

Freshman Toolkit
(8th edition)

*A few handouts that just
might make a difference*

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Advising Tips for Freshmen

For your first year, we recommend the following, in addition to your colloquium class (LSIC):

- | | | |
|--------------------|-----------------------|-------------------------------------|
| * Language 120 | * Math | * Two electives or intro courses in |
| * Humanities 124 | * Lab science | majors you are considering |
| * Foreign Language | * Health and Wellness | |

Caveat emptor:

1. It is critical that you pass your colloquium so that you do not have to repeat it and slow down your progress toward graduation. If you need help, I can help you connect to a wide variety of university resources (e.g., Writing Center, Math Lab, Peer Tutoring, Counseling Center, etc.) to resolve issues early and to facilitate success.
2. If you wish to withdraw from LS 179--or any other course--you must do so before the withdrawal deadline (9 weeks into the semester).
3. It is important to take the ILS core cluster in the Humanities in sequence so that you derive maximum benefit from the program. HUM 124 and 324 are designed to be taken in the spring, and HUM 214 is designed to be taken in the fall.
4. If you are not very strong in math and science, take only one of these courses at a time.
5. If you are not particularly strong in composition, consider taking Language 120 in the fall and HUM 124 in the spring. An AP score of 5 is required for exemption from Language 120.
6. Take your Foreign Language courses in adjacent semesters (i.e., Fall/Spring).
7. University regulations limit how many of certain 1-hour courses you may count toward the required 120 hours for graduation: You may use up to four 1-hour Health and Wellness courses, and up to eight 1-hour Art/Music courses.
8. Contact a department's chair if you have questions about requirements in that major.

If you cannot enroll immediately in the courses you want, consider the following strategies:

1. Take courses in areas you find intellectually interesting—explore UNCA!
2. Look at options: if BIOL 105 is full, consider another lab science.
3. If you are considering a specific major, take an additional requirement in that discipline or a cognate discipline.

If you want more information or need some help, check out the following links:

<http://ils.unca.edu/> - Information about and checksheets for ILS requirements.

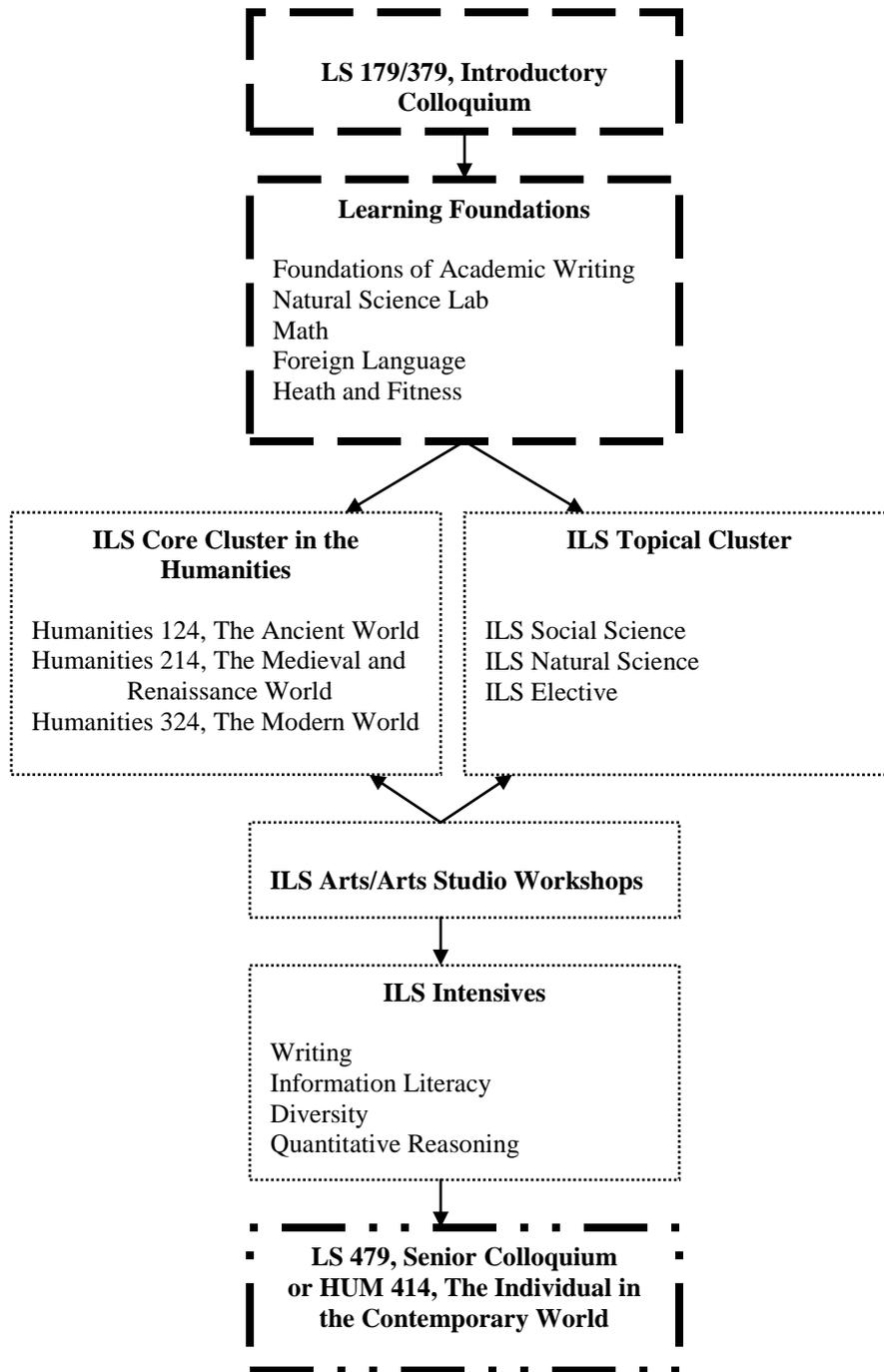
<http://registrar.unca.edu/graduation-checksheets> - Scroll to any major program and click for a one-page checksheet of *all* graduation requirements (ILS + major + University rules).

