

Upward Bound Math & Science Center

NOVEMBER 12th:

Live VC Session *via Zoom*

Academic Year Activities



TODAY'S AGENDA

- Icebreaker via Google Sheets
- Welcome / Introduction
- Admissions Talk – *Guest Speaker*
- Financial Aid 101 'Trivia'
- Math Instruction
- English Instruction
- November Activities Overview
- Announcements and Closing



Get more information from the UBMS Blog:
<http://utaubms2.wordpress.com>

WELCOME / INTRODUCTION

Housekeeping Items:

- Be attentive
- Take notes
- Write down any questions
- Keep your camera on, but mute yourself (unless you have a question or comment)
 - Use the raise hand function
 - You can also use the chat function
- If watching recording:
 - Review materials
 - Send *VC Feedback Form* by deadline (11/30)



Admissions Tips / UTA Updates

Guest Speaker:

Ms. Anam Iqbal

Associate Director – Freshman Recruitment

UT Arlington Admissions



Financial Aid 101 and 'Trivia Time'

- Dr. Raleigh
 - Video
 - Handouts
 - Financial Terms



Financial Aid Information/ Handouts

4.1 FINANCIAL AID OVERVIEW

Financial Aid: Lots of Options


Financial aid is any type of assistance used to pay college costs that is based on financial need. There are three main types:

- Grants and Scholarships**
Also called gift aid, grants don't have to be re-paid and you don't need to work to earn them. Grant aid comes from federal and state governments and from individual colleges. Scholarships are usually awarded based on merit. To search for scholarships, visit www.fastweb.com.
- Work**
Student employment and work-study aid helps students pay for education costs such as books, supplies, and personal expenses. Work-study is a federal program which provides students with part-time employment to help meet their financial needs. They work on their campus or in the community.
- Loans**
Most financial aid is in the form of loans—aka most loans on financial aid are sponsored by the federal government and are subsidized (no interest repayment).

Current Average College Costs
Average College Costs Per Year
Tuition and Fees
For first-time, full-time undergraduate students
Public, two-year: \$3,500
Public, four-year: \$8,800
Private, four-year: \$33,500

Total Cost of Attending
Includes tuition and required fees, books and supplies, and the weighted average cost for room, board, and other expenses
Public, two-year: \$9,000 (Off campus, living with family)
Public, four-year: \$23,700 (Living on campus)
Private, four-year: \$48,900 (Living on campus)

Average Total Cost, Grant And Scholarship Aid, and Net Price, by family income level
For first-time, full-time undergraduate students
Paying in-state tuition and awarded aid at public 4-year institutions.



- **Three Main Types of Financial Aid –**
 - Grants and Scholarships, Work and Loans
 - Pell Grant, FSEOG, State Grants, etc.;
 - Student Employment, Work-study, &
 - Loans – Subsidized and Unsubsidized; Parent Loans
- **Average College Costs – vary per school**
 - Tuition and Fees: Types, location,
 - Public – prefer 4-year for STEM degrees
 - Private
 - Total Cost (include housing, books, other fees)
 - Look at Net Price (required by law to be on school's website)
- **FAFSA**
 - Only way to apply for federal student aid
 - Important for scholarships and other aid considerations
 - Seniors can complete here: www.fafsa.ed.gov NOW (October 1st, use prior tax return)

FAFSA AND COST PROFILE 4.2

What is the FAFSA?

The FAFSA, or Free Application for Federal Student Aid, is the only way to apply for federal student aid (aid that comes from the United States government), like Pell Grants, Federal Loans, and work-study programs.

Individual states and colleges often use the information on your FAFSA to determine whether or not you are eligible for state aid and institutional aid. The FAFSA will ask for information from you about your family's financial history and current status to determine how much they can afford to contribute to your college education. This, in turn, let's federal, state, and institutional financial bodies determine how much financial aid to give you.

