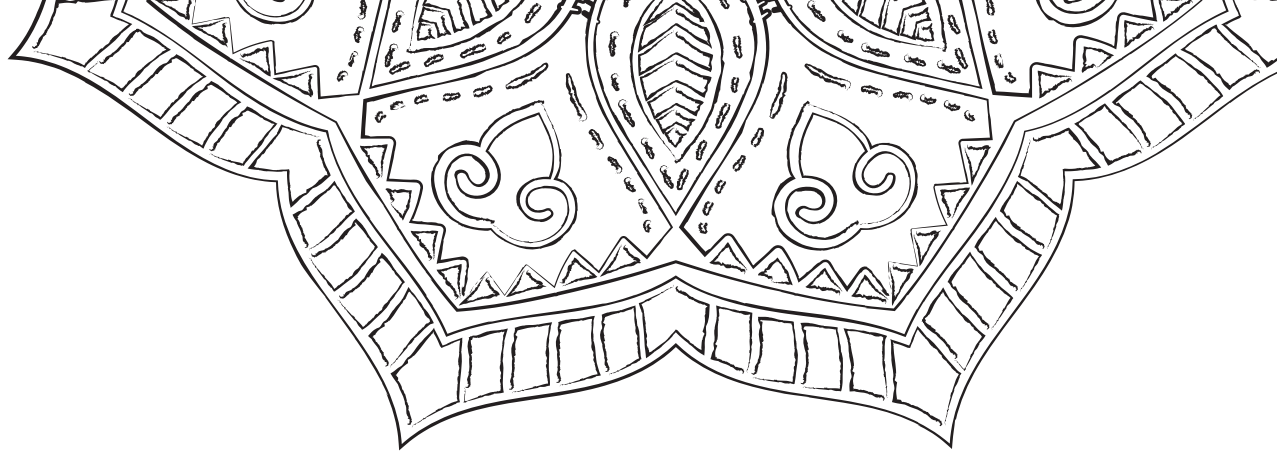




Advising & Registration Workbook & Coloring Book



Hello!

It's time to get excited about advising and registration! We've designed this workbook to assist you. In all, there are five total activities to complete. It is important that you complete each activity by its final deadline. Here are the important dates to remember:

- | | check once completed! |
|---|--------------------------|
| 1. Getting Connected • 4–5 _____ due June 1, 2019 | <input type="checkbox"/> |
| 2. Prepare to Register for Classes • 8–19 _____ due June 14, 2019 | <input type="checkbox"/> |
| 3. Advising and Registration • 22–25 _____ due June 14, 2019 | <input type="checkbox"/> |
| 4. Academic Success • 28–31 _____ due July 1, 2019 | <input type="checkbox"/> |
| 5. Work and Community Engagement • 34 _____ due July 1, 2019 | <input type="checkbox"/> |
| 6. Celebrate! • 36 _____ due anytime! | <input type="checkbox"/> |

If you committed after the deadlines, complete each activity in order as soon as possible. Thanks!



But First...

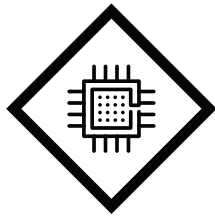
BEFORE YOU GET STARTED, THERE ARE A FEW THINGS YOU SHOULD KNOW.

There is a lot (**A LOT!**) of important information in this packet. It will take you a while to get through it, and it will require you to think, to draw, to dream...

We recommend that you work on this packet in short intervals, over a few days, to give yourself ample time to read it thoroughly, have discussions with friends and family, and consider what you want out of your academic experience at Warren Wilson College.

You will find that there are many interactive exercises, broken out into seven different activities, designed to help prepare you for academic success. We encourage you to complete each activity and to bring this workbook with you to campus, where it can assist you when you speak with your Integrated Advising (IA) Coach, remind you of the services we have to offer, and much more.

**CONSIDER THIS YOUR FIRST OFFICIAL
WARREN WILSON COLLEGE ASSIGNMENT.**



Activity #1

Getting Connected

Read through pages 4–5. Set up your Warren Wilson College email, and consider the specs you need for the laptop you bring to campus.

DEADLINE: JUNE 1, 2019

Getting Connected.

You have one set of credentials to access Warren Wilson College online. Our online systems include our myWWC web portal, Google Apps for Education, and your Warren Wilson wifi access. Instructions to set up your account are below.

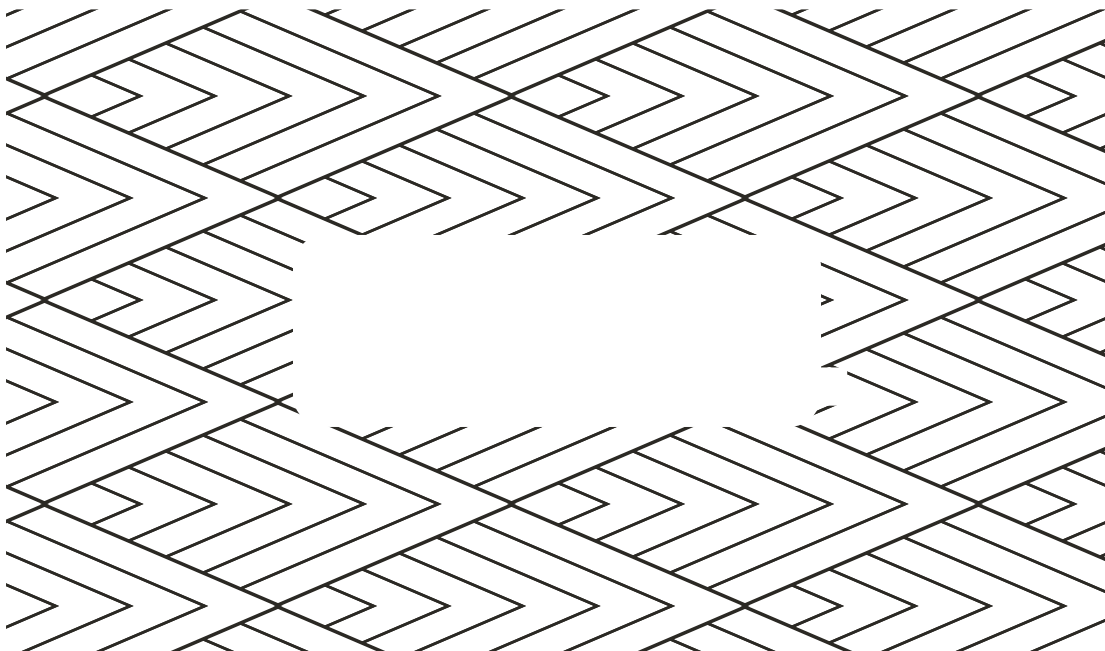
SETTING UP YOUR ACCOUNT & EMAIL

This includes your Warren Wilson College email account, myWWC, your Google Drive, your Calendar, WWC wifi, Moodle (our online learning platform), and more.

- GO TO: <https://reset.warren-wilson.edu>
- Click “My Account.”
- Use your username and temporary password to sign in.
- Follow the instructions to set up security questions and your permanent password.

Now set up your Google Apps for Education account, including your Warren Wilson email.

- GO TO: mail.warren-wilson.edu
- If you are already signed in to Google, sign out or, if using Chrome, add a new profile. Search “Add a person to Chrome” for detailed instructions.
- Use your full email address (your username @warren-wilson.edu) and new password to sign in.
- Check your email regularly. Pre-Orientation communication will go to your new email address.

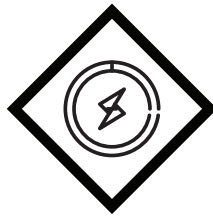


IS MY COMPUTER READY FOR COLLEGE?

Almost all Warren Wilson students bring a computer and other technology with them to campus, which supports their academic goals and requirements. Below, we've gathered suggestions straight from our IT department about what kind of technology you need to be Wilson ready. Computer labs are also available across campus, if needed.

- A modern computer (less than three years old) running either Windows 10 or Mac OS El Capitan (10.11) or later. Laptop recommended.
- A power strip with surge suppression of 1100 joules or higher.
- A computer backup solution in place, in case of disaster. But keep all your papers in Google Drive!
- Warren Wilson College provides access to a subscription for Microsoft Office and Google Apps for Education. You don't need to purchase Office.
- Printing: We provide an allotment of pages for printing in the labs and library that should be enough for your needs.
- Wifi: All dorm and academic spaces have wifi coverage. Please leave your own hotspot at home.





Activity #2

Prepare to Register for Classes

Read through pages 8–19. Complete a couple surveys, take your placement tests, and finish your first writing assignment. All of your work gets us ready to advise and register you for Fall 2019!

DEADLINE: JUNE 14, 2019

Transfer students: skip the First Year Seminar section and the BCSSE survey.






Explore the First-Year Seminar Experience.

New first-year students (but not transfer students) register for a First-Year Seminar. This course is a key component of Warren Wilson's first-year experience and provides an opportunity for students to be introduced to our faculty, our academic expectations, our community engagement opportunities, and each other in small, seminar-style courses.

BY INDICATING WHICH COURSES MOST INTEREST YOU, WE WILL BE ABLE TO MATCH YOU WITH A FIRST-YEAR SEMINAR FOCUSED ON THE ISSUES THAT ENGAGE YOU.

Review the First-Year Seminar descriptions below. As you go, color in the number of stars (1–5) for each seminar based on which ones are most interesting to you. At the end, list your top three choices. You will then submit your preferences in your online Academic Survey by **June 14th**.

SACRED SCREENS: RELIGION AND FILM (Honors Section)





 There are a couple of ways to approach studying religion and film — we can explore film as a way to interpret religion, or religion as a way to interpret film. In this course, we'll do a bit of both. We'll screen films from around the world and draw from multiple religious traditions in our study of how religion and film interplay in visual storytelling. The intersection of film studies and religious studies is emerging as a rich place for academic study. We'll take what we learn to the community, supporting the work of folk who are promoting film as a means of cross-cultural engagement.

YOUR INSTRUCTOR: **Dr. Brian Ammons** is Chaplain and Director of Spiritual Life and teaches in the Interfaith Leadership minor. His research and writing has been at the intersection of queer theory, spirituality, and education. Outside of school, he works with his husband to lead storytelling events, movie nights, retreats, and festivals.

BRAIN BASICS: HUMAN NEUROSCIENCE FOR A HEALTHY LIFE (Honors Section)

The human brain is one of the most complex systems ever studied, and although there are still many unknowns in the field of neuroscience, there have also been many exciting discoveries that can help us understand our own thoughts, emotions, and actions. In this course, we will examine how the human nervous system supports behaviors like perception, attention, memory, and decision-making. We will focus on translating knowledge about neuroscience and psychology into strategies that can promote healthy habits for learning, growing, and connecting with one another. We will spend time reading and writing about the theories and applications of current research, and we will also partner with local organizations who are working to enhance growth and well-being in our community.