<http://www.unca.edu/academics/degrees> - Click on a department to learn about its major and/or minor programs (home page and Catalog links provided).

<http://registrar.unca.edu/schedule-classes-and-exams> - Pick a semester and choose a department to see the classes offered. (Note links to other calendars and schedules in the right-side menu!)

<http://www.unca.edu/news-events/events> - Find out what's happening on campus.

The Integrative Liberal Studies Program



Black dashed line = freshman year
 Black dotted line = sophomore through senior year
 Black dashed/dotted line = senior year

Freshman Advising Syllabus – Your First Semester at UNC Asheville

What	How	Why
Learn about opportunities at UNC Asheville	<ul style="list-style-type: none"> • Talk to your Resident Advisor, other Residence Life staff, your faculty advisor • Read the UNC Asheville <i>Catalog</i> • Explore the UNC Asheville web site • Visit student activities offices in Highsmith Union 	<ul style="list-style-type: none"> • It helps you develop a sense of place, an understanding of where you are. • Participating in clubs, special events, social groups like fraternities/sororities, intramurals, etc is a wonderful part of college life. • You get to meet new people and try new things.
Learn about resources and support services	<ul style="list-style-type: none"> • Check out the information in your <i>Orientation Guide</i> • Visit the OneStop, the Writing Center, the Math Lab, the Health and Counseling Center, the Career Center, the Intercultural Center 	<ul style="list-style-type: none"> • These resources are here to help you succeed at UNC Asheville • These resources are available to you free of charge. • If you know where they are, and have met their directors, you may be more likely to use them.
Learn how to find information on your own	<ul style="list-style-type: none"> • Explore the UNC Asheville web site—learn where to find academic calendars, calendars of special events, information about majors, information about academic requirements, etc. • Explore Ramsey Library—learn where to find reference materials, DVDs, periodicals, etc • Ask your advisor for tips and suggestions 	<ul style="list-style-type: none"> • Every web site is organized differently, and being able to find information quickly means learning how the site is organized. • Libraries are about much more than books, but you won't know how much more until you spend some time exploring. • College is the perfect time to become self-sufficient and an independent problem solver.
Learn the ILS program requirements	<ul style="list-style-type: none"> • Read about ILS in the <i>Catalog</i> • Visit the ILS web site (http://ils.unca.edu) • Review the checksheets posted on that web site in the "Students" section 	<ul style="list-style-type: none"> • It will help you plan for next semester & beyond • Your advisor is there for advice and counsel, but ultimately you are responsible for making sure requirements are met.
Learn the basics of using DegPar (degree audit system)	<ul style="list-style-type: none"> • Run a DegPar "degree audit" for yourself as an undeclared student (i.e., without a chosen major) • Explore how the information listed changes if you pick one or two different majors 	<ul style="list-style-type: none"> • DegPar simplifies the process of tracking your progress toward graduation. • Its flexibility lets you see what life would be like with a variety of different majors.
Develop a plan for a Spring semester class schedule	<ul style="list-style-type: none"> • Review the Learning Foundation courses you need in your DegPar report • Read about Topical Clusters on the ILS web site • Talk to your advisor about possible majors 	<ul style="list-style-type: none"> • ILS foundation courses are best completed during the freshman year. • Pick a Topical Cluster to get started on this. • Most majors have introductory courses that are accessible to freshman students.

