Class of 2021
### House
Welcome to Dartmouth!!

Your name here
Your department here
Purpose of Session

• To answer questions about the morning session
• To give direction to Orientation and choosing classes
• To discuss the Honor Principle

• Approaching classes
  • How to read a syllabus
  • What is Canvas

• Starter advice on picking classes
Rapid Review of General Requirements

• 35 total credits needed to graduate.
• First-year requirements (Writing; FYS, etc.)
• Language Requirement (through level 3 required by 7th term on campus)
• Distributive and World Culture requirements. (Handout)
• The requirements of a Major (though you don’t declare until your fifth term in residence)
Orientation timeline - Today

• Today
  • Go to Sciences Session (if this is the 2:00-3:00 PM timeslot). Moore Theatre, Hopkins Center.
  • Go to “The Principles of our Community.” 5:00PM-6:30 PM. Spaulding Auditorium. Mandatory.
  • Begin Exploring Curriculum

• Thursday (September 7)
• Friday
• Saturday – Sunday
• Monday
  • Start of Classes
• The Rest of the Term....
Orientation timeline

• Today

• Thursday (September 7)
  • Look at your placement record
  • Determine Writ-FYS schedule and placement records (through Banner Student)
    • If scheduled for a fall Writ5, review course descriptions online.
  • Email faculty advisor if you have not already heard from him/her
  • Attend Open Houses. As many as you can.
  • Explore Curriculum
  • Assemble list of 10-12 classes you would be excited about taking
  • Fill out Advising Questionnaire through Banner Student

• Friday

• Saturday – Sunday

• Monday
  • Start of Classes

• The Rest of the Term....
Reading your Placement Record

A course number of 000 indicates that the credit is unspecified. An unspecified credit is not equivalent to a specific Dartmouth course, and will not have implications for placement.

CR for ECON 1 means Lisa can take a higher-level Economics course for which ECON 1 is a prerequisite. No course credit is granted for a CR.

Lisa has “CR” for MATH 3 and 8, and if she wants to continue in Math, she may take MATH 11 (PLC).

5 “CRs” may have implications for placement, but DO NOT count towards the 35 credits required for graduation.

Based on the fact that Lisa studied 3 years of French in high school, she is placed into FREN 2.

This entry can be ignored; “SU” means it is superseded by the exemption and placement above.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course number</th>
<th>Course Count</th>
<th>Grade</th>
<th>Grade Source</th>
<th>Source description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>000</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>BIOL</td>
<td>000</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>ECON</td>
<td>001</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>MATH</td>
<td>003</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>MATH</td>
<td>008</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>MATH</td>
<td>011</td>
<td>0</td>
<td>PLC</td>
<td>AP</td>
<td>College Board Adv Placement</td>
</tr>
<tr>
<td>FREN</td>
<td>001</td>
<td>0</td>
<td>EX</td>
<td>HSFR1</td>
<td>High School Language</td>
</tr>
<tr>
<td>FREN</td>
<td>002</td>
<td>0</td>
<td>PLC</td>
<td>HSFR2</td>
<td>High School Language</td>
</tr>
<tr>
<td>MATH</td>
<td>008</td>
<td>0</td>
<td>SU</td>
<td>LP</td>
<td>Local Placement Test</td>
</tr>
<tr>
<td>WRIT</td>
<td>005</td>
<td>0</td>
<td>PLC</td>
<td>LP</td>
<td>Local Placement Test</td>
</tr>
</tbody>
</table>

Student has been placed in Fall Term Writing 5

Test Scores
How do I know who my faculty advisor is?
Exploring Classes

- Explore, Engage, Excel
- The Timetable
- The ORC [= Organization, Regulations, Courses]
Writing 5 Descriptions

• Through the Registrar’s page, on “registration” tab.