YOUR INSTRUCTOR: **Dr. Jen Mozolic** is a psychology professor with a passion for exploring the environments and experiences that support healthy brains and behaviors. After earning her PhD in Neuroscience, she came to Warren Wilson to share this passion with students, to continue learning about learning, and to enjoy this vibrant and beautiful community with her family.



TELLING STORIES WITH OBJECTS: THE ART OF CURATING (Honors Section)

This is a course about curating. To curate is to select, to organize, and to arrange. The term originated within the art world, but is now applied to almost every aspect of our lives, especially our lives online. What is the role of the curator as a creator of experiences? Can the work of a curator and the creation of an exhibition be thought of as an intervention, a provocation, or even activism? As the culminating project of this course, we will make an exhibition for our community in Warren Wilson's Holden Gallery.

YOUR INSTRUCTOR: **Dr. Julie Levin Caro** is an art historian and curator who specializes in modern and contemporary art. Born and raised near New York City and Atlantic Beach, she has taken to the mountain lifestyle of western North Carolina with its local art and music traditions.



HONORS SECTIONS provide students the opportunity to thrive in an academically stimulating learning environment. Through careful integration of research, field work, class discussion, and community engagement, Honors FYS promotes advanced student scholarship and intellectual inquiry in the arts, humanities, and sciences.



THE BIOLOGY OF IDENTITY

This course will explore the paradox that everything in biology is connected, and everything in biology is unique. When studied at the level of genes, genomes, cells, organisms, populations, or ecosystems, our understanding of what constitutes a biological entity expands and shifts. Topics will include the history of life, symbiosis, self/non-self recognition, and the evolution of altruism. Through community service and discussion, we will attempt to connect our understanding of biological identity to our own personal understanding of who we are.

YOUR INSTRUCTOR: **Dr. Jeff Holmes** is interested in understanding what life is at the level of genes and cells, primarily through doing clever experiments in controlled laboratory settings on curious, often microscopic organisms. He is attracted to misfit organisms that challenge the rules, are often ignored by the mainstream, and maybe even seem pointless, but who amuse him with their unexpected behaviors.



EVERYBODY'S ENVIRONMENT! ON THE GROUND WITH ENVIRONMENTAL JUSTICE

What happens when community-based justice work and environmentalism intersect? In this First Year Seminar, students find out. We explore diverse perspectives on environmental issues, asking: "Which perspectives are missing? Whose voices don't we hear? What does just and inclusive environmental protection look like?" We walk, talk, read, write, and discuss, and we also collaborate with a partner organization to work on environmental solutions with diverse communities in the greater Asheville area.

YOUR INSTRUCTOR: **Dr. Amy Knisley** is a western N.C. native who, after nearly 30 years living and working in places from Colorado to Alaska to Manhattan, returned to her roots. She joined Warren Wilson's Department of Environmental Studies in 2012, where she puts her training in philosophy and law to work by teaching and researching in the areas of environmental law, policy, and ethics, as well as supervising the Environmental and Social Justice Crew. With her husband Ed, she's co-owner of Betsy's Farm, an organic market garden operation in Canton, N.C.



LIVING THE GOOD LIFE

What does it mean to be good? Since the earliest writings we know of, humans have struggled with this question and the host of other questions it raises: Who defines "good"? Does a universal moral code exist? Is there some sort of evolutionary imperative to being good? How does the concept differ today from when Aristotle wrote about it? Or Lao Tzu? Or Thomas Merton? This course will use readings in fiction, poetry, philosophy, and neuroscience as well as music, film, and community engagement to look

at the ways the idea of being “good” has infused humanity with meaning and focus. We’ll also explore how we define the idea for ourselves, and how that might shape the way we act in the world.

YOUR INSTRUCTOR: **Dr. Jamieson Ridenhour** is fascinated with the way we use story to shape our world. He writes and produces the popular audio drama *Palimpsest*, and is a scholar of horror literature, a novelist and playwright, and a lover of jazz and punk.



TOOLS AND PROCESSES OF ACADEMIC WRITING

Many students enjoy writing outside of school but have not yet felt motivated around academic writing, and they may even worry as they start college what academic writing entails. This course is designed to demystify and enliven the college writing experience. We will plug into examples of lively and interesting contemporary nonfiction, and we will each identify authors whose style or subjects speak to us. We will emulate those authors in writing our own personal and analytical essays, practicing forms that are common in academic disciplines. Best of all, we will partner with budding third grade authors in the Asheville community, visiting Ms. Duffy’s classroom at Isaac Dickson Elementary once a week to share writing workshop time.

YOUR INSTRUCTOR: **Dr. Julie Wilson** runs the Warren Wilson Writing Studio on campus and in its satellite location at a local women’s prison through Warren Wilson’s Inside-Out Program. She loves the opportunity to learn alongside students, to continually see the world through new eyes.



EVERYBODY NEEDS TO EAT: FOOD AND WELLNESS

What makes foods nutritious? How do growing conditions, cooking, and processing affect the value of a food? Preparing and eating food are activities central to the human experience, and yet many of us eat without considering how our meal choices affect the health of our bodies or our environment. In this course, we will approach eating from several angles, including: nutrition, concerns about access to healthy foods, sustainable food practices, and even how the use of cooking may have influenced human evolution. We will partner with organizations that provide local communities with regular access to healthy fresh foods, as well as guidance on how to grow and prepare them.

YOUR INSTRUCTOR: **Dr. Kim Borges** is a biochemistry professor who studies the intersections of public health, environment, and the chemistry of living things. In her free time, she enjoys gardening, fiber arts, and exploring the local mountains.



FINDING YOUR VOICE THROUGH IMAGES AND TEXT

How do you tell a story with images? In this studio course, students will develop visual language skills by creating zines and comics using drawings and handmade prints. Students will draw inspiration from contemporary printmakers and graphic novelists while learning the foundational skills of craftsmanship, tools, and techniques of printmaking and book binding from a historical and cultural perspective. We will also explore the intersection of text and image through drawing techniques that combine elements of visual art and the vocabulary of comics. Along with telling personal stories, we will engage with a community partner to become a voice for others and transform their stories into hand held prints and books.

YOUR INSTRUCTOR: **Dr. Jessica White** is the Professor of Printmaking at Warren Wilson, where she also teaches drawing, book arts, and papermaking. As a founding member of Ladies of Letterpress, you can often find her pattering around in her letterpress print shop above a brewery in the River Arts District. She relaxes by learning how to read and write Chinese and how to play the ukulele.



COMMUNICATING CONSERVATION IN THE SOUTHERN BLUE RIDGE

Western North Carolina is full of special places; this richly diverse temperate rainforest houses some of the world’s most amazing and threatened species and ecosystems. Saving special places and organisms takes more than just good science and policy. Modern conservation must also include effective communication with key stakeholders, including the general public. In this course, students will participate in local conservation projects, helping to share the stories of the imperiled ecosystems of western North Carolina and the dedicated people working to help save them. Students will learn and

practice science communication techniques, including scientific writing, video, photography, podcasting, and dissemination through social media and other outlets.

YOUR INSTRUCTOR: **Peter Erb** is a conservation biologist-turned-filmmaker who teaches science communication and documentary film courses at WWC. When not behind the lens of a camera, Peter is often found hiking in WNC or Montana with his wife, daughter, and Bernese mountain dog, Bridger.



THE MUSIC OF POETRY AND THE POETRY OF MUSIC

Ancient epic poets regarded poetry as a form of music. The nineteenth-century cultural critic Walter Pater famously wrote that “All art constantly aspires towards the condition of music.” This course explores the deep kinship between poetic language and musical “language,” and it also considers some of the fascinating research that connects these art forms more broadly to the human experience. Readings will include Oliver Sacks’ *Musicophilia: Tales of Music and The Brain* and Daniel Levitin’s *This Is Your Brain on Music*. We will also take our exploration of these subjects beyond the classroom in the form of service outings to a nearby preschool.

YOUR INSTRUCTOR: **Dr. Michael Matin** teaches and writes about modern literature of Britain and the former territories of the British Empire. When not reading a novel or playing his piano, he enjoys spending time with his family and his dog, Max.



WILDERNESS AND THE AMERICAN MIND

Ever wonder about the difference between a park, a wilderness, and a forest, or think about the stories and controversies behind these beautiful places? “Wilderness” is a social construct and the wilderness movement in the United States has a fascinating history, full of social and cultural dilemmas. This class will explore the voices influential in this movement, as well as voices that have been largely absent, while considering our relationship with natural spaces and the impact they have on our lives. Students will read and write about the wilderness movement, becoming familiar with important literature, historical events, and cultural artifacts, and they will engage and with various types of natural environments through service learning and labs.

YOUR INSTRUCTOR: **Dr. Jill Overholt** is a professor in the Outdoor Leadership Department, where she helps students learn to utilize the natural environment and adventure activities as vehicles for personal/social growth and development and educational purposes. In previous lives, she has served as a Peace Corps volunteer in Armenia, worked as an instructor and course director for the Colorado Outward Bound School, and held various positions as ropes course facilitator, camp counselor, camp director, and environmental educator.



DISMANTLING OPPRESSION

“When we identify where our privilege intersects with somebody else’s oppression, we’ll find our opportunities to make real change.” — Ijeoma Oluo.

Nearly everywhere we look, there exist systems of oppression designed to keep entire groups of people from experiencing social successes — and deliberately harming them. While these systems were designed intentionally to protect those in power, they are supported and continued by groups of people, many unwittingly. The privilege of those who benefit from these oppressive structures can be used to dismantle these systems for those who are disadvantaged and harmed by them. In this course, service with organizations of color in Asheville and use of popular fiction and films will support students’ learning about how these systems operate, and how students’ privilege can be enacted in allyship, advocacy, and activism to promote the equity necessary for us all to enter into full citizenship among our fellow human beings.

YOUR INSTRUCTOR: **Dr. Jody Escaravage** is a social work instructor who believes students have the capacity to be the directors of their education and can either use that power for good or evil. Before Warren Wilson College, she practiced and/or taught social work in Charlotte, NC, New York City, and Richmond, VA. Her time is divided among her partner, kid, dog, and house, and she can usually be found getting out of her comfort zone to learn new things.



A CIVIL RIGHT: FROM MATH ANXIETY TO MATH LITERACY

What makes something a civil right? What violates civil rights? What is math literacy? Is math literacy a civil right? Should it be? What is math anxiety, and how does it prevent math literacy? In this course, students will explore these questions by researching, reading, and discussing civil rights historically, math literacy, and math anxiety. Students will work with community partners to explore race relations and/or educational access. This course is designed for students who wish to learn about the civil rights movement and to learn about math anxiety in order to help those who suffer from it (even if the afflicted person is you!).

YOUR INSTRUCTOR: An insatiable reader and a mathematician who loves to play in the dirt, **Dr. Gretchen Whipple** passionately wishes to improve everyone’s attitudes about, as well as understanding of, mathematics.