Transfer Advising Syllabus – Your First Semester at UNC Asheville

What	How	Why
Learn about opportunities at UNC Asheville	<ul style="list-style-type: none"> • Talk to your faculty advisor • Read the UNC Asheville Catalog • Explore the UNC Asheville web site • Visit student activities and club offices in Highsmith Union • Attend the Student Involvement Fair 	<ul style="list-style-type: none"> • It helps you develop a sense of place, an understanding of where you are. • Participating in clubs, special events, social groups like fraternities/sororities, intramurals, etc is a wonderful part of college life. • You get to meet new people and try new things.
Learn about resources and support services	<ul style="list-style-type: none"> • Check out information in your orientation materials • Visit the OneStop, the Writing Center, the Math Lab, the Health and Counseling Center, the Career Center, etc. 	<ul style="list-style-type: none"> • These resources are free and here to help you succeed. • If you know where they are, and have met their staff, you may be more likely to use them.
Learn how to find information on your own	<ul style="list-style-type: none"> • Explore the UNC Asheville web site—learn where to find academic calendars, event calendars, information about majors, information about academic requirements, etc. • Explore Ramsey Library—learn where to find reference materials, DVDs, periodicals, etc • Visit the Career Center site (http://career.unca.edu/) for information on majors, careers, job and internships. • Ask your classmates for tips and suggestions 	<ul style="list-style-type: none"> • Every web site is organized differently; finding things quickly means learning how the site is organized. • Libraries are about more than books, but you won't know how much more until you explore them. • The Career Center has information and resources on wide variety of topics. • Classmates are likely to be asking—and answering—many of the same questions.
Learn the non-major requirements you need to complete	<ul style="list-style-type: none"> • Look at your transcript in OnePort to see your transfer course credits • Run a DegPAR “degree audit” as an undeclared student • Talk to your advisor about what you learn • Visit the ILS web site site (http://ils.unca.edu/) 	<ul style="list-style-type: none"> • Universities have different transfer policies. • If something did not transfer as you expected, it is best to investigate the issue as soon as possible. • Your advisor can help advocate for you in the event of a transfer disagreement, and also can help you most effectively plan your next steps.
Learn the requirements for the major(s) you are considering	<ul style="list-style-type: none"> • Visit department web sites for info on majors and minors • Make an appointment with the chair of any department you are considering for a major • Run a DegPAR “degree audit” for yourself with each of the majors you are considering 	<ul style="list-style-type: none"> • Department web sites have information about faculty, requirements, graduates, etc. • Department chairs can help fill you in on opportunities like undergraduate research, clubs, etc. • Majors may require courses <u>outside</u> the department, and DegPAR will indicate that for you.
Develop a plan for the next 2-3 semesters	<ul style="list-style-type: none"> • Plan to complete Learning Foundations and/or cluster courses first • Map out major requirements paying attention to pre-requisites and offering patterns • Review DegPAR and prospective major requirements 	<ul style="list-style-type: none"> • Learning Foundations are designed for freshman students and should be completed right away. • Many Topical Clusters integrate easily with majors, letting you complete two requirements at one time. • Some courses are not offered every semester; plan ahead so you can complete requirements on time!

The Five Differences between High School and College That You've Heard about 10,000 Times...

But Are Actually True!

