



University of Northern Iowa
Classic Upward Bound TRIO Program
Quarterly Newsletter: January 2009



THE DIRECTOR'S LETTER

Happy New Year!

A new year brings with it resolutions, opportunities, and – this year – a new President! As a person who, like you, knows the power of TRIO Programs, I am very happy to welcome President-Elect Obama and Vice-President Elect Joe Biden to office. Both Obama and Biden support educational outreach programs including GEAR UP and TRIO and have spoken about their shared belief that these programs, “encourage more young people from low-income families to consider and prepare for college” (<http://www.barackobama.com/issues/education/>).

Dr. Arnold Mitchem, President of the Council for Opportunity in Education (a nonprofit organization that works in conjunction with colleges, universities, and agencies that host TRIO Programs to specifically help low-income students enter college and graduate), wrote a very timely letter welcoming our new President:

Dear President-elect Obama:

The Council for Opportunity in Education extends our sincere congratulations on your victory. On behalf of more than 1,000 colleges and community-based agencies and the thousands of teachers, counselors, and administrators working in TRIO programs, we pledge to respond to your call for sacrifice and shared responsibility in addressing the challenges facing our great nation.

We applaud your recognition that education is “the currency of the Information Age” and that our nation's future is inextricably linked to the education of all our children, regardless of ethnicity or class. We wholeheartedly endorse your commitment to bring hope to those who are marginalized in our society.

Since its founding in 1981, the Council for Opportunity in Education has existed as a multiracial, multiethnic organization to advance college opportunity. Currently our membership network represents some 2,800 programs serving more than 850,000 students and young adults in TRIO programs. We are proud that one-quarter of all low-income students enrolled in college have been touched by the federally-funded TRIO programs that we represent and that you have championed them during your Senate tenure. We commend remarks you made in September in which you noted the importance of expanding college outreach programs like TRIO and GEAR UP, and we will work with our community to help achieve this goal.

We know that TRIO works. Now we accept the challenge to work even harder, to assure that all students are prepared for college by enrolling in rigorous college preparatory curricula and to assure that more low-income, first-generation, and underrepresented students are preparing for degrees in science, technology, engineering, and math (STEM).

As you noted in your victory speech, a fundamental aspect of American ideals is opportunity. In assisting first-generation students, TRIO provides an opportunity with a multigenerational impact, one that creates a college-going culture in low-income families, schools, and communities.

The Council for Opportunity in Education stands ready to answer the call for excellence in educational opportunity, and we look forward to working with you and your administration to support the aspirations of low-income, first-generation students across our country.

*Respectfully,
Arnold L. Mitchem
President, Council for Opportunity in Education*

We ask you to “stand ready to answer the call for excellence in education opportunity” as well. Although we will now have an administration that is supportive of TRIO, it is very important to continue advocating for the programs that we know work so they may continue to do so well into the future.



WORDS OF WISDOM

If you don't risk anything you risk even more.

~ Erica Jong

We could never learn to be brave and patient, if there were only joy in the world.

~ Helen Keller

Be a good listener. Your ears will never get you in trouble.

~ Frank Tyger



CAREER PROFILE

Architect

- Architects are licensed professionals trained in the art and science of building design who develop the concepts for structures and turn those concepts into images and plans.
- Architects may be involved in all phases of a construction project, from the initial discussion with the client through the entire construction process. Their duties require specific skills—designing, engineering, managing, supervising, and communicating with clients and builders. Architects spend a great deal of time explaining their ideas to clients, construction contractors, and others. Successful architects must be able to communicate their unique vision persuasively.
- Usually working in a comfortable environment, architects spend most of their time in offices consulting with clients, developing reports and drawings, and working with other architects and engineers. However, they often visit construction sites to review the progress of projects. Although most architects work approximately 40 hours per week, they often have to work nights and weekends to meet deadlines.
- There are three main steps in becoming an architect. First, is the attainment of a professional degree in architecture. Second, is work experience through an internship, and third is licensure through the passing of the Architect Registration Exam.
- Three types of professional degrees in architecture are available: a 5-year bachelor's degree, which is most common and is intended for students with no previous architectural training; a 2-year master's degree for students with an undergraduate degree in architecture or a related area; and a 3- or 4-year master's degree for students with a degree in another discipline.
- All States and the District of Columbia require individuals to be licensed (registered) before they may call themselves architects and contract to provide architectural services. During the time between graduation and becoming licensed, architecture school graduates generally work in the field under the supervision of a licensed architect who takes legal responsibility for all work. Licensing requirements include a professional degree in architecture, a period of practical training or internship, and a passing score on all divisions of the Architect Registration Examination. The examination is broken into nine divisions consisting of either multiple choice or graphical questions. The eligibility period for completion of all divisions of the exam varies by State.
- Architects must be able to communicate their ideas visually to their clients. Artistic and drawing ability is helpful, but not essential, to such communication. More important are a visual orientation and the ability to understand spatial relationships. Other important qualities for anyone interested in becoming an architect are creativity and the ability to work independently and as part of a team. Computer skills are also required for writing specifications, for 2- and 3- dimensional drafting using CADD programs, and for financial management.
- Architects held about 132,000 jobs in 2006. Approximately 7 out of 10 jobs were in the architectural, engineering, and related services industry—mostly in architectural firms with fewer than five workers. A small number worked for residential and nonresidential building construction firms and for government agencies responsible for housing, community planning, or construction of government buildings, such as the U.S. Departments of Defense and Interior, and the General Services Administration. About 1 in 5 architects are self-employed.
- Employment of architects is expected to grow by 18 percent between 2006 and 2016, which is [faster than the average](#) for all occupations. Employment of architects is strongly tied to the activity of the construction industry.
- Median annual earnings of wage-and-salary architects were \$64,150 in May 2006. The middle 50 percent earned between \$49,780 and \$83,450. The lowest 10 percent earned less than \$39,420, and the highest 10 percent earned more than \$104,970. Those just starting their internships can expect to earn considerably less.