PERFORMING SOCIAL JUSTICE

This studio/seminar course seeks to provide foundational knowledge of the history of activist and social justice theatre and performance movements as well as offer tutelage and guidance to citizen actors in creating a performance piece. The intention of the piece is to increase audience awareness of social justice issues by using public dialogue to promote positive change. To achieve this goal, the instructor will use a combination of reading, viewing, and discussing past and present activist theatre, as well as rehearsal, writing, and critique as needed. No experience in theatre or acting is necessary, only the desire to change the world. Our community partner is Different Strokes Performing Arts Collective, a local activist theatre company.

YOUR INSTRUCTOR: **Candace Taylor, M.F.A.**, is an actress, teacher, vocal coach, and director who is Chair of the Theatre Department at Warren Wilson College. She has performed with the Acting Company, directed a lot of Shakespeare, and created Walt Disney Theatrical’s first ever outreach project for the Broadway production of The Lion King.



EXPERIMENTAL ARCHAEOLOGY: UNDERSTANDING THE FIRST SWANNANOA COMMUNITY

Long before Warren Wilson students experienced the Swannanoa valley, a different people called this valley home. They were Tsalagi, Cherokee ancestors, and one of their largest villages from the 15th century is located on the Warren Wilson College campus. Through experimental archaeology, this class explores the craft traditions and technology of the Cherokees and other traditional peoples from around the world. Through readings, videos, and workshops, we will explore the ways in which all of our ancestors adapted to their worlds with tools and material culture. This is a fully experiential course where we will learn to make stone tools, pottery, and other forms of artifacts. Our lessons will also be applied to the on-going construction of a replica of the Tsalagi (Pisgah culture) village at the Warren Wilson archaeology site.

YOUR INSTRUCTOR: **Dr. David Moore** has enjoyed the archaeology of western North Carolina for more than forty years. He feels lucky that archaeology creates his own personal time machine to explore the cultural and natural landscapes of the world.



STORIES AND WHY WE TELL THEM

As far as we know, every culture has some kind of story-telling tradition: the urge to tell and to hear stories seems to be one of the distinctive characteristics of our common humanity, though the reasons for this common fascination seem as varied as the stories told. In this course, we will study a variety of stories from different times and places and a few of the theories that those who study stories (“narratologists”) have found for our telling. Readings will include (tentatively) selections from The Thousand and One Nights (aka The Arabian Nights); A.S. Byatt’s The Djinn in the Nightingale’s Eye; Roger Abraham’s anthology,

African American Folk Tales; an unexpurgated Grimm’s Fairy Tales; an anthology of Western North Carolina folk tales; Haruki Murakami’s collection of stories, *The Elephant Vanishes* (translated from the Japanese), Viktor Frankl’s *Man’s Search for Meaning*, and Bruno Bettelheim’s *The Uses of Enchantment*.

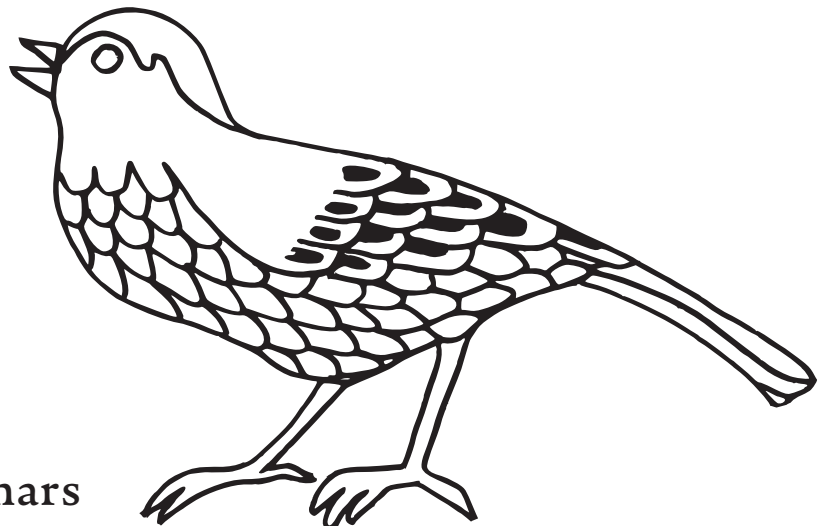
YOUR INSTRUCTOR: **Dr. David Mycoff** has taught English and occasional Theatre courses at Warren Wilson College for nearly thirty-four years and has performed with a number of area theatre companies in over seventy-five fully staged productions. When he is not preparing for classes or performances, he might well be found reading or contemplating the mountains on his back deck in the company of his semi-feral cat, Mewstache (aka The Hobbit Cat).



ROOTS MUSIC AND AMERICAN IDENTITY

The multicultural spectrum of American roots music comprises such captivating sounds as the Delta blues guitar, Cajun fiddle, gospel choir, Cherokee drum, bluegrass banjo, klezmer clarinet, Tejano bajo sexto, and zydeco accordion. In this course, we will explore such genres and how American communities make them meaningful and useful in their lives, especially as reflections of class, gender, race, place, and other markers of identity. Scholarship on artists ranging from Lydia Mendoza and Vera Hall to Bill Monroe and Muddy Waters will inform students’ thinking about regionalism, tradition, authenticity, syncretism, and other important issues as they engage such topics in various writing assignments. Through a program called “Just Press Play,” the class will partner with a local neuro-medical treatment center, helping facilitate therapeutic music activities for residents based on their individual identities and preferences.

YOUR INSTRUCTOR: **Dr. Kevin Kehrberg** has performed and recorded as a professional bassist for over twenty years, primarily in jazz and traditional music settings. After earning a Ph.D. in musicology and ethnomusicology, he came to Warren Wilson in 2010 where he performs frequently as a freelance musician, researches the vernacular music of the region, and enjoys living in Swannanoa with his wife and three children.



The Three First-Year Seminars
That Most Interest Me Are:

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Placement Test Instructions.

What is a placement test?

At Warren Wilson College, we use placement tests to help determine the best level for you to begin your academic coursework. These tests are used to measure where you are right now. It's important you take them seriously, but don't feel pressure to study or prepare too much. Basically, we want a snapshot of where you are, so we know where you should start.

Transfer students: you should also complete select placement tests.

We offer three placement tests, and you'll determine which ones you need to take based on what you plan to study. You do not have to take all of your placement tests at one time (in fact, we wouldn't recommend it), but they should all be completed by June 14, 2019.



Placement Test Information.

The College has three placement tests.

1. Math Placement Test

- All incoming students are **REQUIRED** to take this test (including transfer students).
- Please choose the test based on what you have studied.
- **LENGTH:** 60 minutes long, and must be completed in one sitting.
- **NOTE:** Have pencil and paper on hand. Test should be completed without a calculator.
 - If you have studied trigonometry, take Exam 3.
 - If not, but you have a reasonably strong algebra background, take Exam 2.
 - Otherwise, take Exam 1.

2. Chemistry Placement Test

- Do you plan to study science at Warren Wilson? This includes natural science majors (chemistry, biology, etc.) and environmental studies students, as well as students interested in medical school or other health professions. If yes, you must take this test.
- If you are a transfer student considering a science major who hasn't transferred in General Chemistry credit, you should also take this test.
- **LENGTH:** 80 minutes long, and must be done in one sitting.
- **NOTE:** You may use a calculator.

3. Spanish Placement Test

- If you have studied Spanish in high school or speak it at home, and if you think you might take Spanish in college, you must take this test.
- Transfer students considering studying Spanish should take this test.
- **LENGTH:** untimed.

TO TAKE YOUR PLACEMENT TESTS:

GO TO: <https://warren-wilson.edu/new-students> for detailed instructions on how to access the Placement Tests.



Your First Warren Wilson Writing Assignment

As a Warren Wilson student, you will write frequently in your classes. You may feel excited about that, nervous, or somewhere in between, depending on your writing background. We know you will do well, and that starts with considering your relationship with academic writing. That is the purpose of this assignment.

