Guide to Academics for UO Parents
IntroDUCKtion Schedule for Parents, much abridged

Academic & Student Affairs
- Academic Advising, UO Libraries, First-Year Programs
- Lunch
- Dean of Students/St. Affairs, 1:15
- Money Matters, 2:45
- Q & A at 3:30

Tomorrow
- 8:30 – See you in class!
Making the transition to academics at the UO

What are your student’s expectations?
Transitioning from HS to College

- Strategic Learning
- College Knowledge
- Roles and Resources
What does it mean to be at a research university?
Exploring a passion to generate new knowledge

Sharing what they have learned in the classroom

Research does not just take place in science labs – it can involve travel, ethnography, archival work, and creative performance

What does it mean to be at a research university?
Anna Greer

- Jewelry and Metalsmithing major in the Department of Art (A&AA)
- $15,000 Windgate Fellowship in 2013, one of only 10 awarded nationwide to top emerging artists
- Bachelor of Fine Arts (BFA) degree
- Greer was chosen in a national competition from among 115 nominees
Christine Liu

- Biology and Psychology major (CAS)
- First UO student named a Howard Hughes Medical Institute internship award winner
- Paired with a HHMI scientist for summer study
- Studies how the brain responds to sound in Professor Michael Wehr’s psych lab
Jordan Pringle

- Communication Disorders and Sciences (College of Education)
- Studied use of humor by graduate student clinicians in therapeutic environments
- McNair Scholar
- Chosen to present at Oregon Speech Language Hearing Association
Research Publication, Presentations & Awards

- Undergraduate Research Symposium
- Library Undergraduate Research Awards
- Undergraduate Research Journal – 2x/year
- Undergraduate Research Fellowship program – Center on Teaching & Learning
Favorite general education course?
What skills do general education courses develop?

• Critical thinking
• Logical reasoning
• Communication
• Appreciation of heritage and culture
AAD 250: Art and Human Values

Art is a powerful social and cultural force. Students in this course will examine their own and others' aesthetic values as a means of understanding art and advancing cross-cultural understanding. More specifically, we will

- consider the arts within cultural and historical contexts.
- examine political and geographical influences on the way we perceive art.
- investigate the influence of the arts on human values on vice versa.
- examine definitions of art and the values we place on various forms of art.

The course emphasizes participation, individually and in groups, both in aesthetic critique and in arts creation. Students are encouraged to bring their own perspectives and experiences to the examination of different art forms.

Diego Rivera, “El Vendedor de Alcatraces”
ANTH 161: World Cultures

Cultural anthropologists study the behavior of humans within particular cultures. We are interested in the connections among the social, political, economic, and psychological aspects of people's lives. In this course, we will examine fundamental topics in cultural anthropology, and will explore the methods and theory that help us understand human societies around the world. We will consider the general influence of culture on thoughts, feelings, and moral beliefs, and we will also examine the specific effects of particular elements of culture such as family life, gender and sexuality, inequality, poverty, and medical and political systems. We will discuss the ways in which colonialism, globalization and the West in particular has influenced cultures worldwide. One of my goals is to, in the words of Melford Spiro, "make the strange familiar and the familiar strange." What he means is that what we take for granted and see as "natural" is, in fact, culturally constructed; on the other hand, what seems "unnatural," bizarre," "wrong" and even "evil" may be understandable in its own cultural context, as part of our shared human experience. I hope you'll come away from this course with an appreciation for the various ways in which people create, adapt to, resist, and change their culture.
SPAN 150: Cultures of the Spanish-Speaking World

Spanish 150, Cultures of the Spanish-Speaking World, introduces students to the broad range of cultures, past and present, of Spain and Latin America. Spanish is the official language of over twenty American countries and Spain, and it is the de facto second language of the United States. Even those with a superficial knowledge of Spanish know that there are vast geographical and social differences in the language. In this class we will explore variation in the Spanish language, focusing on the historical sources of modern-day dialects, the lexical and grammatical features that distinguish them, the social factors that determine current usage, and the future of the language in the different contexts where it is used. The course is taught in English; knowledge of Spanish is helpful but not required.

Objective. Students will be able to...

