

## **THE FYE MENTOR PROGRAM at COLORADO COLLEGE**

<http://www.coloradocollege.edu/academics/FYE/peeradvisor/>

### **Who are the mentors?**

- Sophomores, juniors, and seniors who serve as peer advisors for first-year students
- Successful CC students who want to be resources for incoming students
- CC students chosen by the faculty because of their distinguished academic records

### **What can your mentor do for you?**

- Answer questions about your FYE course
- Provide academic support throughout your first year at CC
- Serve as a peer advisor during registration (Block VII)
- Help make connections at CC that support your interests and needs
- Provide assistance as you acclimate to CC
- Answer most CC-related questions or find someone who can  
(There are no dumb questions!!!)

### **Where can you find your mentor?**

- You will be introduced to your mentor through your FYE course.
- Your mentor will arrange to meet with you individually and plan a group activity.
- You will be given your mentor's phone number.
- Your mentor will explain the best places and times to make contact.

In addition to many informal meetings/events your FYE mentor will organize, you are expected to attend an evening meeting with your FYE mentor and others enrolled in your FYE course.

**Pre-registration Informational Meeting:  
March 23, 2010 at 7:00 p.m.**

***First Year Experience Courses***  
**WINTER 2010**  
**[www.ColoradoCollege.edu/FYE/](http://www.ColoradoCollege.edu/FYE/)**

First Year Experience (FYE) courses are intended to provide students with a stimulating introduction to Colorado College, to enhance the research and writing skills important to academic success at the college, and to reinforce in students an excitement about learning and a pleasure in rigorous analysis and creative expression.

These courses are either two-block courses or two linked one-block courses offered at the beginning of the academic year and taught by one or more Colorado College faculty members. FYE courses include a substantial writing component and a research project. The seminar format and class size encourage active student involvement. The courses introduce students to the Colorado College library, the Writing Center and other academic support systems at the college, as well as the honor system. Additionally, all first-year students will have a **student mentor** throughout their first year at CC. Mentors are upper-level students who work with FYE faculty to introduce first-year students to life at the college. Mentors assist first-year students in course selection and during course pre-registration for the following year. Mentors organize joint activities with other FYE courses and provide opportunities for first-year students to get together in informal settings outside of class.

**FYE COURSE SELECTION PROCEDURE**

Using the form provided in the CC Bound Academic Section, select **three** options for your First Year Experience Course from the FYE course descriptions found on the following pages. Read the information in each course description carefully. Review the “Academic Advice for Entering Students” materials before ranking your three options.

Please note the names of the professors teaching the FYE courses. You are welcome to e-mail them with questions about their courses. You can locate professors’ email addresses at

<http://studentwebs.coloradocollege.edu/dir/EmailAddress.asp>

Although our spring semester ends on May 19, many professors do check e-mail from time to time after that date. Please be patient if you do not hear from professors immediately, as they may be away from campus writing or conducting research. You may also contact the Director of First-Year and Sophomore Studies and Advising at [jstockenberg@ColoradoCollege.edu](mailto:jstockenberg@ColoradoCollege.edu) or 1-800-858-7545.

You have 20 points with which to bid on your three choices. If more students attempt to enroll in a course than the course will hold, those who have placed the greatest number of points on that course will be admitted first (FYE courses are capped at 16 students for a single-instructor course and at 25 students for a team-taught course). Thus, if you feel equally inclined toward your top three choices, you might put close to equal points (using whole numbers only) on each one. On the other hand, if you greatly prefer one course to the others, you should place extra points on that course but should still select three in all. We recommend that you do *not* place all of your points on one course. If we are unable to place you in this course, despite your bid of twenty points, we would have no way of knowing the relative weight you assign your other two choices. You may, however, put “0” points on courses of low priority. Please do *not* list only one course as we have no way of knowing what your other choices might be if there are no spaces available in the one course you listed.

**Be sure to include your name and student ID on the Course Registration Form.  
Return the Course Registration Form by August 10, 2009.**

**Director, First Year & Sophomore Studies & Advising  
The Colorado College  
Learning Commons  
14 East Cache La Poudre Street  
Colorado Springs, CO 80903**

**FYE COURSES  
WINTER START 2010**

**English: EN 201**

Block I and II: Kyle Torke, EN 201: Topics in Literature: The River in Literature  
*The course as a whole meets Critical Perspectives: The West in Time (2 Units)*

English 201 is a class for questions. Our thematic focus will center on the experience of rivers (and other bodies of water) in literature as they manifest in great literature throughout the Western tradition. We will explore broadly in multiple genres from poems to short stories, novels, plays, essays, and film and cover writers from the Greeks to modern writers—From the *Iliad* to *Deliverance*. We will learn to be active readers and precise writers while concentrating on the questions, large and small, most pertinent to the enjoyment of great texts. How do I read a poem? Is my reading different, better, dumber than someone else's? Is reading a short story the same as reading a poem or novel? Does the title "mean" something? How does a story begin to have meaning, what are those meanings, how can I be sure I've figured out the right meaning? When someone says a protagonist is a projection of the author's hope for the new way of understanding human morality, what does she mean? What makes some works more valuable, or better, than others? How can we improve our ability to access, appreciate, and, more importantly, enjoy texts?