(Written by Ashley Molin, Peer Mentor, Fall 2008)

1. **You need to take notes.** I know taking notes isn't actually that exciting, but it's incredibly helpful. You need to take them both in class and on your out of class readings. It's important in class because most of the time your professor is not going to give you a hand out on the information or a study guide at the end of the unit, you really need to know EVERYTHING that was discussed in class because it will probably show up on an exam. It's important to take notes on your reading because you'll have a lot of reading to do and that way when you go to study for an exam you already have the important points in front of you and you won't have to reread everything.
2. **You have to seek out help if you need it.** In high school if you were falling behind or having difficulty with a part of the course your teacher would usually approach you and ask if you needed help. This is NOT true in college. While your professors do care about you, your education is *your* responsibility, so if you're struggling you need to go and find help on your own. This can mean talking to your professor (yes they do want to talk to you and yes they are willing to help you out), getting help from another student, finding a peer tutor, going to the math lab or writing center, or (for this class) coming and talking to me. Whatever you choose to do, find some help if you need it.
3. **No one is going to make sure you do your homework.** In many of your classes in high school you may have had reading quizzes or short homework assignments to make sure you were staying on top of the material. This won't happen in most of your classes (though it may happen in some). Your professors are going to assume you'll do the assigned work, and if you don't they're not going to track you down. It's your grade, take responsibility for it and make sure you stay on top of the reading and any long term projects.
4. **You need to participate in class.** The biggest reason for this is that in many of the classes you take here class participation will be part of your grade. This is both an upside and a downside to going to a small university. Talking in class will also help you know if you really understand what's going on. I know it can be scary to speak up but in the long run it will probably help you out. Also if you ask a question, there's most likely someone else in class who was wondering the same thing. So speak up!
5. **You really do need to study.** You may have gotten away with not studying in high school, but you're going to have a hard time doing that in college. You're going to be expected to remember more information that is more specific, and not only will you have to remember it; you'll have to apply it as well. This means you really need to understand the concepts that are discussed in class. Here's a hint: active studying is more effective than passive studying, so don't just reread your notes. Get together with some friends and go over the information. Quiz yourself by writing your own short answer questions or quiz others. Just find some way to practice actively recalling the information presented in class.

Here's the take home point: You are now responsible for your education. While there are a ton of people willing to help you out if you need it, at the end of the day what you do or do not do is your own responsibility and the grade you get will reflect that. It's going to take some adjustment, but I know you can all handle it!

Need help? Resources to Support Student Learning

Academic Advising (One Stop, 828.251.6060)

- Available to help with questions about your courses and other academic issues.
- Information and forms are available at <http://www.unca.edu/advising/academic-advising>.

Career Center (HU 259, 828.251.6515)

- Help with career options and graduate school, training in career planning and contacts for internships and employment (full- or part-time, on campus or off campus).
- For more information, go to <http://career.unca.edu/>.

Disability Services (One Stop, 828.232.5050)

- Assistance for students with special needs
- For more information, go to <http://disabilityservices.unca.edu/>.

Faculty Conciliator

- A faculty member who assists with resolution of disagreements between students and faculty.
- For more information, go to <http://academicaffairs.unca.edu/faculty-conciliator>.

Mathematics Assistance Center/Math Lab (RBH 323, 828.232.5191)

- Drop-by assistance for all in Math provided free to all UNCA students
- For more info, go to <http://math.unca.edu/joe-parsons-math-lab>.

Ramsey Library

- General library information is available at <http://bullpup.lib.unca.edu/library/>.
- Notebook computers may be checked out for use within the library.

Student Health and Counseling Services (201 Weizenblatt, 828.251.6520; 101 Weizenblatt, 828.251.6517)

- Help with wellness and illness; individual and group counseling sessions
- For more information, go to <http://healthandcounseling.unca.edu/>.

Study Abroad/Study Away (One Stop, 828.232.5037)

- Exchange programs in the U.S. or overseas, during the semester or over the summer.
- For more info, go to <http://studyabroad.unca.edu/>.

Tutoring (One Stop, 828.251.6060)

- For one-on-one help with your courses.
- Information and forms online at <http://www.unca.edu/advising/learningsupport>.

University Writing Center (RL 136, 828.251.6596)

- Assistance with writing assignments for any subject, by appointment or during drop-in hours.
- For more info, go to <http://writingcenter.unca.edu/>.

Note:

You can read or download the Student Handbook at <http://studentactivities.unca.edu/student-handbook>

UNCA Survival Glossary

Academic advisor: Each student is assigned an academic advisor to assist with program planning and serve as a liaison to other campus services. Freshmen are advised by their colloquium instructors; declared majors/transfer students receive advisors in their major departments.

Academic grievances/Faculty Conciliator: Students should discuss academic grievances first with the course instructor and if necessary with the instructor's department chair. Unresolved grievances may be brought to the Faculty Conciliator (see the *Student Handbook* for procedures and deadlines).