Why should I fill out the FAFSA?
Filling out the FAFSA can be a long and complicated process, but it's the single most important thing you can do to help yourself pay for college. Without filling out the FAFSA, you will not be eligible for federal aid, and you may not be eligible for any state or institutional aid either.

How do I know if I'm eligible for the FAFSA?
Most U.S. citizens, (and select non-citizens), are eligible to fill out the FAFSA. Check out www.studentaid.ed.gov eligibility to check out in-detail eligibility requirements.

How do I fill out the FAFSA?
Log in to www.fafsa.ed.gov to fill the FAFSA out online.

When should I fill out the FAFSA?
You should aim to submit your FAFSA as soon as possible after October 1 of your senior year to make sure you get the most aid possible. The FAFSA takes time and patience to complete, so it is to your advantage to start gathering the necessary documentation before October. The FAFSA does ask for your tax return information for the current year, which is generally not available until later in the year. You can choose whether or not to wait to supply this information or to use projected estimates from the previous year's tax returns.

Do I need to fill out the FAFSA every year?
Yes. As long as you need financial assistance, you will need to fill out the FAFSA for each year you plan to be a student.

What kind of aid am I eligible for?
The amount of aid you qualify for will depend on your Estimated Family Contribution (EFC). The FAFSA will make you eligible for both grants (which do not have to be paid back) and loans (which do).

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Printed with permission from Federal Student Aid. Learn more at fafsa.ed.gov

Federal Student Aid
U.S. DEPARTMENT OF EDUCATION

TM FIRST GUIDE TO COLLEGE 89

More Information: <http://knowhow2go.acenet.edu/middle-and-high-school-students/costs-and-financial-aid.html>

Videos: BEGINNING THE FINANCIAL AID PROCESS



- Video 1: https://secure-media.collegeboard.org/CollegePlanning/media/video/expert/Alicia_8844.mp4
- Video 2: https://secure-media.collegeboard.org/CollegePlanning/media/video/expert/Alicia_8844_2.mp4

**MORE INFORMATION: <https://bigfuture.collegeboard.org/pay-for-college/financial-aid>

'Trivia Time' - Polleverywhere



Math Instruction via



- **Are you ready?**

- Sign in to Kahoot @ www.kahoot.it

- SAT Practice – More problems available on the Blog NOW

- *Grab some paper, no calculators*
- *Let's see how well you do*

The best UBMSer win!



SAT / ACT Preparation

- SAT Preparation
 - Dates Upcoming:
 - December 5th (Reg. 11/5)
 - March 3rd (Reg. 3/13)
 - Practice: <https://collegereadiness.collegeboard.org/sat/practice>
- ACT Preparation
 - Dates Upcoming:
 - December 12th (Reg. 11/20)
 - February 6th (Reg. 1/8)
 - Practice: <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html>



English Instruction: 'Constructing Admissions Essays'

Source:



Applying to college

College admissions

Begin drafting college application essays: senior year is very busy, so the summer after junior year is a great time to begin college application essays. Summer 11th

Revise college application essays: once senior year begins, ask an experienced adult (e.g., your guidance counselor, your teacher) to proofread your application essays and give you feedback. Then, make any revisions and prepare final drafts before college applications are due. Fall 12th



English Instruction: *'Essay Writing'*



- Colleges are looking for your ability to write well and preparation for college
 - resilience
 - love of learning
 - intellectual curiosity
- Ask someone who knows you a little bit to read your essay and then ask what impression they have of you
- Simple essays work best!
- Use your voice, experiences, perspectives

English Instruction: *'Avoiding Common Admission Essay Mistakes'*



- Mistake: describing event without explaining significance of it
- Mistake: making it an embellished resume
 - Instead they want to know why you do the things you do, how they have impacted you, how those experiences have shaped your world
 - Simple heartfelt works best
 - Focus one experience

English Instruction: '3 Ways To Brainstorm'