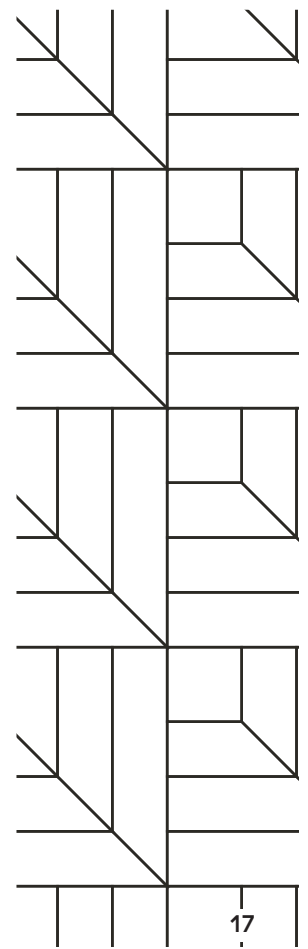
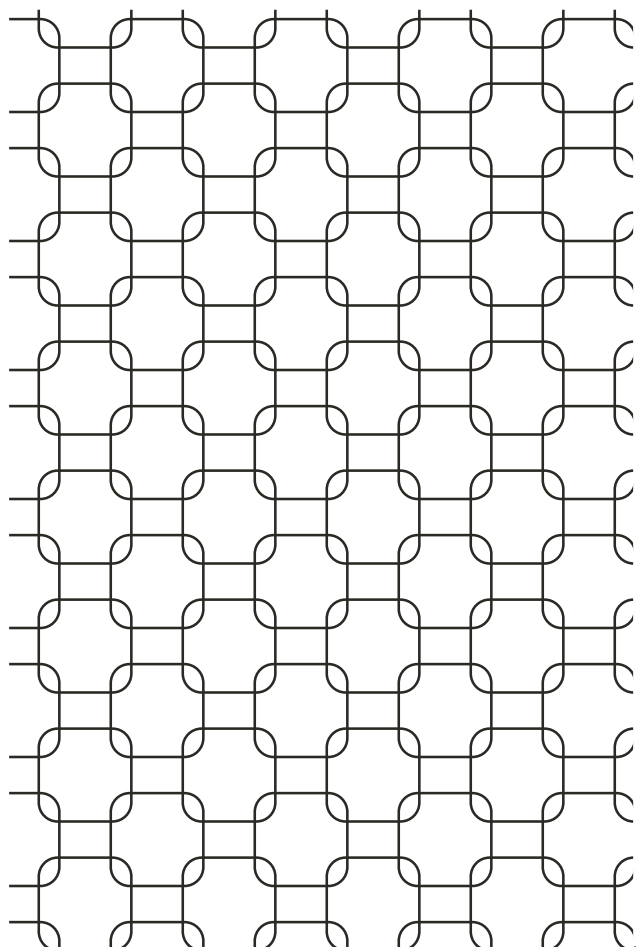
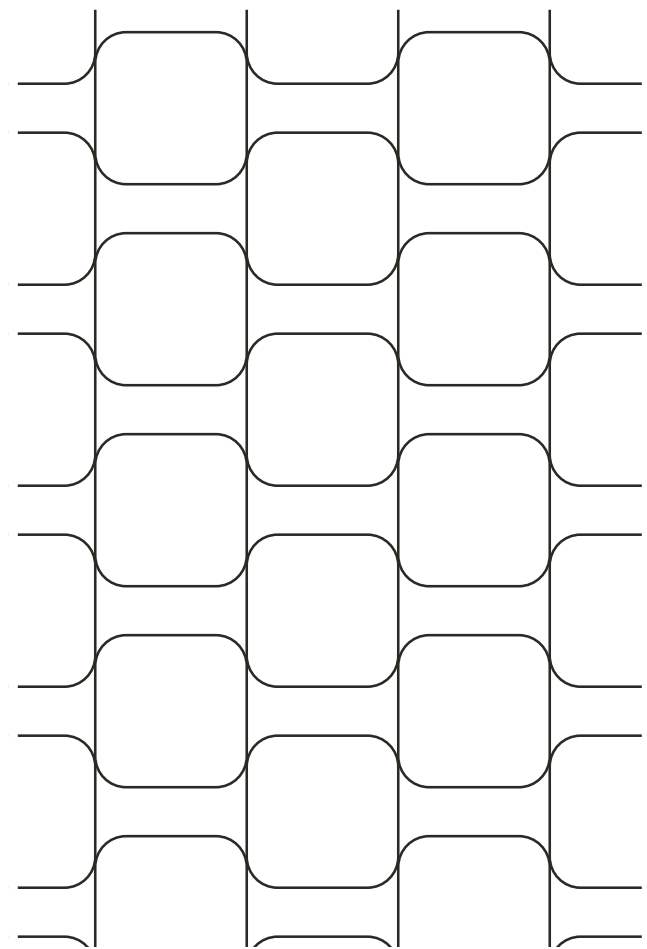
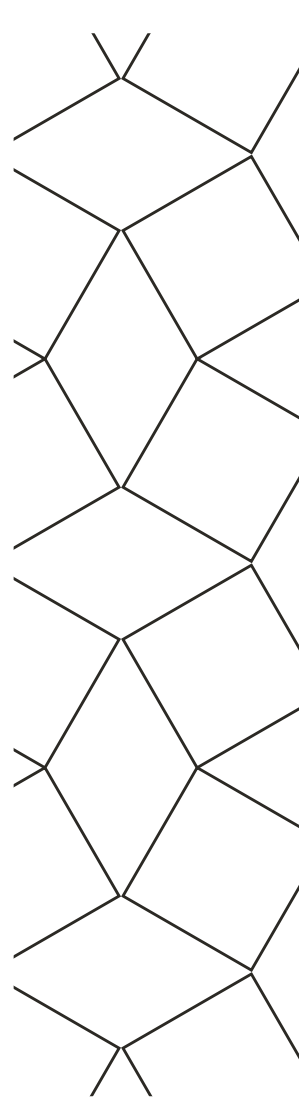
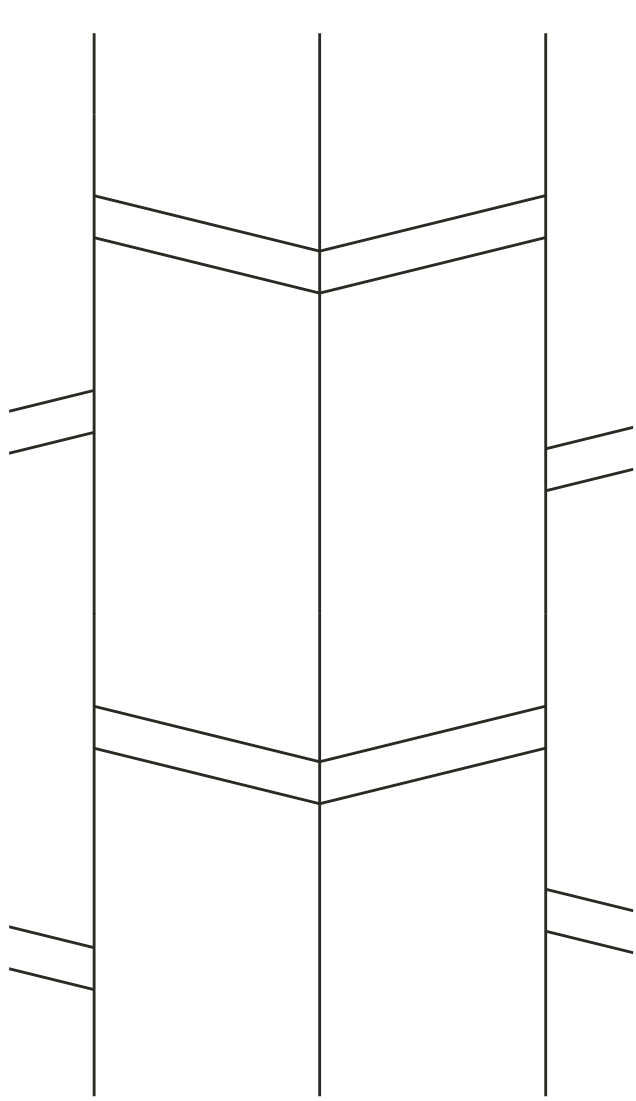
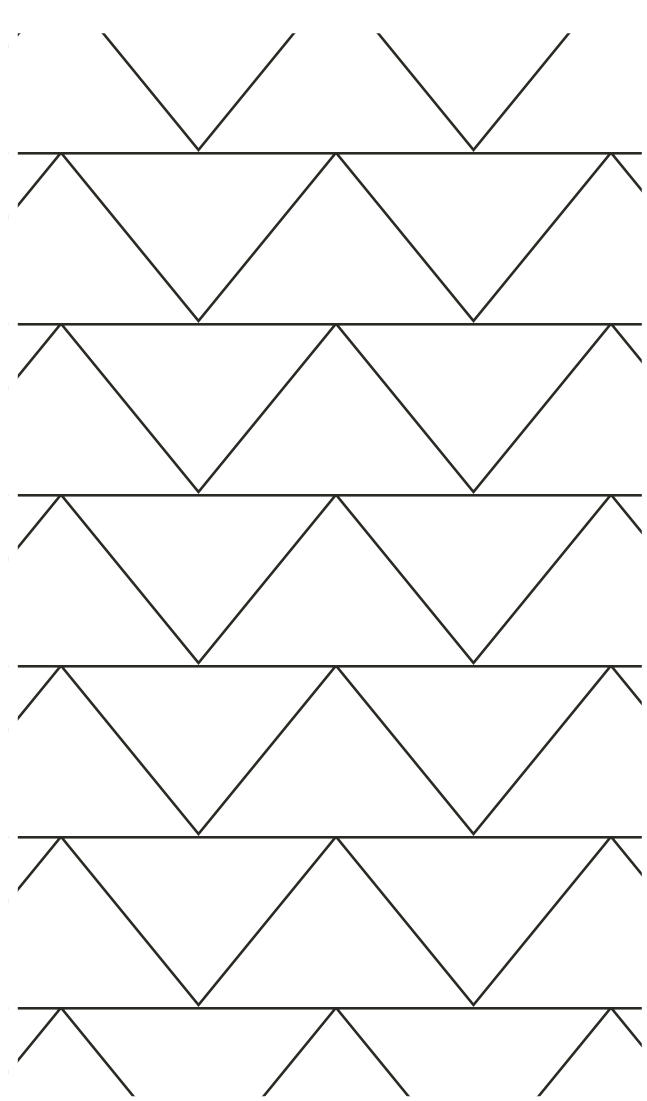
The link below will take you to the assignment, which takes students about two hours to complete. This assignment is for first-year and transfer students.

The assignment will ask you to:

1. Listen to a lecture by a contemporary writer.
2. Compose a 300–500 word essay in response to the lecture.
3. Answer a few questions about your writing background.
4. Review specific courses and writing support that are optional during your first semester, and select any that seem useful to you. Your advisor will read your essay and talk with you to finalize your selection of courses and writing support.

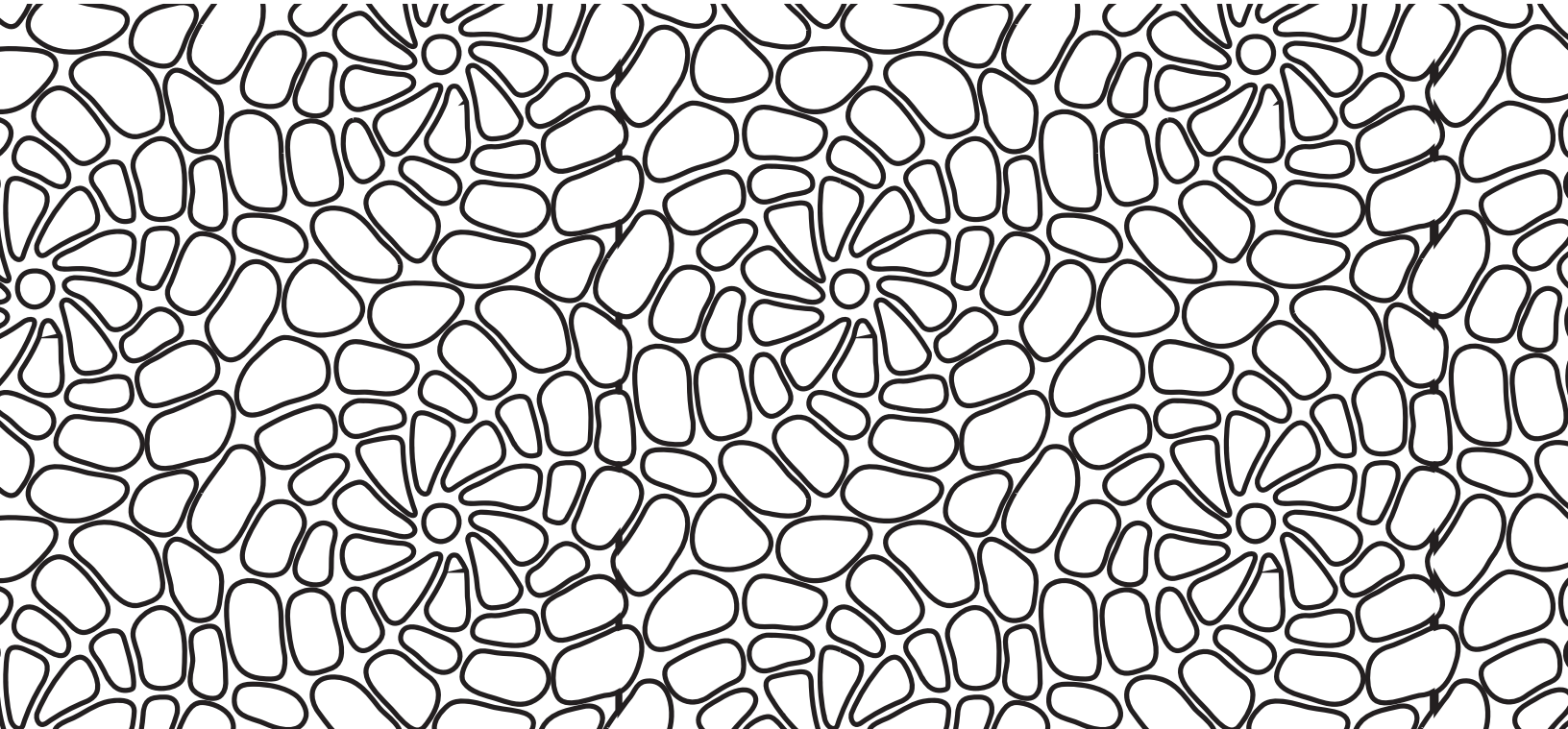
This assignment is not designed to evaluate student writing, nor is it designed to place students into a certain writing course based on skill-level. Rather, this assignment will help your advisors and instructors get to know you as a writer, and ensure that you get the writing support that you need.