Academic honesty: Acts of plagiarism or cheating, or assisting in these acts, are considered academic dishonesty. Depending on the gravity of the offense, the instructor may issue a grade of zero for the assignment/test, a failing grade in the course, or recommend to the Provost other serious university sanction including dismissal.

Acronyms: Abbreviations for names that use the first letter of each word. Course meeting days use acronyms (e.g., MWF = Monday/Wednesday/Friday, TR = Tuesday/Thursday). Acronyms also are used for building names (e.g. KAR = Karpen Hall) and academic programs (e.g., LSIC = Liberal Studies Introductory Colloquium).

Add/drop period: The first few days of each semester during which students may change their class schedules without notations on their transcripts. After this period, courses can only be dropped by withdrawal from a course which *is* noted on student transcripts.

Administrative drop: Faculty may drop students who do not attend the first class meeting from their class rolls. The policy frees space for students who are wait-listed for the course.

Application for graduation: A form that must be filed by a designated date in the semester prior to graduation. Students who do not file the form by the deadline cannot be graduated in the subsequent semester.

Declaration of major: A process that formally registers a student as seeking a particular major. The listing for each department in the UNCA *Catalog* explains how to declare a major in that discipline. Many departments have requirements which must be completed prior to declaration.

Department office/faculty mailboxes: Each academic department has a department office staffed by an office assistant. Faculty mailboxes typically are located in the department office.

Faculty ranks: Faculty hired for positions that carry permanent tenure are "ranked" as assistant professor, associate professor, or professor based on their education and experience. Adjunct faculty, who are hired to teach 1-2 courses in a given semester, receive a parallel adjunct rank based on education and experience. Full-time faculty also may be hired as lecturers or visiting instructors.

Final exam period: Each course has a required class period at the end of the semester for either a final exam or an alternative learning activity. Students meet in their regular course classrooms at times determined by the course meeting pattern (e.g., MWF). The Final Exam Schedule is posted under *Calendars* on the UNCA web site.

General Education/"Gen Ed": A common name for the core curriculum at a college and the name of UNCA's former core curriculum. Students entering UNCA beginning Fall 2004 now complete the Integrative Liberal Studies (ILS) curriculum.

Incomplete grade: A student may request an incomplete grade when unforeseen/unavoidable circumstances prevent completion of a course. The required form lists the work to be completed, the deadline(s), and the grade recorded if the student fails to complete the work as indicated.

Integrative Liberal Studies/ILS: The name for UNCA's new core curriculum which is required for students admitted beginning Fall 2004. Information about requirements is available in the UNCA *Catalog* and in the *Integrative Liberal Studies* section of the UNCA web site.

Late start class schedule: A modified class meeting schedule that the Provost may designate on bad-weather days; it is posted under *Calendars* on the UNCA web site. Late starts are announced on radio/TV, the Snow/Emergency phone line (259-3050) and the UNCA web site.

Office hours: All faculty are required to set aside time each week to meet with students outside of class. Office hours should be listed in course syllabi and available from department office assistants.

Pre-registration advising: A period of 2-3 weeks each semester, usually after the mid-semester break, when students meet with their academic advisors to plan their schedules for the upcoming semester; students also receive their registration access numbers (RANs) which are required to access online registration. Faculty may schedule individual appointments or meet with student during office hours.

Pre-registration/registration: Currently enrolled students may pre-register for the next semester during designated times after pre-registration advising. Times are determined by seniority and are listed in an email from the Registrar's Office. Students who do not pre-register, or whose schedules are canceled for tuition/fee nonpayment, complete the process during registration just before the start of the semester.

Syllabus: A handout for each class that describes the course, the requirements for completing the course, and the course policies (e.g., attendance). Syllabi typically also include information about office hours and how to contact the instructor.

Withdrawal from a course: After the add/drop period, students may only leave a course by filing a withdrawal form by the deadline, currently set at the 6th week of the semester. Students are limited to 3 withdrawals during their time at UNC Asheville. ***A student who stops attending a class but does not withdraw receives a grade of F in the course.***

Class Etiquette

Forms of address for faculty

- * Take your cue from how your instructors introduce themselves. Not all faculty have earned doctoral degrees so not all of them are addressed as "Dr.", but everyone who teaches here deserves at least to be called "Professor."
- * Faculty have worked hard to earn their titles and attention to them demonstrates your awareness of and respect for their accomplishments. Using Ms. and Mr.—unless faculty themselves use them—is a subtle suggestion of inattentiveness to such details.
- * Over time, many faculty invite students to address them by first name. If that happens to you, congratulations--it is an indication of the faculty member's respect for *you*. This is a privilege that may be earned over time, not an automatic right.