- 1. Personality Quiz** to identify strength and then see how they have shown up in your life. (<https://www.16personalities.com/>)
- 2. My 3 Words:** Ask 6-8 in your life "what 3 adjectives best describe me?" Map out finds into main themes and focus on one
- 3. Free Write:** Map out ideas and share them in story format. Share your stories and take notes on their reactions (what part resonate with them)

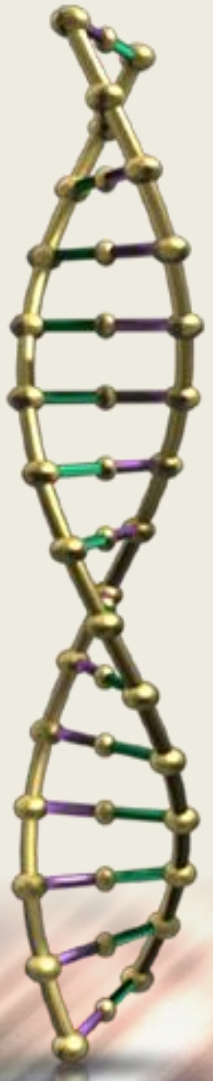
English Instruction: *'Tone'*

- Start fast, jump right into your story
- Sound like yourself
 - It's a personal essay not an academic paper
 - Use conversational language
- Be specific as possible
 - Vivid imagery
 - Maybe use dialogue



English Instruction: *'Taking your essay to the next level'*

- Admission officer should see change in you. Not just reporting memorable experience. Use the story to reveal your change, don't spell it out explicitly



EXAMPLE

- wake up at 5 AM to practice ——— LEVEL 1
(+) shows dedication
(-) no story / just facts
- story about her neighbor ——— LEVEL 2
(+) moving beyond skill / gift + charming story
(-) no reveal
no change in thinking
- music as a connector ——— LEVEL 3
• what music means to her
• self-discovery
• ties into how she might be involved on campus

Sample essay 1

Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you (500 word limit).

A misplaced foot on the accelerator instead of the brakes made me the victim of someone's careless mistake. Rushing through the dark streets of my hometown in an ambulance, I attempted to hold back my tears while two supportive Emergency Medical Technicians (EMTs) comforted me. Although I suffered a minor knee injury, the trauma of that accident still lingers.

Fast forward six years to the present. Now I am sitting in the back of the ambulance, a rookie EMT, with my purple gloves on, stethoscope around my neck, and a red medical bag in hand. I am also making sure we have the proper medical equipment stocked, including neck collars and long body boards.

As I step out of the ambulance, a bitter breeze nips at my face. Shattered glass, two crushed car hoods, and traffic everywhere, the scene is put into perspective as I can finally see what is happening. I stop in my tracks. It is my accident all over again.

“Get the collars and boards, there is a possible back injury,” my partner whispers to me. I fetch the items, still attempting to deal with my conflicting emotions. Using the help of five other EMTs, we extricate the victim from the car and secure him to the stretcher. While in the ambulance, I realize now that circumstances have been reversed. This time, clutching the patient’s hand, I tried to soothe him, and he slowly calms down. I keep my composure and actively tried to help the patient feel as comfortable as I did. Keeping all of his personal belongings close to me, we wheel him into the busy emergency room and transfer him safely. As we leave, he looked into my eyes and I could feel his sincere gratitude. Rather than being an innocent victim, like the current patient was, I am now the rescuer.

Even though I felt the horrid memories rushing back, I kept my duties as a rescuer in the forefront of my mind. Keeping my cool in the face of extreme pressure I came out of the call a changed person: someone who can see a problem, regardless of any bias I may have, and focus only on what is happening at that instant. Confidently facing my own terrors, I felt as if conquering my fears allowed me to face my duties with a grounded and compassionate outlook.

Tears stream, limbs hurt, children cry: I am there, with a smile on my face, a stethoscope around my neck, compassion in my heart, happy to help and proud to serve.



Essay: *'Feedback'*



GLOW

- Student took time to paint vivid picture and told reader what she learned
- Turned her situation around (resilience, helping others)

GROW

- Spent a lot of time setting scene, painting picture
- Explained what she learned in last paragraph
- Spent 4 paragraphs detailing accident and becoming EMT
- Should have spent more time getting to the point
 - What do I want the officers to learn about myself and how is it applicable to being a college student?

Writing Tips and Techniques For Your College Essay



- Pose a question the reader wants answered
- Don't focus exclusively on the past
- Open up
- Experiment with the unexpected
- Don't summarize

SQ4R Study-Reading System

source: <https://www.smu.edu/-/media/Site/ALEC/Time-Management/SQ4R.pdf?la=en>

S SURVEY

To determine the organization of the chapter and preview what's coming, "X-ray" the "bones" of the chapter:

- * look at and think about the TITLE; what do you already know about this?
- * read the INTRODUCTION and SUMMARY (or first two and last two paragraphs)
- * look over each page's HEADINGS; sub-headings; boldface; titles of graphs, charts, etc.
- * take no more than 5 MINUTES to survey an average chapter

Q QUESTION

To set a purpose for reading and to get actively involved in reading:

- * pose a question, mentally or in writing, BEFORE you read the first section of the chapter
- * if available, use questions PROVIDED by the professor, your text, or a study guide
- * or turn a chapter HEADING, sub-heading, or boldface term into a question, using "who, what, where, why, when, how?" (example: Heading = The Treaty of Versailles; possible questions = When was it signed? Who signed it? What were the important terms?)

R READ

Read to find the answer to the question you posed in Step Q and other key ideas:

- * read only a SHORT section, one paragraph to one page, depending on difficulty
- * read QUICKLY and SELECTIVELY, improving your comprehension by seeking an answer to your question and other important information in this section
- * then proceed to the RECITE and “RITE” steps (see below) before reading further
- * continually changing pace as you read one short section -- from QUESTION to READ to RECITE to “RITE” -- prevents boredom, enhances concentration, and brings far greater learning than the usual reading of a full chapter.

R RECITE

To find out what you have gained from reading a section:

- * answer your question ALOUD, in your OWN WORDS, for an immediate self-test of comprehension
- * if you can't say it, you don't know it!
- * reciting is your most powerful tool for REMEMBERING information; it requires the complete, multi-sensory concentration needed to move information from short- to long-term memory

R “RITE”

To prepare your text for later review, follow RECITE with any of these steps:

- * if the material is fairly easy, UNDERLINE or HIGHLIGHT, using the “telegrammatic” system
- * if it is detailed or complex, make very brief NOTES in the margin or in your notebook
- * in either case, record key names, dates, terms and definitions
- * mark any confusing portions so you can ask the professor, TA, or tutor for clarification

NOW MOVE TO THE NEXT SECTION OF TEXT. RETURN TO THE “QUESTION” STEP AND PROCEED THROUGH “READ,” “RECITE,” AND “RITE.”

R REVIEW

At the end of the chapter, do an immediate, brief review to double retention.

To cut total study time by up to 90%, add later, brief reviews:

- * take about 5 MINUTES to review the full chapter, “re-surveying” it by again looking over all headings, sub-headings, and boldface -- adding your own notes, highlighting, or underlining
- * A WEEK LATER, review again briefly to strengthen long-term memory
- * review again EACH WEEK UNTIL YOU ARE TESTED, adding new chapters as assigned

Source: <https://www.smu.edu/-/media/Site/ALEC/Time-Management/Cornell-Note-Taking.pdf?la=en>



Note Taking:

- 1) requires preparation
- 2) is an active process
- 3) is not over when class is over

Note Taking: How-To



- Draw a vertical line about 2 1/2 inches from the left edge of a piece of loose-leaf paper.
- Use the right column for your notes from class--essentially your record of what the instructor says.
- You may write in outline form if the lecture is clearly divided into sections; try paragraph form if the lecture is not as obviously organized.