To complete your First Warren Wilson Writing Assignment go to:
<https://warren-wilson.edu/new-students>



Where are you now?

Ensuring that we are meeting your needs requires us to occasionally ask you to participate in important surveys. Transfer students: please skip this survey and continue to Activity 3 on page 21.



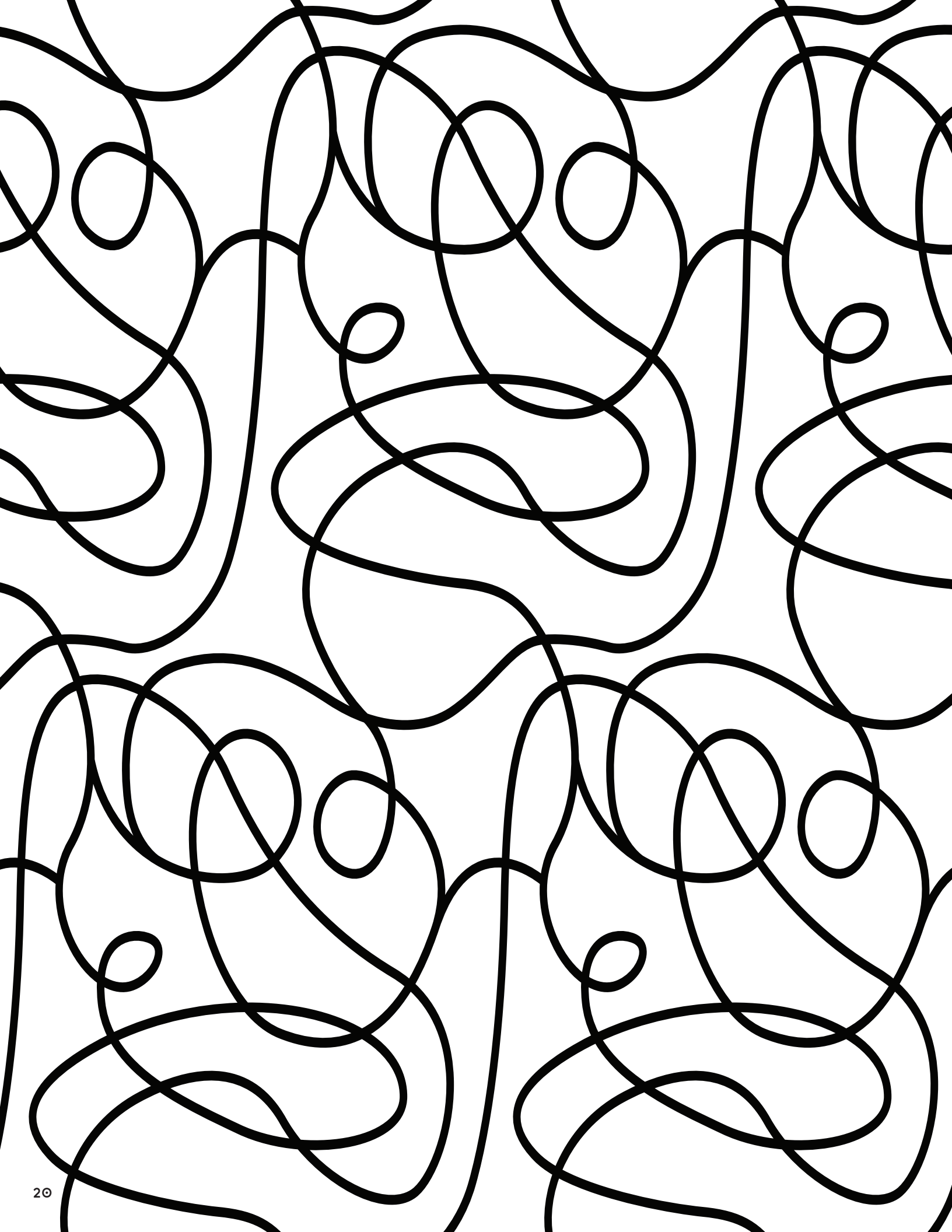
We're deeply committed to assessing your needs and developing support services and programming to ensure your success. One of the ways we do this is through a survey called the Beginning College Survey of Student Engagement (or BCSSE). Thousands of institutions across the United States and Canada have participated in BCSSE since its launch in 2007, and it assesses your high school experiences as well as your expectations and concerns about college.

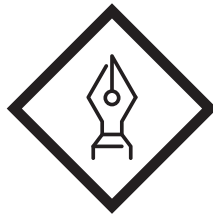
We will email you a link to complete the BCSSE survey online. This email will be sent to your Warren Wilson College email account. We request that you complete the survey by **June 14**. Once submitted, the information will be provided to your IA Coach, providing helpful information as you register for courses.

And now, another survey, just for fun.

Let's find out how well you know
Warren Wilson College, shall we?

1. How many barns are there on the Warren Wilson farm?
a. 2 b. 6 c. Barns on barns on barns... d. 3
2. What is the name of the Warren Wilson College special coffee blend?
a. Dirt Worshipper b. Night Owl c. Mountain Morning Dew d. Swanna-Nowhere Joe
3. What percentage of the food served in our dining facilities is from local and/or on-campus sources?
a. 18% b. 52% c. 9% d. 34%
4. What are the names of our two draft horses?
a. Salt n Pepa b. Gold and Star c. Doc and Dan d. Harry and Sally
5. What species of tree is every Warren Wilson graduate given during commencement?
a. White oak b. Red spruce c. Eastern hemlock d. Pawpaw
6. Alumni Ambassador, Rodney Lytle ('73), narrowly missed out on landing a role in what classic 80's movie due to a scheduling conflict with his work on the Warren Wilson Heavy Duty crew?
a. Back to the Future b. The Karate Kid c. Top Gun d. Dirty Dancing





Activity #3

Advising and Registration

Read through pages 22–25. Learn about our holistic approach to advising, meet your Integrated Advising (IA) Coach, and register for your first semester of courses.

DEADLINE: JUNE 14, 2019

Your Integrated Advising Coach

Your Integrated Advising (IA) Coach will help you choose and register for courses until you declare a major. Your coach stays with you throughout your time at Warren Wilson, personalizing your journey, helping you bring together the right experiences to become who you want to be, and ensuring that you are prepared to make the changes you want to see in the world.

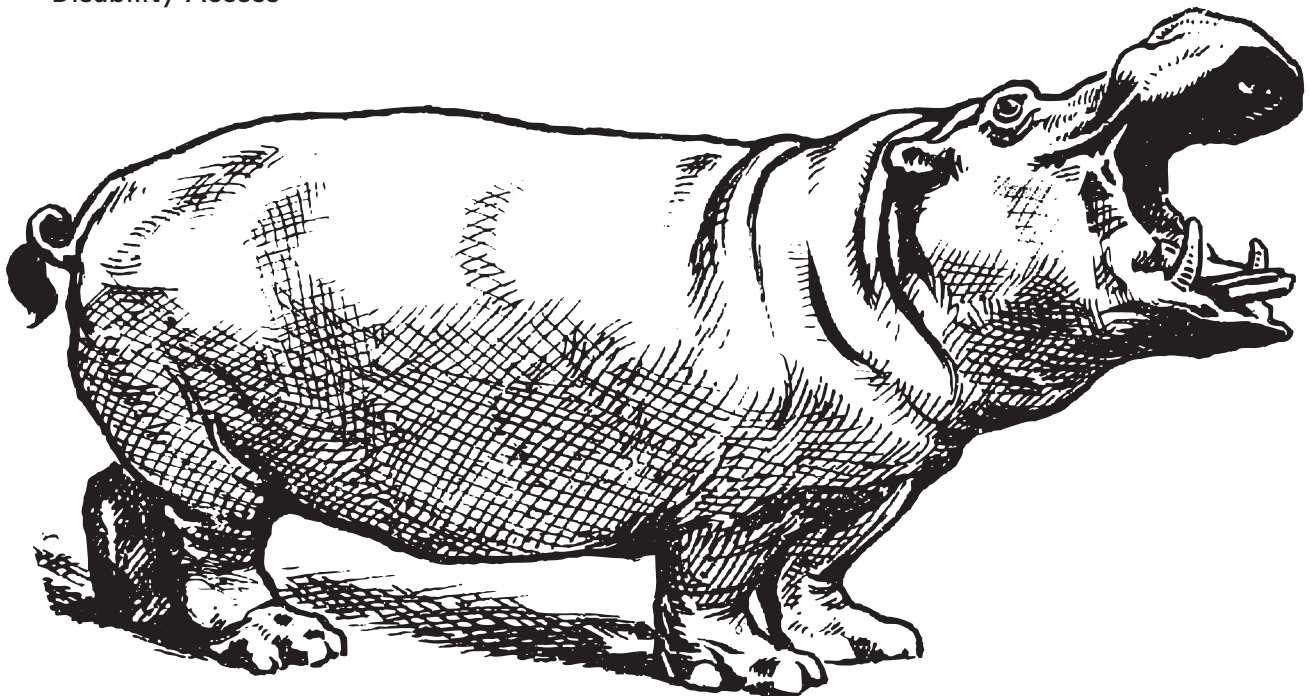
The Center for Integrated Advising & Careers

You will meet with your Integrated Advising Coach in the Center for Integrated Advising & Careers, where you will also find all of the resources you need to support your goals and maximize your time at Warren Wilson.

Your coach will help you pair your academic plan with experiences that complement your focus area, including hands-on community engagement opportunities, work crews, research, professional internships, and even study abroad courses or programs.

Resources Include:

- Career Development
- Internships
- Community Engagement
- Academic Support
- Disability Access



Getting Ready To Register

FOR YOUR FALL 2019 COURSES

With the assistance of your IA Coach, you will be registering for your Fall 2019 courses during the month of July. Your IA Coach will meet with you via phone, online, or inperson. The following steps are required:

1) SEND US YOUR OFFICIAL AP/IB TEST SCORES

We cannot advise you accurately if we haven't received these scores, since your performance may fulfill some of our requirements.

2) SEND US ALL FINAL OFFICIAL HIGH SCHOOL AND COLLEGE TRANSCRIPTS. HIGH SCHOOL TRANSCRIPT MUST INCLUDE PROOF OF GRADUATION.

This is required by North Carolina state law.

3) TAKE YOUR PLACEMENT TESTS, WRITING ASSIGNMENT, AND THE BCSSE SURVEY

Be sure to have them completed by June 14th.
(Note that transfer students will not take the BCSSE.)