--identify places, peoples, historical, cultural and linguistic influences (geography-linguistics interface)
--identify the phonetic, lexical, and syntactic features that distinguish major dialects of Spanish
--identify the linguistic and cultural stereotypes associated with English and Spanish dialects
--recognize their own visceral reactions to specific language features

The interior of the Great Mosque of Córdoba, one of the finest examples of Ummayad architecture in Spain.
PHYS 155: Physics behind the Internet

The internet is an incredibly vast network, letting people on opposite sides of the Earth communicate in real time and linking them to an enormous quantity of information. But when you type out your favorite emoticon in a chatroom, what exactly happens so that someone else far away gets this? By studying fundamental concepts of waves, energy, light, and atoms, we will gain deeper insight into the technology that links the world, with a particular emphasis on communication technologies, rather than the technologies of individual computers. Along the way, we will study everything from radio to lasers to wireless networks to fiber optics.
PPPMA 280: Introduction to the Nonprofit Sector

The nonprofit sector (also referred to as the independent, voluntary, civic, or charitable sector) is the third Sector in American society, after the business (for-profit) and government sectors. Nonprofits are a vital part of American society, employing millions of people and having an economic impact of about $1.25 trillion annually. In this class, I want to expose you to the variety of nonprofits that exist. You might think of nonprofits as just social benefit organizations (e.g., Food for Lane County, HIV Alliance, Birth to Three), but there are many other types of nonprofits that touch our lives. In exposing you to nonprofits, I will also compare and contrast the nonprofit sector to the government and business sectors. This is an introductory class, so this class will take the Petri dish approach. I want to cover the breadth of the nonprofit sector, but I can’t provide enough depth to give you a thorough understanding of the sector.
J 201: Mass Media and Society

How can the Federal Communications Commission fine broadcasters for "indecent" programming when the First Amendment protects freedom of expression? Why do "reality shows" saturate TV network schedules? Does it matter that most media outlets are owned by a handful of large global corporations? Does the digital revolution threaten traditional media forms? What's the significance of the New York Times publishing announcements of gay couples' commitment ceremonies on the weddings page? This course deals with these questions, and many more.

J201 is an introduction to the nature and issues of mass media industries, organizations and professionals -- and an examination of their role in society. We are studying the mass media at a time of profound and pervasive change: the "mass" audience is fragmenting; new conceptions of what is "news" are emerging; and technological advances have paved the way for an integrated telecommunication network with remarkable possibilities.
How will general education courses benefit 21st century students?

93% of employers agree: the capacity to think critically, communicate clearly and solve complex problems is more important than a particular major.
80% of employers agree that, regardless of major, every college student should acquire broad knowledge in the liberal arts and sciences.
General Education

- Arts & Letters
- Social Science
- Science
- Writing
- Math
- Language
- Multicultural

Major

Electives

UO Bachelor’s Degree
“The Groups”

Explore both breadth and depth: ~4 courses in each

Arts and Letters

Social Science

Science
Writing

WR 121 & 122 or 123

Previous credit (AP)
Priority registration

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Fall</td>
<td>A-G</td>
</tr>
<tr>
<td>Winter</td>
<td>H-O</td>
</tr>
<tr>
<td>Spring</td>
<td>P-Z</td>
</tr>
<tr>
<td>Bachelor of Arts (B.A.)</td>
<td>Bachelor of Science (B.S.)</td>
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<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------</td>
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<tr>
<td>2 years of a second language</td>
<td>1 year of college-level math</td>
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<tr>
<td>(or equivalent proficiency)</td>
<td>(or equivalent proficiency)</td>
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</tbody>
</table>
Math

Where to start?

- Previous credit (AP)
- SAT or ACT Scores
- UO Math Placement

One year of college-level math = Bachelor of Science (BS)
Language

Where to start?

- Begin a new language
- Many languages offered
- UO placement to continue from HS
- Previous credit (AP)

2 yrs equivalent of college-level language = Bachelor of Arts (BA)
Multicultural Requirement

Choose 2 courses *total*, from different categories

American Cultures
Identity, Pluralism, & Tolerance
International Cultures
Phrases, Definitions, & Broad Brushstrokes

• Quarter system – fall, winter, spring, summer
• Average 4 courses per term
• Total credits – 180 (about 45 courses)

First-Year – Explore majors and research interests

Sophomore – Choose a major, study abroad

Junior – Earn a 2nd major or a minor

Senior – Transition to graduate school or world of work
PLANNING YOUR FIRST-TERM SCHEDULE

Clark Honors College students: see pages 50-53

Follow the steps and page references to create a list of possible courses (include subject code, course number, and titles) you wish to take in your first term. Working together, you and your academic advisor will select from this list of courses that you will take in fall term. Most students register for four courses (total of 16 credits) each term. For assistance in using DuckWeb and registering for courses, refer to pages 26-28.