• Through the time table.
Organization, Regulations, and Courses (ORC)

How to read an ORC entry

Course number

Course title

PSYC 28 Cognition

Course description

An introduction to the study of thought, memory, language, and attention from the point of view of information processing. In surveying research in cognitive psychology, substantial contact is made with related cognitive sciences, such as artificial intelligence, linguistics, neuroscience, and contemporary philosophy. In the course of examining general principles of cognition, the following topics are discussed: mental imagery; concepts; reasoning; discourse; monetary and courtroom decision making; eye-witness testimony; social attribution and stereotyping; language in chimpanzees; expert systems; the relationship between human and computer intelligence; the neural basis of cognition; the relationship between information processing and conscious experience; and the philosophical foundations of cognitive science.

This course is taught by Professor Kelley (Dept of Psychological and Brain Sciences)

This course is identical to Cognitive Science 2

This course fulfills an SOC (Social analysis) Distributive requirement, but no World Culture Requirement

This course is offered in Spring of ‘13 and spring of 14, in the 2-hour

www.dartmouth.edu/~reg/courses
Advising Questionnaire!
What are your principal academic interests at this time? (include any possible majors, subjects you might like to study, etc.)

How certain do you feel about knowing what you want to study at Dartmouth? Please note that there is absolutely nothing binding about your answer.

What are your favorite ways to spend time?

Language Information.

What do you think your adviser should know about you?

What are some of the things you hope your adviser will be able to help you with?

What is your understanding of Dartmouth's honor principle?

What is the single question about the world that interests you most, and that you would most like to have the opportunity to explore, either inside or outside of the classroom?

What are your goals for your Dartmouth education?
Orientation timeline

• Today
• Thursday (September 7)

• **Friday**
  • Pre-Health Information Session, 9:00-10:00 AM, Moore Hall, Filene auditorium
  • Pre-Health D-Plan Advising; drop in Open Hours, 10:30-5PM, Haldeman Center, Room 125
  • Meet with your faculty advisor (12:00-5:00pm)
  • Undergraduate Deans’ Drop-in Hours, Baker Berry Advising Center 12:00PM-6PM (Entrance off Library Circulation Area)
  • Register for Fall courses online (before 6pm)
  • View courses (8pm)

• Saturday – Sunday

• Monday
  • Start of Classes

• The Rest of the Term...
Orientation timeline

• Today
• Thursday (September 7)
• Friday

• Saturday – Sunday
  • Drop/Add, if you did not get the three courses, Saturday 8AM – Sunday 6PM. New students only (First Year and Transfers)
  • Registrar’s Office, open Saturday from 8:00am – 12:00 noon.
  • Deans available for course change support in the Residence Halls; check with UGA for location. Saturday from 8:00am-12:00 noon.
  • Monitor timetable if still looking for courses. Particularly WRIT 5.
  • Attend (if you wish) sessions on “Transitioning to College-level writing,” “Transitioning to Learning Math and Sciences,” and “Managing College Reading” (multiple 50 min. sessions, 10AM-12noon, Saturday; Rocky)
  • Buy Books
  • Make sure you know where your classes meet, and at what time

• Monday
  • Start of Classes

• The Rest of the Term....
Undergraduate Deans Office Drop in Hours

- Baker-Berry Library (Entrance off the Circulation/Reference Area)

- Drop in Hours during Orientation
  - Friday September 8, 12:00-6:00 (Student Advising Center, Suite 125 Baker Berry Library, First Floor)
  - Saturday, September 9, 8AM-12PM (Course change support; Residence Halls; check with UGA for location)
  - 8:00 AM- 4:00 PM (Registration adjustments in Registrar’s office)

- Drop in Hours during the year
  - Monday - Friday 1:00-4:00 PM:
Orientation timeline

• Today
• Thursday (September 8)
• Friday
• Saturday – Sunday
• Monday
  • Start of Classes
• The Rest of the Term....
Honor Principle (excerpt)

Fundamental to the principle of independent learning are the requirements of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Dartmouth operates on the principle of academic honor, without proctoring of examinations. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the college and is subject to disciplinary actions, up to and including suspension or separation.

The Academic Honor Principle depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each Dartmouth student accepts the responsibility to be honorable in the student's own academic affairs, as well as to support the Principle as it applies to others.

http://www.dartmouth.edu/judicialaffairs/honor/
You are responsible for:

Read Sources

Read Dartmouth Honor Principle

Read Dartmouth Principles of Community
https://student-affairs.dartmouth.edu/policy/principles-community
Some Principles for Choosing Classes

• Keep the “liberal arts” mission in mind as you choose classes. Explore a range of subjects. Don’t make the mistake of thinking your education lies in the information you memorize.

• Make sure you have at least one small class

• Think about foreign study (LSAs, FSPs)

• Think about opportunities for research or other intellectual collaboration (ex: WISP, etc.)
Reading a Syllabus

• A syllabus:
  • Is an overall description of the course, its topic, its learning goals, and its general arc or structure over the term
  • Will outline expectations (attendance, computer use, etc.)
  • Will outline assignments, grading criteria, due dates
  • Will often (but not always) give schedule of reading. These may change or shift with the progression of the class in any given term

• A syllabus is not a binding contract

• Read your syllabi!!

• Look at all three syllabi to see how they interact/overlap, viz: Assignments and workload and exam schedule
Ritual and Violence in Crusader Jerusalem

History 96.28
Senior Seminar
Spring 2016
2A (T-TH 2-350, W 415-505)
Professor Gaposchkin

Course Description

In 1099, crusaders from Western Europe, after four years on the march, conquered the Holy City of Jerusalem in the climactic event we now call the First Crusade. The Franks set up a lay government, known as the Latin Kingdom of Jerusalem, which lasted in Jerusalem until 1187, and in one form or another in the Levant until 1291. This research seminar explores the history of Latin Jerusalem in the twelfth century, from the establishment of the Latin Kingdom to the fall of Jerusalem to Saladin in 1187. It was designed in consort with a scholarly conference being held at Dartmouth this summer, "The Monastic Crusades: Peace, Culture, and Politics in the Twelfth-Century East".
Some general advice

• 10-week terms go very fast.
• Get sleep
• Get to know your faculty
• Invest in some extra-curricular activities
• Don’t overdo extra-curriculars
• Treat school as your job
Expectations of College level work

• Students are not consumers. And students are not clients.

• The student is responsible to be open to learning, and to take ownership of their own work. This includes deadlines, assignments, time management, etc.

• You are responsible for the content of syllabi.

• You are responsible for reading email and other mechanisms of class communication.

• You are expected to be respectful. (This includes observing etiquette and decorum, in email communication)

• Don’t be afraid to ask for help
Above all...

• Be sure to elect course choices that you are excited about and interested in. The best thing you can do for your academic success is be excited about what you’re learning!

• Think about fall term, but also your goals for the year

• Don’t pre-determine your course of study. 75% of students major something other than what they think they when they arrive.

• Have fun!
The Timetable
Dartmouth’s timetable of classes will structure your week.

65-minute periods three times weekly
9L MWF 8:50-9:55  x-period: Th 9:05-9:55
10 MWF 10:10-11:15 x-period: Th 12:15-1:05
11 MWF 11:30-12:35 x-period: Tu 12:15-1:05
12 MWF 12:50-1:55 x-period: Tu 9:05-9:55
2 MWF 2:10-3:15  x-period: Th 1:20-2:10

50-minute periods four times weekly
8 MTuThF 7:45-8:35  x-period: W 7:45-8:35
9s MTuThF 9:05-9:55  x-period: Th 12:15-1:05

110-minute periods twice weekly
10A TuTh 10:10-noon x-period: W 3:30-4:20
3A M and Th 3:30-5:20 x-period: M 5:35-6:25
3B TuTh 4:30-6:20 x-period: M 5:35-6:25

Early Evening
6A MW 6:30-8:20
6B W 6:30-9:30

NOTE: The time between classes is 15 minutes.