4) RESPOND TO YOUR IA COACH

When you receive an email from your IA Coach (it will be sent to your Warren Wilson email in early July, so be sure you're checking it regularly!), respond promptly, and set up a time for your first meeting. Make sure to note the name of your Coach and your meeting day/time in the black box on the bottom of the page.

5) SUBMIT YOUR HEALTH FORMS

If your health forms are not submitted by the second week of classes, we are required by the state of North Carolina to drop your registration, and you will have to leave. Yikes! Transfer students must complete the Health Form including a physical from the last year.

You can find the Health Form on the New Students website:
<https://warren-wilson.edu/new-students/>

You may send all of your documents to:

Warren Wilson College
Office of Admissions
CPO 6375
PO Box 9000
Asheville, NC 28815

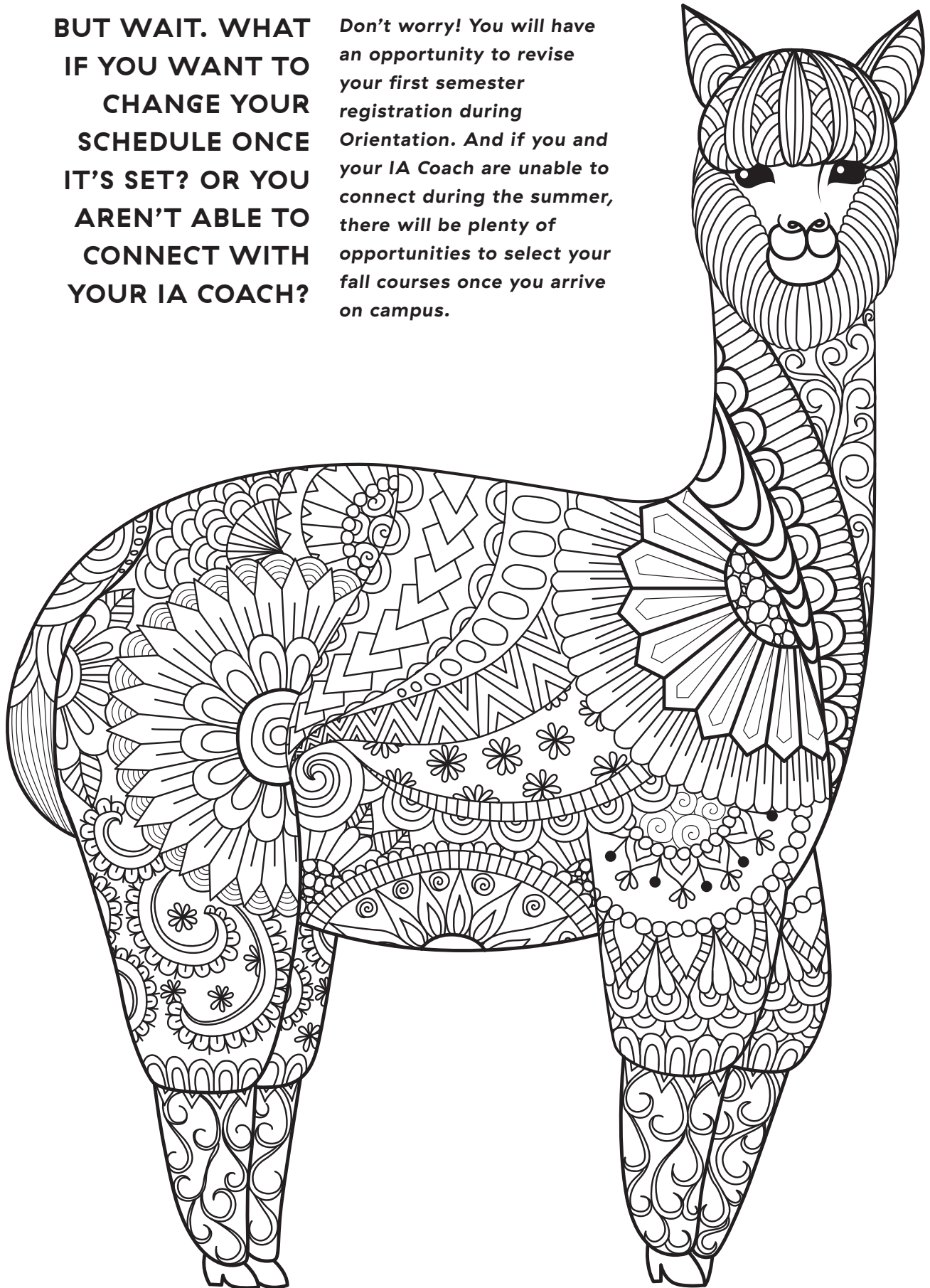
My IA Coach:

Appointment date:

Appointment time:

**BUT WAIT. WHAT
IF YOU WANT TO
CHANGE YOUR
SCHEDULE ONCE
IT'S SET? OR YOU
AREN'T ABLE TO
CONNECT WITH
YOUR IA COACH?**

Don't worry! You will have an opportunity to revise your first semester registration during Orientation. And if you and your IA Coach are unable to connect during the summer, there will be plenty of opportunities to select your fall courses once you arrive on campus.



FUTURE PLANNING

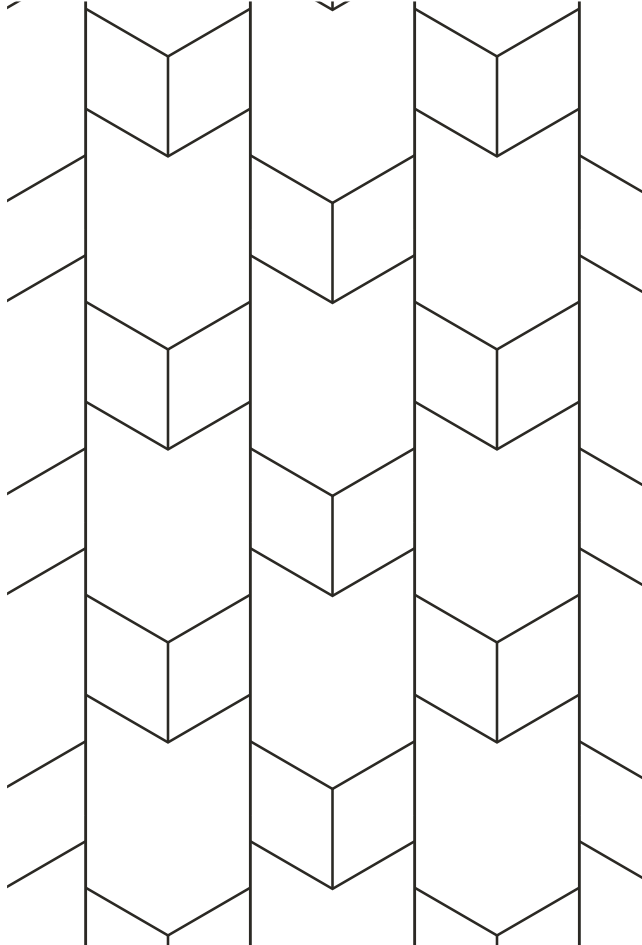
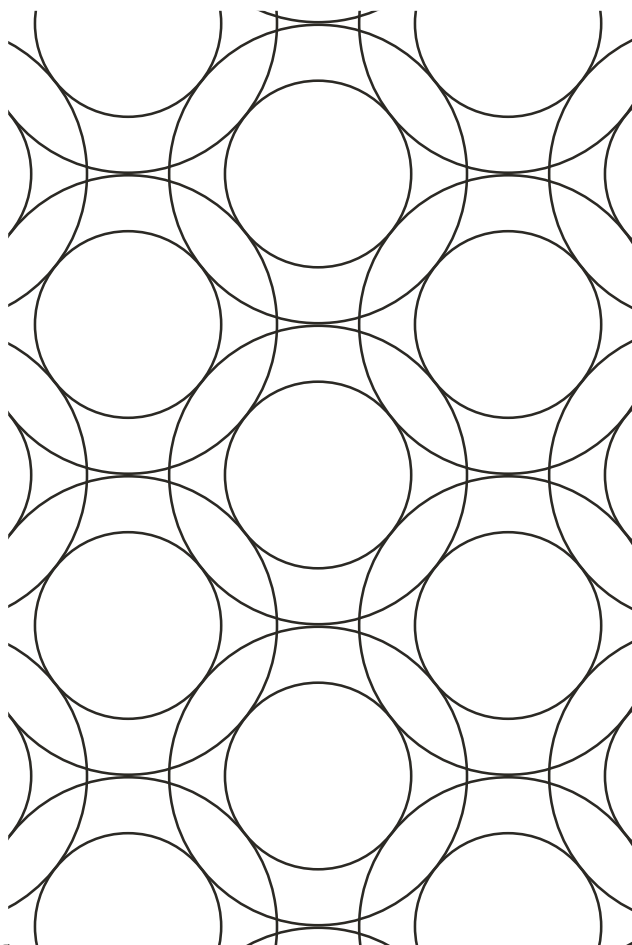
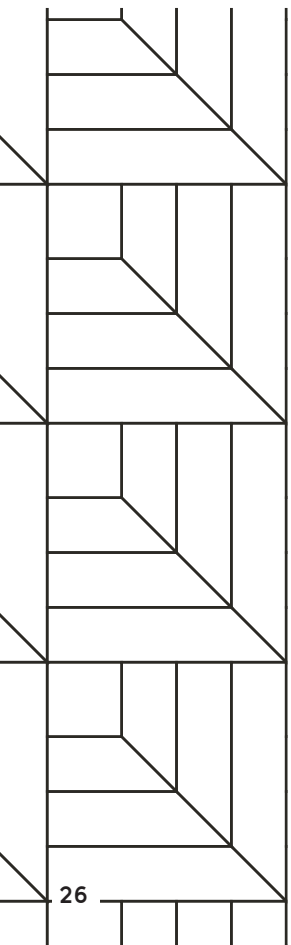
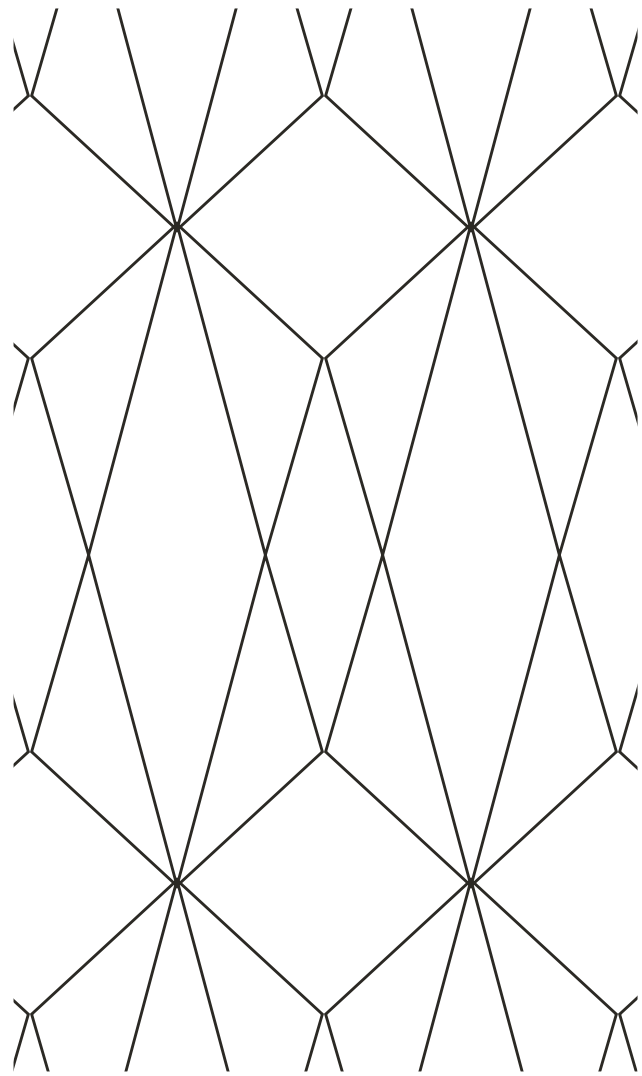
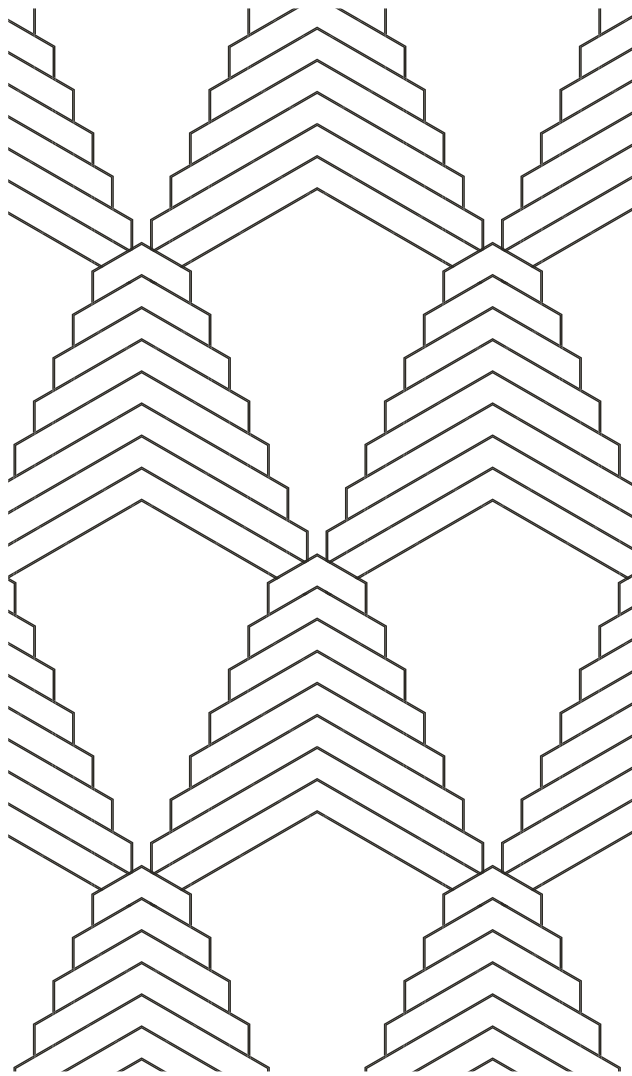
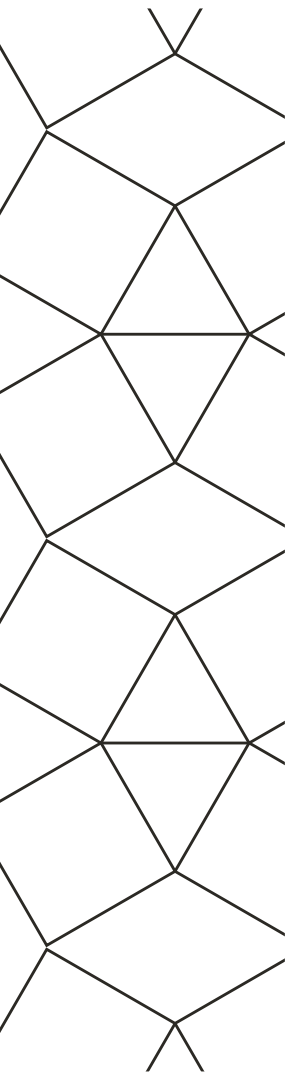
Now is the time to begin considering how you want to make the most of your Warren Wilson academic journey. Interested in pursuing an honors program within your major? Hoping to be Warren Wilson's next Fulbright recipient? Looking to complete an academic internship? Many of these academic experiences require you to get connected quickly with faculty and your academic advisor.