Arriving to class on time

- * Arriving on time is a sign of respect for both your instructor and your classmates. Plan ahead to make sure you have sufficient time to get where you need to be. If your class is meeting at an alternate location, make sure to learn how to get to that place before the day of the class.
- * If circumstances beyond your control result in your being late to class, enter quietly and take the seat nearest the door.

Cell phones

- * For most of us, cell phones are a convenience, not a necessity. This means that they are turned off when you enter a classroom or faculty office, and turned on when you leave.
- * If circumstances require that you be accessible by phone (e.g. family illness), set your cell phone to vibrate when you enter a classroom or office, and leave the room quietly to take your emergency call.

Asking questions

- * Asking questions in class is important; it is one of the ways you ensure that you understand points made by your instructor or others. But a tangential question is better asked after class. Be respectful of your student colleagues; let the class remain on task.
- * If your question is of a personal nature, including "Why did you take 5 points off on this test question?" save it for after class or the instructor's office. If the question has the word "my" in it, explicitly or implied--as in "my answer," "on my paper," etc--it belongs outside of class.

Missing class

- * Attending class is critical to your success but on occasion people miss class. It is your responsibility to be informed of class policies regarding absence and missed work.
- * Yes, of course you missed something important—class!--so please don't ask if you did. Consult a student colleague to get notes and an update on assignments.

Taking the Time to Write Well

There is no doubt about it. Writing well takes time. In fact, for a long essay or term paper, you should plan to spend at least a week developing and refining your work. Here is a “game plan” for how to develop an essay over a one week period.

Timeline

What you might do on that day

Days 1 & 2	Think about the question posed for a day or two. Keep a small pad and pen with you and jot down notes as relevant ideas strike you.
Days 2 & 3	Write each of the thoughts you’ve generated on a separate sheet of paper. Take each thought and develop a paragraph around it. Reread what you’ve written to see if you have developed each thought into a cogent point. (For example, have you provided an illustration or example of your thinking regarding that point?)
Days 3 & 4	Take your set of paragraphs and experiment with putting them into different orders. Which of these thoughts should come first, second, last? When you find an order that seems to work, write a rough draft of your complete essay and PUT IT AWAY.
Day 5	DON’T TOUCH THAT ESSAY! Let it ferment, unobserved and untouched. You would be amazed how easily intelligible sentences turn ugly when they’re not being watched!
Day 6	Reread your rough draft for coherence and comprehension. Would I, as your instructor, and your classmates, as peer reviewers, understand what you are trying to say? Make notes about edits first, then edit and rewrite.
Day 7	Turn in your essay and breathe read a big sigh of relief--you’ve made it through the assignment!

A quick note on fonts

“Font” refers to the typeface used in a document. Fonts can be sans serif, like I have used in this document, or serif, which looks like this. The two most popular serif font in Times New Roman; the popular sans serif fonts are Arial, Calibri and Verdana. This is Arial font, which as you can see uses a more block-style letter (that is very easy to read for things like overheads and Power Point presentations.

Fonts must be set to a “point” which defines the size of the type. Sans serif fonts can be set to smaller point—usually 10 or 11. Serif fonts, like Times New Roman, usually require a larger point like 12-point. You can try out different combinations to see what looks best (i.e. is most readable) but stay away from artistic fonts in your written work. Serious writing deserves a professional look!

What do they mean by that?

When an instructor writes a short answer or essay question, there are cues in the question to what the instructor expects to see. This adaptation of ***Bloom's taxonomy*** can help you decode question cues.

Competence	Skills Demonstrated
Knowledge	Observe and recall of information Know major ideas, dates, events, places Master subject matter <i>Question cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	Understand information, grasp meaning Translate knowledge into new context Interpret facts, compare, contrast Order, group, infer causes Predict consequences <i>Question cues:</i> summarize, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	Use information Use methods, concepts, theories in new situations Solve problems using required skills or knowledge <i>Question cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	See patterns Organize parts Recognize hidden meanings Identify components <i>Question cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	Use old ideas to create new ones Generalize from given facts Relate knowledge from several areas Predict, draw conclusions <i>Question cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	Compare and discriminate between ideas Assess value of theories, presentations Make choices based on reasoned argument Verify value of evidence Recognize subjectivity <i>Question cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize