



WEBER STATE UNIVERSITY



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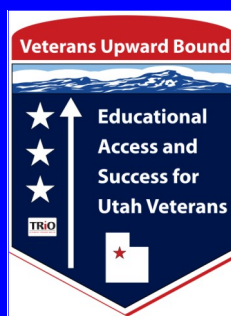
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TRiO
VETERANS UPWARD BOUND

VIBES

VETERANS UPWARD BOUND

<http://weber.edu/vetsupwardbound>

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FB <http://www.facebook.com/pages/Veterans-Upward-Bound/343081093488>

WELCOME TO A NEW YEAR

Welcome to 2012. As we start a new year I hope you find a renewed dedication and energy to press forward in your education.

Education holds the key to a bright future and VUB is here to help you head in the right direction. As former military people you understand the importance of completing the mission. Well, now your mission is to successfully complete your education. It may be hard work but a successful mission promises positive life changing opportunities.

With the new year comes a new format for the newsletter. I hope you like the changes. Feel free to comment.

Randy Wilson—Director



VUB WELCOMES NEW OFFICE ASSISTANT

Lori Adler has moved out of education to sell cars at a local dealership which left VUB with a glaring hole in our staff that has been severely felt. We are happy to have completed our search for a new staff member and have hired **Jan Pollard**.

Some of you know that Jan has worked in the Sponsored Programs office at WSU for four years.



Jan was married for 27 years to a enlisted man who served in the Viet Nam war. She has two children and four grandchildren who live nearby.

Jan, a nontraditional student, plans to graduate with her Associate's Degree this summer at WSU.

We are happy to welcome Jan and her wealth of WSU experience to VUB.



"The release of atomic energy has not created a new problem. It has merely made more urgent the necessity of solving an "existing one."

- Albert Einstein

USEFUL WEB PAGE FOR VETERANS AT WEBER STATE UNIVERSITY

There is a web page at WSU you should be aware of because it might have helpful information for you. Go to <http://www.weber.edu/vetaffairs/helpfullinks.html> and you will see numerous links to web sites of interest to veterans.

Don't overlook these two primary web sites for veterans at WSU:

1. <http://www.weber.edu/vetaffairs> is where you can find information regarding veterans attending classes at WSU and where you can reach the certifying officer for GI Bill concerns.
2. <http://www.weber.edu/vetsupwardbound/> is the web page for Veterans Upward Bound where you can see information about our program and interested potential students can contact us about joining the program.



ANOTHER SUCCESSFUL YEAR IN THE "SHOEBOXES FOR VETERANS" CAMPAIGN

Once again the campus community and the outlying community came together to make this year a success in our "Shoeboxes for Veterans" program. Many individuals, groups, and organizations contributed again this year. We were able to deliver 303 wrapped Christmas gifts for homeless and disabled veterans in both Ogden and Salt Lake City.

Every year the participation seems to grow and new people become involved, but we also have groups that have been participating for years. One such group is headed up by Pattie Young of Clearfield. She gathers donations through her Chelemes Ward Relief Society organization, as well as friends and acquaintances. This year her group donated 75 gifts on their own. We also received 35

gifts from WSU Alumni Relations and board and councils of the WSU Alumni Association. In addition, Alumni Relations Office Manager Sandy Smith (and her 2 daughters Angie and Kristina), knit 31 caps for this year's drive.

The gifts were delivered to the Ogden Homeless Veterans Fellowship, Freedom Landing Homeless Veterans Shelter (Salt Lake), Sunrise and Valor Homeless Apartments (Salt Lake), and also the Utah State Veterans Nursing Home on the VA campus. All of the donations were well received and much appreciated by the staffs of these facilities.



Veterans Upward Bound would like to thank all of the groups and individuals who participated in our drive this year. In a time of economic difficulties, it is nice to see that people still have a spot in their hearts for our military veterans.



WHAT DO YOU THINK?

Platoon Sergeant and his Platoon Leader are bunking down in the field for the night. The Platoon Sergeant looks up and says, "When you see all the stars in the sky, what do you think, sir?"