As a community of interested and involved readers, we will approach these questions, and many others, when we begin to explore texts and the strategies that can help us shape the way we understand what we read. Though we will consider critical theories, our primary focus will always be to ask questions of the text that will help us to answer presiding questions: How is the text working? Reading asks us to assess complex material, come to some conclusion, and support a position—a life skill you'll use in every aspect of your experience from planning a world-tour vacation to deciding which movie you'll watch. The literature is unique; the skills we'll develop our universal.

**A two-block course with one instructor for both blocks; one grade will be assigned for the course as a whole.**

**Environmental Science/Geology: EV128/GY140**

Block V: Eric Leonard, EV 128, Introduction to Global Climate Change.  
*Meets one unit of Natural Science divisional credit*

Block VI: Christine Siddoway, GY 140, Physical Geology  
*Meets one unit of Natural Science divisional credit and one unit of Critical Perspectives: Scientific Inquiry (SI) laboratory/field credit.*

The first block will focus primarily on the science of climate change. However, climate change is clearly also an economic and political, even an ethical, issue, so we will spend some time studying it from those perspectives as well. Our focus will be on present and future anthropogenic (human-caused) climate change, but an understanding of how the climate system works and changes naturally is an essential foundation for understanding human impact.

The class will begin with an introduction to the Earth's climate system -- examining the roles of the atmosphere, oceans, cryosphere, land surface, and biosphere, and studying the hydrologic and carbon cycles. We will then move on to a discussion of changes in the climate system – both natural changes over geologic timescales, and contemporary and future anthropogenic changes. We will examine evidence and causes of past and contemporary change in the climate system and methods of modeling future climate. The class will conclude by looking at potential biological and human impacts of climate change, again using the past to help us anticipate the future, and by discussing political and economic policy and ethical questions related to climate change.

Analysis of climate data sets and work on complex-systems modeling will enhance student analytical skills. The class will also involve close reading and discussion of scientific literature. Students will work on research projects that will be presented verbally to the class and as written scientific papers.

The second block will introduce the fundamentals of geology, making use of the local Rocky Mountain setting as a natural laboratory in which to investigate the record of the Earth's history preserved in the rocks, the dynamic earth processes in effect in the mountain environment, and how human activities relate to these processes.

GY140 will continue the first-block focus on development of scientific observational and analytical skills and on written and verbal presentation of scientific material. We will devote time to learning the language of geology and to developing skills for identification of the origins and uses of earth materials, in the classroom and the field. A substantial portion of the class will be devoted to field projects and to lab/computer analysis of samples and data collected in the field. Field/lab projects may range from geological mapping of faults and folds to aid in understanding mountain building processes, to study of sedimentary rocks and fossil assemblages for paleoenvironmental interpretation, to measurement of stream flow and stream chemistry for environmental hazard assessment. Fieldwork will include both local day trips and multi-day trips in the Colorado mountains. The latter will involve camping out in occasionally less-than-optimal weather conditions!

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

### **General Studies: GS101**

Blocks V & VI: Bill Davis (Comparative Literature) GS101, Freedom & Authority  
*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

“Freedom and Authority” was the first interdisciplinary course at Colorado College and has been taught here for over 40 years. It is a two-block course focusing on the conflict between individual freedom and the limits imposed on this freedom by the state and its laws, by religious institutions and scriptures, and by attitudes of the society in which we live. As an interdisciplinary course, it studies literary, philosophical, religious, historical, and scientific texts in a thematic context. It focuses on four main themes: personal authority, social authority, political authority, and religious authority. Behind all of these themes are questions such as: What constitutes personal identity? What are the sources of our individual values and commitments? How much of what we are can be traced to ethnic and cultural background? What should one do when conscience and

laws conflict? How does the individual relate to the group? How do authority and power work to constrain and mold individuals? How do sources of authority legitimate themselves? Through reading, writing, discussion, and critical thinking we will grapple with these and other questions surrounding the human condition.

**A two-block course taught by a single instructor; one grade will be given for the course as a whole.**