<table>
<thead>
<tr>
<th>STEPS: CONSIDER</th>
<th>COURSES/QUESTIONS</th>
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<tbody>
<tr>
<td>1: Freshman Interest Group (FIG)</td>
<td></td>
</tr>
<tr>
<td><strong>TRANSFER STUDENTS:</strong> Skip Step 1</td>
<td></td>
</tr>
<tr>
<td>If you are registered for, or are considering, a Freshman Interest Group (FIG), list all the courses.</td>
<td></td>
</tr>
<tr>
<td><strong>TRANSFER STUDENTS:</strong> If you have: • completed all the writing requirements, skip Step 2 and proceed to Step 3 • earned credits for only WR 101, complete Step 3 as you are eligible to register for WR 121 or WR 123</td>
<td></td>
</tr>
<tr>
<td>2: Writing</td>
<td></td>
</tr>
<tr>
<td>List the writing course you are eligible to take.</td>
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</tr>
<tr>
<td>• see pages 6-7 (determine which writing course to take first)</td>
<td></td>
</tr>
<tr>
<td>3: Foreign Language</td>
<td></td>
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<tr>
<td>List the language course(s) you would like to take.</td>
<td></td>
</tr>
<tr>
<td>• see pages 14-16 (determine if you must take a language placement test)</td>
<td></td>
</tr>
<tr>
<td>4: Mathematics</td>
<td></td>
</tr>
<tr>
<td>List the mathematics course(s) you would like to take.</td>
<td></td>
</tr>
<tr>
<td>• see pages 8-13 (determine if you must take a mathematics placement test)</td>
<td></td>
</tr>
<tr>
<td>5: Group-Satisfying</td>
<td></td>
</tr>
<tr>
<td>Choose several courses from each of the general education group-satisfying areas that appeal to you. Those in a FIG are already signed up for one or two of these courses; list them.</td>
<td></td>
</tr>
<tr>
<td><strong>TRANSFER STUDENTS:</strong> Choose courses for remaining general education group requirements. Your degree audit (see pages 22-33) specifies uncompleted requirements.</td>
<td></td>
</tr>
<tr>
<td>6: Multicultural</td>
<td></td>
</tr>
<tr>
<td>Choose several courses from each of the general-education multicultural categories that appeal to you.</td>
<td></td>
</tr>
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</tr>
<tr>
<td>7: Major(s)</td>
<td></td>
</tr>
<tr>
<td>Choose a course in your major(s), in a major(s) you wish to explore, or from the College Scholars Program.</td>
<td></td>
</tr>
<tr>
<td>• see page 39</td>
<td></td>
</tr>
<tr>
<td>8: Explore Possibilities</td>
<td></td>
</tr>
<tr>
<td>Without considering specific requirements, list courses or subject area(s) you would enjoy.</td>
<td></td>
</tr>
<tr>
<td>• see page 19 (electives)</td>
<td></td>
</tr>
<tr>
<td>• see pages 54-61 (first-year opportunities)</td>
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</tr>
<tr>
<td>• see page 67 (transfer seminars)</td>
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PLANNING YOUR FIRST-TERM SCHEDULE

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<td><strong>1: Freshman Interest Group (FIG)</strong></td>
<td>e.g., World within Us, ANTH 161 World Cultures, PSY 202 Mind &amp; Society, ANTH 109 College Connections</td>
</tr>
<tr>
<td>Transfer Students: Skip Step 1</td>
<td>Not in FIG</td>
</tr>
<tr>
<td>If you are registered for, or are considering, a Freshman Interest Group (FIG), list all the courses.</td>
<td></td>
</tr>
<tr>
<td>* see pages 54–60 (list of FIGs)</td>
<td></td>
</tr>
<tr>
<td><strong>2: Writing</strong></td>
<td>WR 121</td>
</tr>
<tr>
<td>List the writing course you are eligible to take.</td>
<td>Spanish 201</td>
</tr>
<tr>
<td>* see pages 6–7 (determine which writing course to take first)</td>
<td>Math 241</td>
</tr>
<tr>
<td><strong>3: Foreign Language</strong></td>
<td>ENG 104, SOC 207, BI 132</td>
</tr>
<tr>
<td>List the language course(s) you would like to take.</td>
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<td>* see pages 14–16 (determine if you must take a language placement test)</td>
<td></td>
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<tr>
<td><strong>4: Mathematics</strong></td>
<td>MUS 270</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>* see pages 8–13 (determine if you must take a mathematics placement test)</td>
<td>BA 101</td>
</tr>
<tr>
<td><strong>5: Group-Satisfying</strong></td>
<td>J 201, LING 150, PE, Frosh Seminar</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
# Schedule Possibilities for Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIG (First-year Interest Group)</td>
<td>9.0 cr</td>
</tr>
<tr>
<td>College Scholars</td>
<td></td>
</tr>
<tr>
<td>Group Requirements (AL, SS, SC)</td>
<td></td>
</tr>
<tr>
<td>Math and/or Language</td>
<td>4.0 cr</td>
</tr>
<tr>
<td>Writing 121 (fall: last name A-G)</td>
<td></td>
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<tr>
<td>Multicultural courses</td>
<td></td>
</tr>
<tr>
<td>Major course</td>
<td>4.0 cr</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
</tr>
<tr>
<td>Frosh Seminar</td>
<td></td>
</tr>
<tr>
<td>Any other course of interest</td>
<td></td>
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</tbody>
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# Sample Fall Schedule

