



University of Northern Iowa
Classic Upward Bound TRIO Program
Quarterly Newsletter: January 2008



Now if you listen closely
I'll tell you what I know
Storm clouds are gathering
The wind is gonna blow
The race of man is suffering
And I can hear the moan,
Cause nobody,
But nobody
Can make it out here alone.
- Maya Angelou, "Alone"



THE DIRECTOR'S LETTER

Why do people get involved in helping others? Some people do it for altruistic reasons; they feel a deep concern for others and want to use what they have (money, talents, time, etc.) to help in whatever way they can. Some people do it for recognition or to meet a requirement. Other people do it to fill their time. Your reasoning is your own, but your help is your responsibility as a member of the human race.

Opportunities to get involved abound in the Cedar Valley and everyone has something they can give. The Volunteer Center of Cedar Valley can you help find some opportunities that interest you and will utilize your skills and talents, including work at homeless shelters, food banks, libraries, hospitals, senior citizen centers, animal shelters, and even web site creation. They also have a special section of opportunities for youth. Check out http://www.vccv.org/youth/youth_main.asp for a calendar of events, pictures, and more information.

The UNI Classic Upward Bound TRIO Program has many opportunities throughout the year for program students to volunteer. The next big opportunity will be our annual American Red Cross Blood Drive on Friday February 15th at UNI-CUE. If you are not yet old enough or otherwise unable to give blood, there are still many ways you can become involved with the drive. Talk to a staff member if you would like to participate and start making a difference now!

WORDS OF WISDOM



I know of no more encouraging fact than the unquestioned ability of a man to elevate his life by conscious endeavor.
- Henry David Thoreau

Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

- William James

If you have made mistakes, even serious ones, there is always another chance for you. What we call failure is not the falling down, but the staying down.

- Mary Pickford



COLLEGE/UNIVERSITY PROFILE

Our newsletter will now feature a variety of colleges and universities to assist you in learning about more institutions. In the last edition, we profiled the three top national universities according U.S. News and World Report's 2008 America's Best Colleges Report: Princeton, Harvard, and Yale. This month, we will be examining three Historically Black Universities: Clark Atlanta, Fisk, and Howard. For more information on any of the above universities, speak to an UNI Upward Bound staff member.

Clark Atlanta University

- Private 4-year university affiliated with United Methodist Church
- Commuter campus in very large city
- 3,253 degree-seeking undergraduates: 93% African American, 78% women
- 48% of applicants admitted
- SAT or ACT with writing and application essay required.
- Class size: 42% < 20, 47% 20-39, 8% 40-49, 1% 50-99, 2% >100
- Freshman Class Profile: 9,330 applied, 4,469 admitted, 4,349 enrolled; Mid 50% Test Scores – SAT verbal: 330-590, SAT math: 360-580; ACT: 14-25;
- 2005-2006 Annual Costs: Tuition/Fees - \$14,522; Room/Board - \$7,415
- Contact Information: admissions@cau.edu, (800) 688-3228

Fisk University

- Private 4-year liberal arts college affiliated with United Church of Christ
- Residential campus in very large city
- 813 degree-seeking undergraduates: 70% women
- 80% of applicants admitted
- SAT or ACT and interview required.
- Class size: 62% < 20, 33% 20-39, 2% 40-49, 2% 50-99
- Freshman Class Profile: 1,643 applied, 1,310 admitted, 214 enrolled; Mid 50% Test Scores – SAT verbal: 430-560, SAT math: 420-540; ACT: 18-22; GPA 3.5 or higher: 28%; GPA 3.0-3.49: 28%; GPA 2.0-2.99: 44%; Rank in top quarter: 40%; rank in top tenth: 17%
- 2006-2007 Annual Costs: Tuition/Fees - \$13,969; Room/Board - \$7,012
- Most Popular Majors: Biology 12%; Business/Marketing 19%; English 6%; Psychology 24%; Social Sciences 14%; Visual/Performing Arts 6%
- Contact Information: admit@fisk.edu, (888) 702-0022