Take a few moments to reflect on what academic goals you'd like to set for yourself. You can share your reflections with your IA Coach when you meet! Achieving these goals will be an important part of your academic experience.

Beginning my academic journey at Warren Wilson College feels _____
_____. When it comes to classes, I plan to spend at least _____
hours studying each week, and I am looking forward to _____
with my professors. The idea of meeting one-on-one with a professor _____
_____ me. I will make sure I am prepared by _____
and _____. If I find myself needing any academic support, I plan on getting
help by _____ and _____. I am most excited about learning

_____.







Activity #4

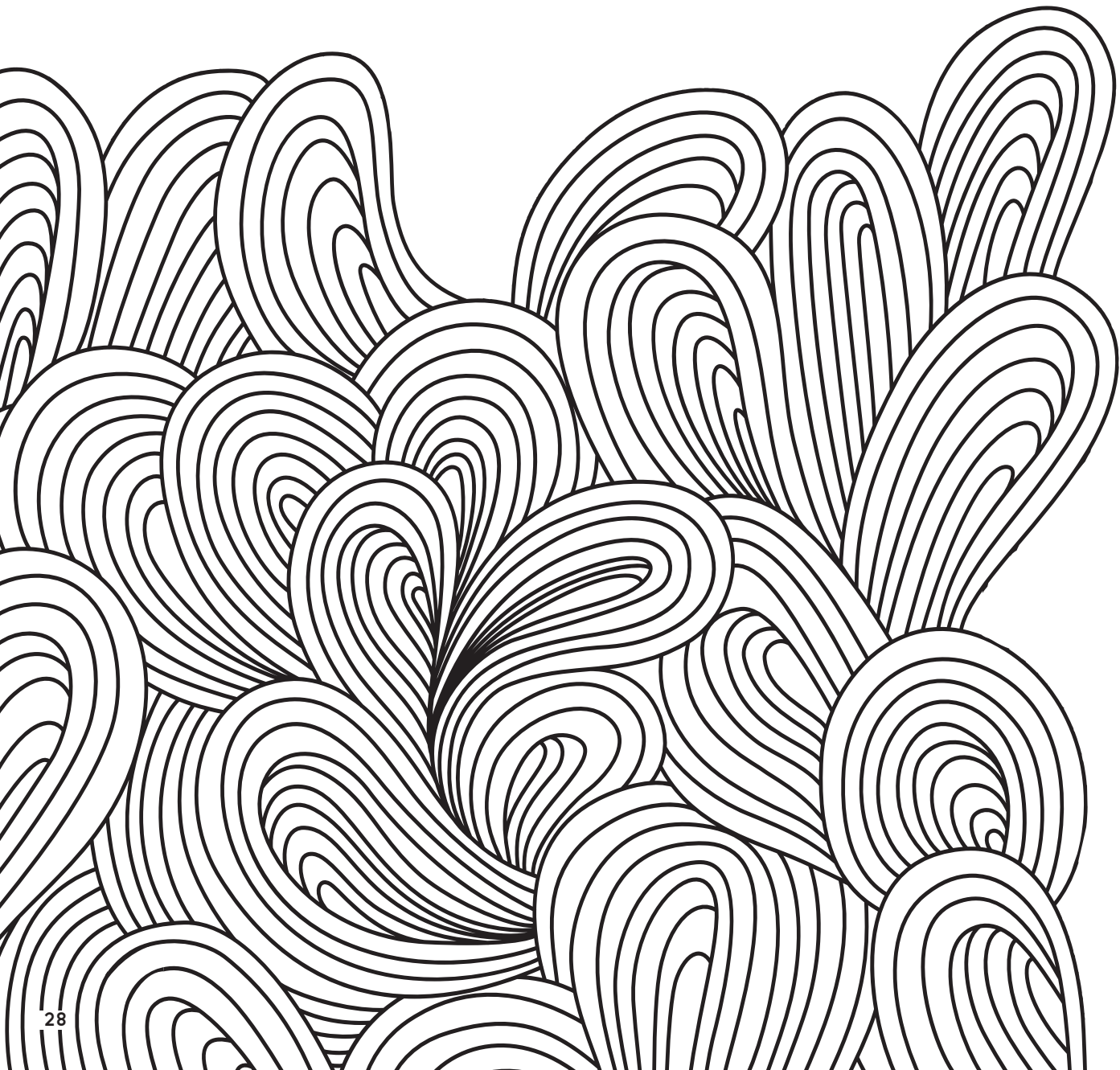
Academic Success

**Read through pages 28–31. You'll learn about some of the many ways
Warren Wilson provides support to help you succeed.**

DEADLINE: JULY 1, 2019

Academic Engagement & Support

Academic Support offers students assistance to become more effective, engaged, and intentional learners. Our services are designed to provide support for students of all academic levels and at all stages of their college careers. Check out the following two pages for a list of the services we provide.



ACADEMIC COUNSELING

Academic Counseling helps students develop and improve study skills and strategies, establish better time management and organization in courses, and learn about and connect to various resources on campus. All students can schedule an appointment with a staff member online at any time.

ACADEMIC SUPPORT COURSEWORK

We know that formal study can enhance learning, and we are pleased to offer academic support coursework. New students may be encouraged to consider taking:

EDU 1160: COLLEGE ACADEMIC STRATEGIES

This pass/fail class explores the learning terrain and process. Each student is assigned to one instructor who works with the student to define and address areas of need or interest that will enhance their academic experience and performance. Topics covered may include learning theory and general strategies, goal setting, time management, focus strategies, study skills, reading and note-taking techniques, exam preparation, and course scheduling support.

TUTORING SERVICES

Individual and group tutoring are available through the math, chemistry, and biology departments, as well as Spanish language and English as a second language. Additional course-specific tutoring is available upon request. For tutoring in writing, read about the Writing Studio on page 31.



DISABILITY ACCESS SERVICES

We assist students with documented disabilities by designing plans with reasonable, appropriate accommodations for full and equal access to their educational program and serving as a resource by providing consultation to students, faculty, and staff when implementing this plan.

