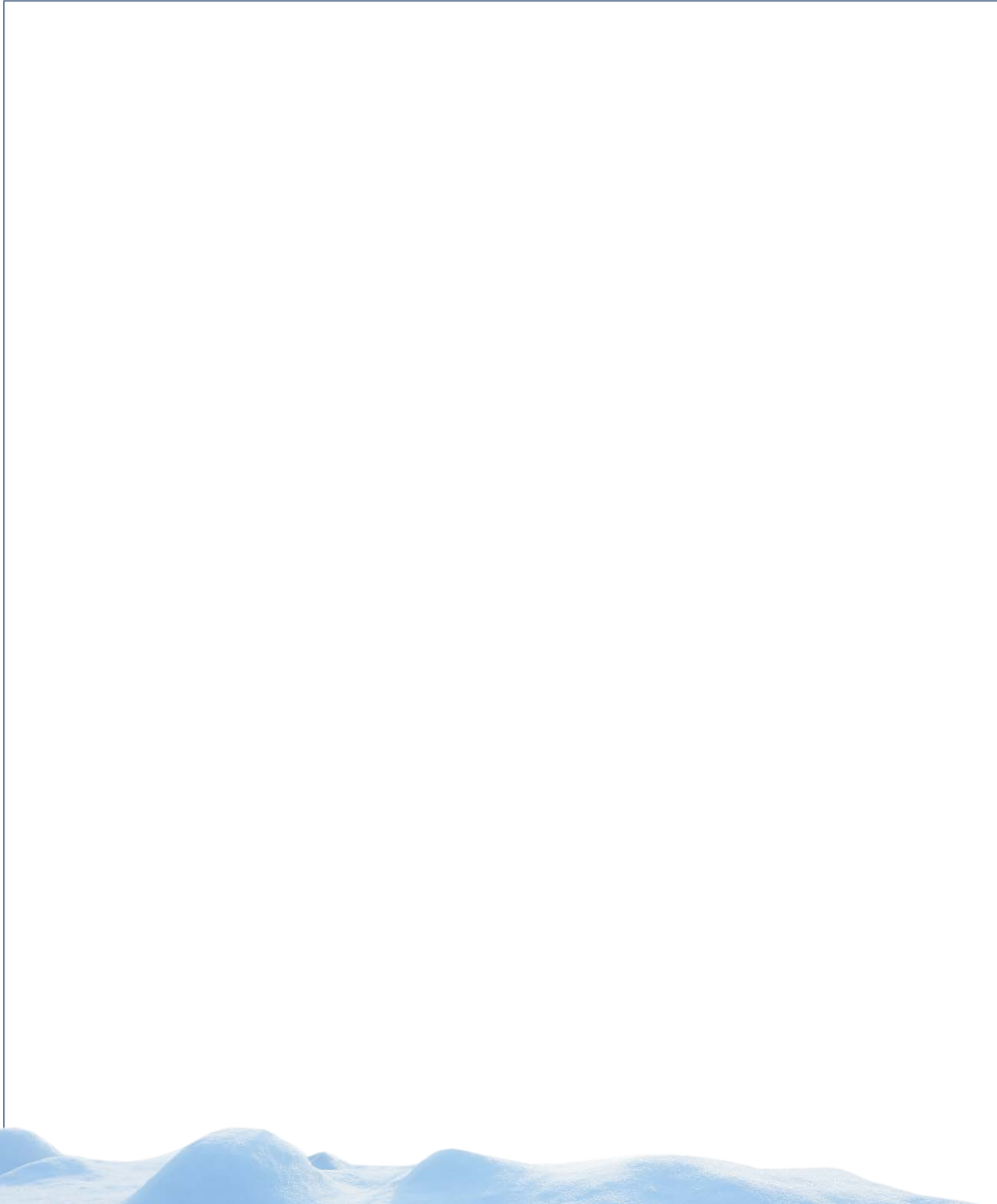
Complete EPIC Milestones over the holiday

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.html.



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?





RESOURCES

Resources CONTENTS

RESOURCES & STUDENT SUPPORT PROGRAMS	97
Tutoring & Supplemental Instruction	97
Student Success Services	98
Counseling Center	99
University Disability Support Services (UDSS)	99
Veteran Center	100
Multicultural Affairs	100
SafeRide - Transit & Parking Services	101
UW Police Department	102
First Generation College Student Tips & Resources	103
 MORE OPPORTUNITIES	 106
Service, Leadership, & Civic Engagement (SLCE)	106
Alternative Spring Break	106
Campus Activities Center	106
Associated Students of the University of Wyoming (ASUW)	106

TUTORING & SUPPLEMENTAL INSTRUCTION

STEP TUTOR CENTER

- Free tutoring is available through STEP in almost 50 different classes. Sessions are drop in (no appointments) and are 30 minutes in length.
- STEP is open Sunday-Thursday from 5-9pm and is located in Coe Library (Level I)
- Students who use tutoring tend to perform 15-20% better than students who don't!

MATH ASSISTANCE CENTER

- 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, half hour consultations on any writing project.
- Schedule an appointment at Coe Library 302, online at uwyo.edu/ctl/writing-center, or call (307) 766-5250

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/tutoring/resources/si)

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

- eTutoring provides FREE online tutoring in various academic subjects. Visit www.uwyo.edu/step/tutoring and click on “Online Tutoring.”
- eWriting Lab - submit a draft of your paper to a tutor, ask for specific feedback, and receive a tutor’s response within 24-48 hours
- eChat, a fully interactive, virtual online environment; meet with a tutor in one-on-one tutoring sessions. (Live sessions are offered in every subject but writing.)
- eQuestions - leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). eQuestions may be submitted for any of the 15 subject areas.

STUDENT *Success* SERVICES

(307) 766-4010

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 SSS is a TRIO education program funded by the U.S. Department of Education, students need to meet certain eligibility requirements to be accepted into the program. Eligible students include first generation college students, students with limited income, and students with disabilities.

To apply, visit our website at www.uwyo.edu/se0/sss.



COUNSELING *Center*

(307) 766-3412

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)**

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.

VETERAN *Service*

(307) 766-6909

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

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.

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 MRC! If you have any questions, please feel free to contact us at diversity@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.

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 and is staffed by 15 certified peace officers, five security guards, five full-time dispatchers, one administrative support member and several part-time student employees. 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

You can report a crime anonymously online by using our 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.

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 Synergy peer mentor, RA, instructors, and ACES advisor are great places to start. Your Synergy advisor, Makayla Stewart, or peer mentor can also help you get connected with a mentor or advisor who has experienced being first-generation and going through college.

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.



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 SLCE website for more information: www.uwyo.edu/union/slce/service.

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 September 7 at noon.**



LeaRN Program
University of Wyoming
www.uwyo.edu/step