Howard University

- Private 4-year university
- Residential campus in very large city
- 7,164 degree-seeking undergraduates: 67% women
- 44% of applicants admitted
- SAT or ACT with writing required.
- Class size: 64% < 20, 26% 20-39, 3% 40-49, 3% 50-99, less than 1% >100
- Freshman Class Profile: 9,542 applied, 4,227 admitted, 1,410 enrolled; Mid 50% Test Scores – SAT verbal: 460-680, SAT math: 450-690; ACT: 19-28; Rank in top quarter: 49%; rank in top tenth: 23%
- 2005-2006 Annual Costs: Tuition/Fees - \$12,295; Room/Board - \$6,186
- Most Popular Majors: Biology 9%; Business/Marketing 18%; Communications/Journalism 14%; Computer/Information Systems 7%; Health Sciences 14%; Psychology 7%; Social Sciences 9%; Visual/Performing Arts 6%
- Contact Information: admissions@howard.edu, (800) 822-6363

ANNOUNCEMENTS



American Red Cross

Our annual **American Red Cross Blood Drive** will be held on Friday February 15th, 2008 at UNI-CUE. Please contact Amanda Graeber at Amanda.Graeber@uni.edu or 433-1250 for further information or to sign up to donate or help with the drive!

facebook

We're on facebook! Add us to your friends!



Happy Birthday!

January

2 David Barbour
5 Arielle Thornton
15 Mario Mohorne
19 Paulina Navarrete

February

4 Tyrisha Weekley
5 Raymond Moore
22 Krystal Robinson
25 Jasmine Thomas
27 Joninice Humphrey
28 Ada Watley

March

1 Anjelica Marks
24 Andrea Ford
24 Joe Foster
28 Willie Roberts
29 Charles Tims
29 Christopher Tims



THE IMPORTANCE OF WRITING SKILLS – NOW AND IN YOUR FUTURE, PART SIX

*“The pen is mightier than the sword.”
~ Edward Bulwer-Lytton*

In this series, we have been stressing the importance of writing skills. They are one of the most essential abilities for students, but are often also one of the most lacking. With that in mind, what follows is information on another common question in writing – **COMMAS**.

Commas allow us to separate sentences into parts – even very small parts. Usually, we use commas to show where there is a pause. This separates parts of a sentence to help keep the meaning clear.

Rule 1: Commas separate independent clauses with the help of coordinating conjunctions such as: and, but, or, for, nor, so, yet.

Common Mistake: The temperatures were cold, the crops froze.

Correction: The temperatures were cold, so the crops froze.

Rule 2: Place a comma after an introductory word or phrase such as a greeting, exclamation, or sequencing word like first, second, etc.

Common Mistake: Good morning how is everyone?

Correction: Good morning, how is everyone?

Rule 3: Place a comma between all items in a list of three or more items.

Common Mistake: The horse leapt cleared the fence and ran away.

Correction: The horse leapt, cleared the fence, and ran away.

Review the rules by fixing these sentences:

1. The players the coaches and the fans ran from the field took cover and watched the thunderstorm pass through.

2. Older students attended the assembly younger students were excused.

3. First enter your password.

4. We stayed at that hotel because it was inexpensive, and near the airport.

5. You should finish the job or you won't have time tomorrow for other things.

6. I didn't hear the phone nor did my sister.

Here are the corrections you should have made:

1. The players, the coaches, and the fans ran from the field, took cover, and watched the thunderstorm pass through.

2. Older students attended the assembly, younger students were excused.

3. First, enter your password.

4. We stayed at that hotel because it was inexpensive and near the airport.

5. You should finish the job, or you won't have time tomorrow for other things.

6. I didn't hear the phone, nor did my sister.

CAREER SELF-ASSESSMENT ACTIVITIES

Go through each of the below activities. Take your time and think about your responses.

1. You've just been hired by World Cruises, and you now have a job on board a huge ship taking passengers on a cruise around the world. Look over the jobs below, and put a check by the three jobs that you'd most like to have. Put an X by the jobs that you wouldn't want. Skip those that you feel neutral about.

<input type="checkbox"/> captain	<input type="checkbox"/> photographer	<input type="checkbox"/> engineer
<input type="checkbox"/> musician	<input type="checkbox"/> electrician/plumber	<input type="checkbox"/> captain's assistant
<input type="checkbox"/> security officer	<input type="checkbox"/> child care director	<input type="checkbox"/> gift shop manager
<input type="checkbox"/> tour guide	<input type="checkbox"/> computer technician	<input type="checkbox"/> accountant
<input type="checkbox"/> chef	<input type="checkbox"/> social director	<input type="checkbox"/> doctor/nurse

2. In the middle of the ocean, your ship sprang a leak. Everyone quickly jumped into the lifeboats and headed for a nearby island. You have been on the island for a month now. Look over the list below and put a check by at least three activities that we might find you doing. Put an X by the activities you probably would not be doing. Skip those you feel neutral about.