For more information:

- Login to myWWC: <https://my.warren-wilson.edu>
- Search myWWC for 'Academic Support' OR
- Go to <https://warren-wilson.edu/academic-support>

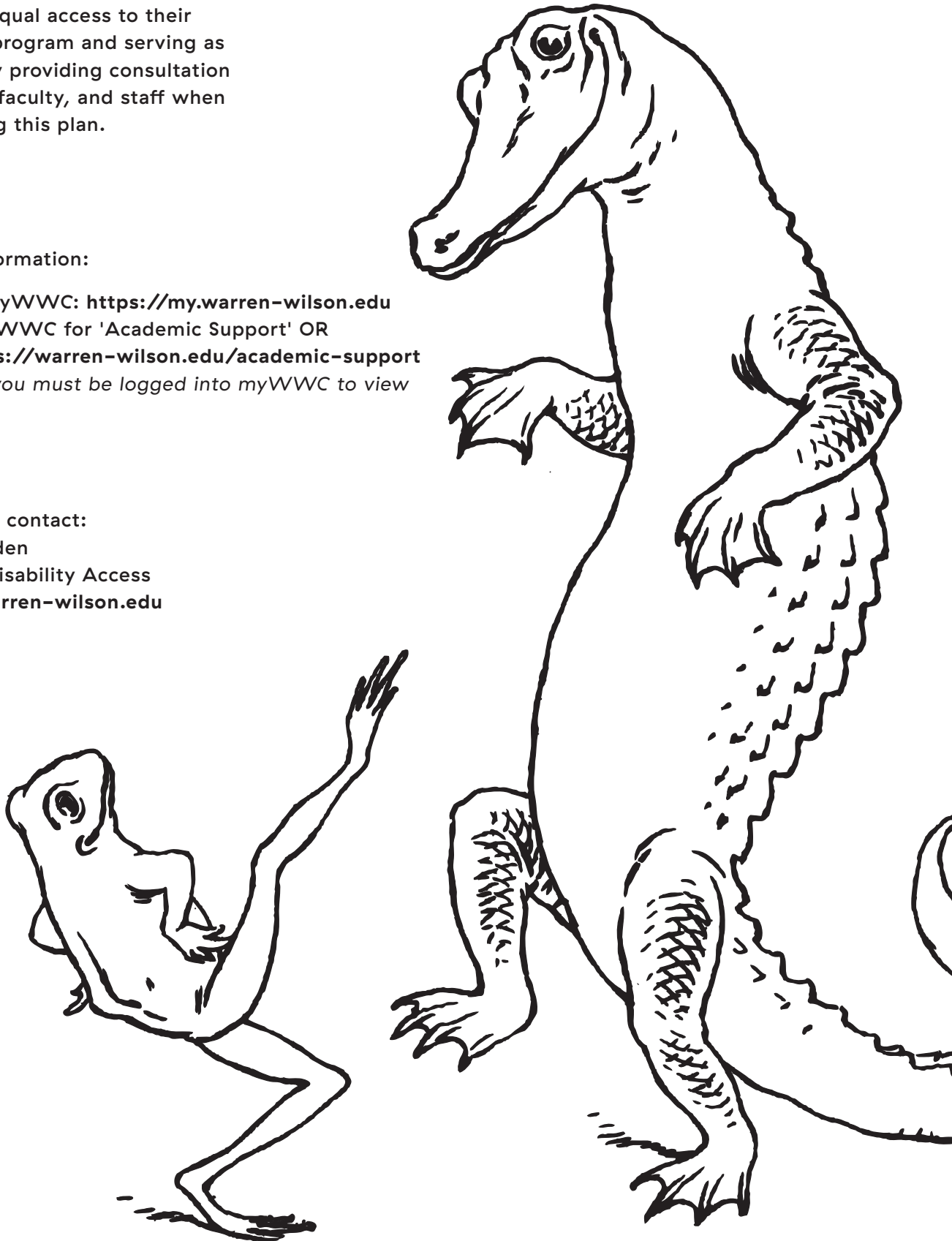
Note that you must be logged into myWWC to view this page.

You may also contact:

Deborah Braden

Director of Disability Access

dbraden@warren-wilson.edu



Writing is a craft. Every craft deserves a studio.

Warren Wilson College's Writing Studio is a focused and productive place where any student may bring their assignments and projects, practice the craft of writing, and learn new writing techniques. Writing Assistants meet with you in individualized sessions to start, complete, or review work, including creative writing. The crew also produces two journals that showcase the fine creative and scholarly work of Warren Wilson students.

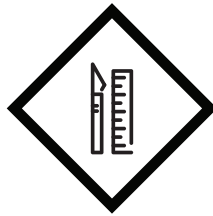
WRITING STUDIO HAIKU

Put pen to paper
(more likely finger to key)
speak your soul with words

by Taylor Lawson
Class of 2016, Charlotte, NC
Writing Studio Crew Member

How does the craft of writing feel to you? For some people, it's a need as natural as breathing. For others, it feels foreign, confusing, difficult... Take a moment to write **your own haiku** about how it feels to you when you're writing.





Activity #5

Work and Community Engagement

Read through page 34. Think about yourself as a worker and as a community member, and follow the instructions to officially join our Work and Community Engagement programs.

DEADLINE: JULY 1, 2019

A decorative border of black line art illustrations of various leaves and flowers surrounds the text. The top border features large, pointed leaves and a central flower-like shape. The left and right borders are filled with smaller, detailed leaves and flowers. The bottom border shows a large, stylized flower with a prominent stem and leaves.

Work & Community Engagement.

Undoubtedly, a big part of why you chose Warren Wilson is the opportunity for excellent learning experiences not only in academic classes, but also through hands-on learning in on-campus work and engagement with the community. As you prepare to join our community, you will be assigned to a Work Crew. Additionally, our Center for Community Engagement will be working with you to identify the service experiences that will best fit your interests.

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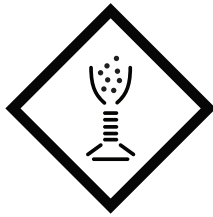
Community Engagement

The Community Engagement Commitment is an integrated part of the Warren Wilson experience that you will navigate to explore your passions, understand social, economic, and environmental issues, and develop skills to impact the community as a socially-conscious steward. All incoming students must:

- Complete the 2019 Community Engagement Incoming Student Form, which you can find at <https://warren-wilson.edu/new-students>
- Log on to WWC GivePulse using your @warren-wilson.edu email and password.
 - Be sure to log on using the “Log In With Google” Button
- WWC GivePulse is the database for tracking your community engagement experiences, exploring opportunities to connect, and learning more about our community partnerships.
- Contact engagement@warren-wilson.edu should you encounter any issues.

Work

To assist in assigning you to a Work Crew, you will need to complete your Work Crew Application here: <https://warren-wilson.edu/new-students>



Activity #6

Celebrate!

You did it! You completed the entire workbook.

Bake a chocolate cake to celebrate!

COWPIE CAFÉ'S

Vegan Chocolate Cake

SIFT DRY INGREDIENTS & SET ASIDE:

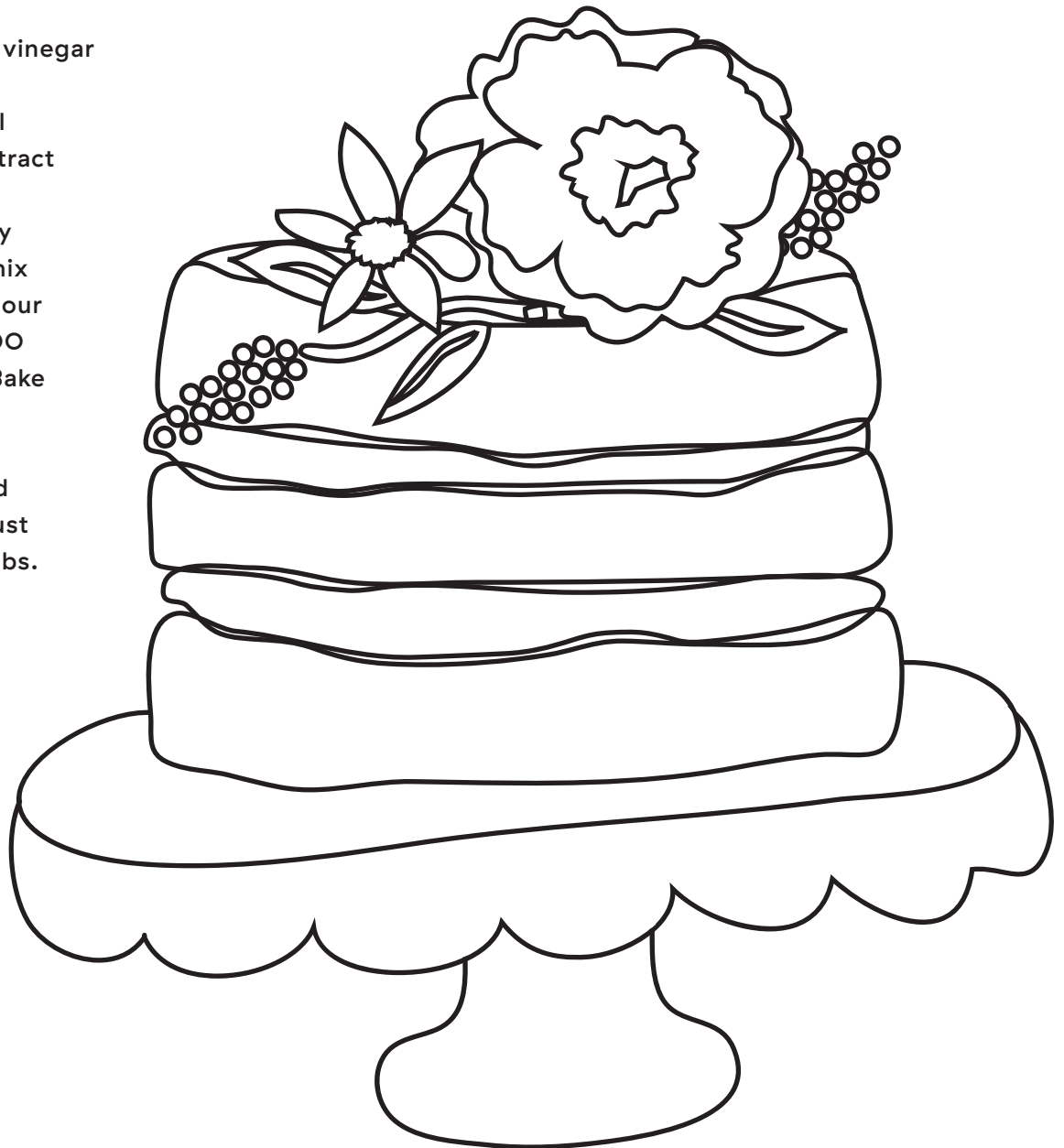
2 cups all-purpose flour
2/3 cups cocoa powder
1 1/2 tsp baking soda
1 1/4 tsp baking powder
1/8 tsp salt

COMBINE & MIX:

2 cups soy milk
1 Tbs apple cider vinegar
1 1/4 cups sugar
2/3 cup canola oil
1/2 tsp vanilla extract

Add the sifted dry ingredients and mix just until all the flour is incorporated. **DO NOT OVERMIX!** Bake at 325° for 25–30 minutes or until a toothpick inserted comes out with just a few fudgy crumbs.

Enjoy!





Warren Wilson
COLLEGE