*with a FIG*

<table>
<thead>
<tr>
<th>Subj.</th>
<th>Num.</th>
<th>Title</th>
<th>Credits</th>
<th>Credits Details</th>
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<tbody>
<tr>
<td>PSY</td>
<td>202</td>
<td>Mind and Society</td>
<td>4</td>
<td>FIG, &gt;2</td>
</tr>
<tr>
<td>PHIL</td>
<td>110</td>
<td>Human Nature</td>
<td>4</td>
<td>FIG, &gt;1, IP</td>
</tr>
<tr>
<td>PSY</td>
<td>199</td>
<td>College Connections</td>
<td>1</td>
<td>FIG (elective)</td>
</tr>
<tr>
<td>WR</td>
<td>121</td>
<td>College Composition I</td>
<td>4</td>
<td>(Req’d writing)</td>
</tr>
<tr>
<td>MATH</td>
<td>111</td>
<td>College Algebra</td>
<td>4</td>
<td>(Math for B.S.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
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### Sample Fall Schedule
*without a FIG*

<table>
<thead>
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<th>Subj.</th>
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<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS</td>
<td>201</td>
<td>United States Politics</td>
<td>4</td>
<td>&gt;2</td>
</tr>
<tr>
<td>ARH</td>
<td>199</td>
<td>Sp St Buddhism Through Art</td>
<td>3</td>
<td>frosh seminar</td>
</tr>
<tr>
<td>HPHY</td>
<td>101</td>
<td>Exercise as Medicine</td>
<td>4</td>
<td>&gt;3</td>
</tr>
<tr>
<td>WR</td>
<td>121</td>
<td>College Composition I</td>
<td>4</td>
<td>(Req’d writing)</td>
</tr>
<tr>
<td>PEW</td>
<td>211</td>
<td>Weight Training I</td>
<td>1</td>
<td>(Elect)</td>
</tr>
</tbody>
</table>

**Total Credits** 16
Academic Resources

- Academic Advising
  - Office of Academic Advising
  - Major advising in academic departments
  - Center for Multicultural Academic Excellence (CMAE)
  - Accessibility Education Center (AEC)
  - Services for Student Athletes (SSA)

- University Teaching and Learning Center (Check out the TLC 199 courses!)

- UO Libraries
Key Institutional Conditions

Klepfer & Hull longitudinal study of over 9,000 HS sophomores through college soph discovered 3 factors related to student success:

- High-level Mathematics
- AP/IB Courses
- Academic Advising

Center for Public Education at the National School Boards Association
Kasey Klepfer & Jim Hull, 2012, as reported by Adams
Finding a Balance

- Personal Responsibility
- Accessing Resources
Fall is the first step!
College Scholars

- College of Arts and Sciences
- Unique curriculum
- Small general education courses
- Gateway to scholarship in a major
- By application*

http://csch.uoregon.edu/
Questions about FIGs or Freshman Seminars?

Visit us at lunch!

http://fyp.uoregon.edu

Facebook: UO First-Year Programs
Twitter: UOFIGS
Freshman Interest Groups

What is a FIG?

- Cohort of 25 students
- 2 courses in general-education and/or major
- Academic & Social Transition
- 1 faculty-led seminar
- Undergraduate FIG Assistant (FA)

A complete fall term schedule = FIG + 2 courses
How a FIG works:

Starry Night

ASTR 121 The Solar System
ART 101 Understanding Contemporary Media
ASTR 199: College Connections
Freshman Seminars

Gateways to Majors!

Exclusively for First-Year Students

Dedicated faculty teach topics of interest

Offered each quarter

Popular Fall 2013 Seminars:

Art of the Book: Scribes to Graphic Artists
Buddhism Through Art
Food Connections: You are What You Eat
Let the Games Begin! American Sports Poetry
Oregon Travel Writing
We are the World: Children & Global Health
First Year Programs

Questions about FIGs or Freshman Seminars?

Visit us at lunch today!

On the web: http://fyp.uoregon.edu

Or through social media:
Facebook: UO First-Year Programs
Twitter: UOFIGS
IntroDUCKtion
Parent Program

Introduction to the UO Libraries
Dr. Jennifer Joslin
Director,
Office of Academic Advising

Barbara Jenkins
University Librarian

Professor Marilyn Linton
Dept of German and Scandinavian Director, First-Year Programs
Dr. Jennifer Joslin
Director,
Office of Academic Advising

Amy Hughes-Giard
Assistant Director,
First-Year Programs

Barbara Jenkins
University Librarian
Dr. Jennifer Joslin  
Director  
Office of Academic Advising

Professor Andrew Bonamici  
Associate University Librarian for Media and Instructional Services

Professor Marilyn Linton  
Dept of German and Scandinavian  
Director, First-Year Programs