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

“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 issue in writing – **WRITING ESSAYS**.

Read the essay below. Next, answer the questions that follow as best you can.

I am going to write about newspapers. Some people think that they are becoming a thing of the past. In the past, newspapers were the primary source of news for many people. In the mid-twentieth century, there was no Internet, and most Americans did not have a television. Their daily newspaper was their link to the events of the world.

Now, of course, it's different. You can go online and learn about a news event that happened halfway across the world just moments ago. Or you can turn on the TV and watch a 24-hour news channel. Newspapers don't seem as important as they once did. Circulation rates have gone down.

Many people use public transportation and like to use this time to catch up on the news. A newspaper offers a cheap, convenient way to do that. Newspapers also run in-depth feature stories, the kind of stories you usually don't see online or on TV. And newspapers still give us a sense of community, carrying stories about local people and events.

Many people still say that newspapers' days are numbered, but I don't see it. As long as there is news, there will be newspapers.

1. The first sentence in the first paragraph is the thesis statement, but his one is not very effective. Why not?
 - a. It doesn't tell you what the paper is about.
 - b. It's too long.
 - c. It doesn't grab your attention.
2. What is this writer's position on newspapers?
 - a. Their days are numbered.
 - b. There will always be a place for them.
 - c. They run in-depth feature articles.
3. The fourth paragraph seems disjointed and doesn't flow well from the third paragraph. What does it need?
 - a. A topic sentence
 - b. More examples
 - c. Different examples
4. What type of essay is this?
 - a. Persuasive
 - b. Expository
 - c. Pro and Con
5. Which of the following would provide support for the writer's position?
 - a. A statistic about the number of televisions in the United States
 - b. A personal story about a commuter who likes to read the paper on the train every morning
 - c. Other examples of how people spent their time in the mid-twentieth century

Answers: 1. C, 2. B, 3. A, 4. A, 5. B

HAPPY BIRTHDAY!

<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>
2 David Barbour	2 Caleb Streich	1 Anjelica Marks
5 Arielle Thornton	4 Tyrisha Weekley	21 Richard Utsler
15 Mario Mohorne	6 Oshalon Ferguson	23 Sandina Hadziric
19 Paulina Navarrete	11 Nataj Kelly	21 Nikeyta Drain
22 Kiri Holmes	22 Krystal Robinson	
	25 Jasmine Thomas	
	27 Joninice Humphrey	
	28 Ada Watley	



UPCOMING EVENTS

JANUARY

FRESH/SOPH MEETING	TUESDAY JAN. 6	6-8 PM	UNI-CUE
PARENT MEETING	SATURDAY JAN.10	10-NOON	UNI-CUE
JUNIOR MEETING	MONDAY JAN. 12	6-8 PM	UNI-CUE
SENIOR MEETING	MONDAY JAN. 26	6-8 PM	UNI-CUE

FEBRUARY

FRESH/SOPH MEETING	TUESDAY FEB. 2	6-8 PM	UNI-CUE
ACT TEST DATE	SATURDAY FEB. 7	8 AM	VARIES
JUNIOR MEETING	MONDAY FEB. 9	6-8 PM	UNI-CUE
PARENT MEETING	SATURDAY FEB. 14	10-NOON	UNI-CUE
SENIOR MEETING	MONDAY FEB. 16	6-8 PM	UNI-CUE
ANNUAL BLOOD DRIVE	FRIDAY FEB. 20	1-5 PM	UNI-CUE

MARCH

FRESH/SOPH MEETING	TUESDAY MARCH 3	6-8 PM	UNI-CUE
CULTURE FEST 09	THURSDAY MARCH 5	5:30-8 PM	WATERLOO CENTER FOR THE ARTS
JUNIOR MEETING	MONDAY MARCH 9	6-8 PM	UNI-CUE
PARENT MEETING	SATURDAY MARCH 14	10-NOON	UNI-CUE
SENIOR MEETING	MONDAY MARCH 23	6-8 PM	UNI-CUE