<input type="checkbox"/> building a hut	<input type="checkbox"/> taking care of the injured
<input type="checkbox"/> hunting and fishing	<input type="checkbox"/> planning a social activity
<input type="checkbox"/> building a radio	<input type="checkbox"/> teaching groups of children
<input type="checkbox"/> settling arguments	<input type="checkbox"/> designing a lookout tower
<input type="checkbox"/> preparing meals	<input type="checkbox"/> repairing the lifeboats
<input type="checkbox"/> organizing supplies	<input type="checkbox"/> leading a rescue strategy meeting
<input type="checkbox"/> making tools	<input type="checkbox"/> keeping a journal of events
<input type="checkbox"/> figuring out why the boat sank	<input type="checkbox"/> studying island plants and animals
<input type="checkbox"/> developing a work schedule	<input type="checkbox"/> reassuring those who are scared

3. Write down at least two courses that you like and do well in:

Name two or more hobbies or activities that you enjoy:

4. Name at least one thing that you do better than most of your friends:

Name one or more activity that you become so involved in that you lose track of time:

5. Put a check by the statements that reflect how you feel. Put an X by those that are not true for you. Skip those that you feel neutral about. I would like to have a career that would allow me to:

<input type="checkbox"/> work with children	<input type="checkbox"/> help people who are sick or hurt	<input type="checkbox"/> work outdoors
<input type="checkbox"/> travel	<input type="checkbox"/> work with hands	<input type="checkbox"/> build or fix things
<input type="checkbox"/> make a difference	<input type="checkbox"/> be in charge	<input type="checkbox"/> work at a desk
<input type="checkbox"/> work with numbers	<input type="checkbox"/> make a lot of money	<input type="checkbox"/> work indoors
<input type="checkbox"/> create art or music	<input type="checkbox"/> be physically active	<input type="checkbox"/> work in or around nature
<input type="checkbox"/> work with computers		
<input type="checkbox"/> work by myself most of the time		
<input type="checkbox"/> be in front of people talking or performing		
<input type="checkbox"/> work with other people most of the time		

6. Do you want a career that requires one year of education after high school, or are you interested in going to school for an additional two to four years after high school? (This should be an easy question to answer since you are an Upward Bound student!)

7. Pretend that you have a crystal ball and that you can see into the future. What do you see yourself doing ten years from now?

8. What do you get excited about doing? _____

When and where are you the happiest? _____

Is there anything you've always dreamed about doing? _____

9. Write down three words that you'd use to describe yourself. Then ask a relative to write down three words that he/she would use to describe you. Ask someone else who knows you well to do the same.

1 _____	1 _____	1 _____
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____

10. What careers did you consider for yourself when you were younger?

What careers have other suggested you consider?

After you've completed the ten self-assessment activities, look over your responses. Do they indicate that you prefer: 1) activities in which you work with people, 2) hands-on activities in which you work with things, or 3) desk-type activities in which you work with information? Do you see a pattern or a common theme in your responses?

Determine which of the following career field(s) most of your responses point to: 1) business, 2) health care, 3) high-tech/computers, 4) human services (child care, law enforcement, etc.), 5) education, 6) the skilled trades (plumbing, carpentry, etc.), 7) the arts.

If you've been able to identify a career area that you want to consider, then you are ready to move on to the second step in the career planning process; you are ready to investigate your career choices. If this is where you are at, or if you're still unable to identify a career area that you want to investigate, let an Upward Bound staff person know and he/she can provide you with the resources you need.

Remember, the average person will have a least four or five different careers and ten different employers during his/her lifetime. Determining who you are and what direction you want to go are things that you must continue to do throughout your life.



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HOW TO BE SUCCESSFUL IN THE CLASSROOM

If you follow the advice in this section, you'll enjoy school more *and* you'll get better grades.