The left column is for your own observations either during the lecture or when you review your notes within 24 hours. Try using this column to:

- Ask a question about the material.
- Make a connection to something you recall from an earlier class session.
- Make a note that the instructor said that this point was important or would be on the exam.
- Draw a connection to another class you've taken or another book you've read.
- Make an observation about the importance of the material.



2 1/2" RECALL COLUMN -
FILL IN AFTER CLASS)

(PAGES ARE NUMBERED) 21

Psych. 10/24 (SHOW SUBJECT AND DATE)

BIORHYTHMS (UNDERLINE MAJOR TOPICS)

What are the
3 biorhythm
cycles?

3 main cycles

1. Physical cycle

- 23 days long (INDENT DETAILS)

- strength, disease, etc.

What does
each cycle
affect?

2. Emotional cycle

- 28 days long

- creativity, sensitivity, mental
health, etc.

3. Intellectual cycle

- 33 days

- memory, alertness, etc.

CRITICAL DAYS

Define
"critical
days"

- when 1 or more rhythms cross baseline

- chance for colds, disease, accidents

- ex. Japanese bus drivers receive
warnings on critical days -- use extra
caution

INTERRUPTED RHYTHMS

What causes
"jet lag"?

- "jet lag" comes from inability of internal rhythms to
adjust to abrupt time zone changes

- happens only on E-W flights across time zones
not on N-S flights

How can it be
compensated
for?

- some companies & governments send people to
trans-continental mtngs. early, so they can
recover and operate "normally"

(OPTIONAL SUMMARY SPACE RESERVED AT THE
BOTTOM OF EACH PAGE IF YOU'RE TESTED TWICE ON
THE SAME MATERIAL - MIDTERM AND FINAL)

Try these techniques as well:



- Label, number, and date all your notes.
- Leave blank space to indicate that you missed some points. You can go back later and fill in after consulting your book, another student, the TA, or the instructor.
- Copy anything that the instructor puts on the board.
- Devise an “I’m lost” symbol to remind yourself that your notes at this point are unfocused.

Stress Management and Time Management with Your UBMS Planner

- Did you receive the planner?
- Have you used it?

There are three kinds of common stress triggers students experience:

- Social
- Academic
- Daily life



Tips for Stress Management



- Manage Time
 - Proper time management is one of the most effective stress-relieving techniques
- Get your body moving, your way!
- Stay positive :)
- Kick procrastination out the door
- Take one step at a time
- Spend time (safely) with loved ones
- Do something you love

Academic Year Activities - Overview

- ICCP Due – 11/30/20
- Grade Reporting ([New Portal](#))
- Online tutoring – *need help?*
- VC Session Recording (December)
- Participant Status – Stay Active;
– *Incentives: Awards/Summer Attendance*
- Hour of Code – see information on UBMS Blog



Announcements



- Community Service: Work on community service hours during holidays | needed by May 2021 (15-20 hrs.)
- December Activities: *Hour of Code & Weakest Link*
- New participants being recruited now, application available ([UBMS website](#))
- **Seniors**: Remember to read and review monthly scholarship/admission newsletter by Mr. Z
 - Apply to UTA – Summer 2021
 - Bridge Application (*available in December*)
- **Next VC session** – *Recording available December 4th* (Recording, availability will be emailed), respond with VC Feedback form to get credit for watching the session
- **Next LIVE VC session** – *January 27th* (Thursday Evening), 6:00 CST.
 - Parents are asked to be present.
 - We will cover some exciting topics on financial aid. Make sure to attend.

Closing / Thanks

- **Final Reminders**

- Submit/Return ICCP by deadline
- Submit missed ICCP activities

- ***Next Recorded VC:*** December 4th (*emailed*)

- ***Next Live VC Session:*** January 27th (*Financial Aid Forum*)

We wish you the best in your classes.

The University of Texas at Arlington

Upward Bound Math & Science Center

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