Be in School, On Time, Every Day. When you miss school, you miss lectures, notes, class discussions, assignments, quizzes, and tests. It doesn't matter how good you are about making up your work, you can never make up all of what you miss, even if you're out of school for only one day. To get good grades, you must be in school every day. Unless you have an extended illness or a serious health problem, you should miss no more than five or six days of school a year.

Learn How to Adapt to Different Teachers. In the classroom, the teachers are in charge and they make the rules. You might have one teacher who counts you tardy if you're not in your seat when the bell rings, and another teacher who considers you on time if you've got one foot inside the door. It doesn't matter whether or not you agree with the first teacher's rule; it only matters that you are in your seat when the bell rings. Part of your education is to learn how to adapt to different sets of rules, personalities, and teaching styles.

Be Prepared for Each Class. To be prepared, you need to have books, paper, pencils, etc. with you when you go to class. You also need to have all of your homework done. When you've done your homework, you get more out of the class, the lecture makes more sense, and you can participate in discussions. If you haven't done your homework, you may not even understand the lecture or class discussion.

Being prepared also means that you **come to class ready to learn**. Try taking a couple seconds as you walk into each class to think about what you're going to be doing that day. This will make it easier for you to focus on the subject when the class starts. Of course, to be physically and mentally alert, you need to eat right, exercise, and get enough sleep.

Sit in the Front of the Class if Possible. It is easier to pay attention and to stay involved when you sit in the front of the classroom. It's also easier to ask questions and to see the board, overhead, etc. If you have problems paying attention, and you sit in the back of the class, ask your teacher if you can move closer to the front.

Be Aware of Your Body Language. When teachers are up in front of a classroom, they see everything. They know who is paying attention, who's taking notes, and who is listening to the class discussion. They also know who's doing homework for another class, writing personal notes, daydreaming, and "napping" (even when students think they've positioned their hands and books to hide it). If you choose to do any of these things, don't kid yourself into thinking that your teachers don't notice, even if they don't say anything. Teachers notice, and they just figure that you don't care about what's going on in their class. It's not enough for you to say that you want to get good grades; your body language has to communicate this also.

Always Do Your Homework. Don't look at homework as something you should do. Think of homework as something you *must* do. Since a significant portion of your grade is usually based on homework, your grade drops every time you miss an assignment. Always complete your homework on time and, whenever possible, do extra credit work.

Participate in Class. Participating in class makes it more interesting, and it helps keep your mind focused. Ask and answer questions, and get involved in class discussions. Many teachers give participation points, so participating not only makes class more interesting, it can also help you get a better grade.

Be a Good Group Member. Knowing how to work well in a group is very important. Whether you're working on a school project, working at a job, or involved in an extra-curricular activity, you need to be able to work and get along with the other members of the group. Whenever you are involved in a group project: 1) do your share of the work and do it well, 2) try to be open to new ideas, and 3) support the other members of the group.

Treat Others with Courtesy and Respect. Treat your teachers and classmates the same way that you want to be treated. Be polite, look at your teachers when they're speaking, and listen when others are talking. Also, be very aware of your tone of voice. The same words, in a different tone of voice, can communicate a very different message. Remember that teachers are people too. They enjoy having students say hello to them in the halls, and they appreciate it when students show an interest in them. For example, if a teacher's been out ill, a simple comment like, "I hope you're feeling better" can brighten that teacher's day.

Involve Your Parents. When your parents ask you what you did in school, tell them. For example, "Well, in biology we looked at slides under a microscope. Tomorrow we have a lab" Your parents will like the fact that you're talking to them about what's going on in school.

Another good way to involve your parents is to have them help you with your homework from time to time. Ask a parent to drill you on vocabulary words, read over a paper you've written, listen to you practice a speech, or help you study for a test. You'll get better grades, and your parents will see that you're really trying to do well in school.

If you ever have a problem with a subject, teacher, class, or fellow student, let your parents know. They can help you deal with whatever the situation is, and if necessary, they can intervene on your behalf.

Take Responsibility for Your Grades. If you get a good grade on a test or paper, be proud of your accomplishment. If you receive a poor grade, don't make excuses. Take responsibility for your grade, and figure out how you can do better next time. Always do your own work. You'll learn more, and your grades will be something you can really be proud of.

Source: "How to Get Good Grades." Dayton, OH: Woodburn Press, 1999.