The LT replies, "Well, I think of how insignificant we really are in the universe; how small a piece of such a grand design. I can't help but wonder if what we do truly means anything or makes any difference. Why? What do you think of, Sergeant?"

"I think somebody stole the tent."

GETTING THE MOST OUT OF YOUR TEXTBOOK

Suggestion: When buying textbooks, buy new if you can afford it but if you must economize, buy UNMARKED textbooks. The previous owner might not have marked the book correctly so you do not want to be influenced by incorrect notations. The purpose of marking and making notes in your textbook is to reduce the amount of information you have to study. You can also reduce your overall reading time by reading the material thoroughly once, selecting the important information, and then focusing your attention on that information in your notes.

Develop your own marking/highlighting and note-taking systems. Here are some suggestions you may find helpful for marking your textbook.

After reading a paragraph, find its topic sentence or main idea and highlight or underline it.

Now that you know the paragraph's main idea or point, you need to look for important supporting details. Mark only the key words or phrases (not entire sentences) that support the main idea.

Many times specialized words are an important part of reading material. These words are often printed in bold, italic, or colored print in textbooks. As you mark your text, circle these important terms and highlight the definition.

Use numerals when you want to clearly and easily refer to/enumerate the steps, parts, reasons, advantages, etc. of material in the text.

If several sentences together seem very important to you, then you can bracket them and mark them as "important" to avoid too much highlighting.

As you read and mark your reading materials, you may want to make notes in the margin. Make these notes brief. Make marginal notes to indicate something of importance, an example, the number of parts/steps, an important term. For long pieces of reading, notes of this kind in the margin can serve as a way to find information in the text. NOTE: many test books have extra wide margins for this very purpose.

Finger pressing stone = 2 objects; spacecraft in vacuum = 1 object; yet both propelled by 3d law. Why?

Newton's third law of motion

Although we commonly talk of single forces, Newton recognized that it was impossible to have just an individual force. Rather, there is a mutual interaction between two objects, and forces always occur in equal and opposite pairs. An example given by Newton was that if you press on a stone with your finger, the finger is also pressed upon by the stone. That is, if one object exerts a force on a second object, the second object exerts a force on the first. This is like saying that you can't touch without being touched.

Newton termed these forces action and reaction, and his third law is commonly expressed:

For every action there is an equal and opposite reaction. Or, alternately, for every force there is an equal and opposite force.

This third law may seem contradictory to the second law, but it is not. The second law is concerned with a force acting on a given body of mass m and its resulting acceleration. The force pair of the third law acts on different bodies. Consider the third law in the familiar context of firing a rifle. . . . When the charge explodes, the bullet is accelerated down the barrel. It is acted upon by a force (an action), as evidenced by its acceleration. The reaction force acts on the rifle and it is accelerated in the opposite direction, which gives rise to the backward recoil or "kick" of the rifle. According to Newton's third law

$$F_{\text{action}} = -F_{\text{reaction}}$$

where the minus sign indicates the opposite direction to the action. . . .

Newton's third law is incorporated in many applications. . . . Exhaust gases from burned fuel are accelerated out the back of rocket and jet aircraft engines, and the rockets and aircraft are accelerated forward by the reactive forces.

3d. law: $F = -F$
 action - reaction
 reaction forces propel rockets forward
 [Kick not equal in all rifles]

1. Question to bring up in class.
 2. Selective underlining.
 3. Main idea in margin.
 4. Transition based.
 5. Specialized vocabulary circled and defined.
 6. Examples identified.
 7. Summary at end of section.
 8. Observation in []

Now that you have made notes in your text, you can use your highlighting and marginal notes to study. Reread only the information you have highlighted and marked. Try to make sentences that fit together with the marked information. Finally try to recite and write the important information you have marked from memory.

STUDY SKILLS TIPS AVAILABLE FOR FREE DOWNLOAD

The information on pages 3 and 8 is just a taste of a larger study skills and academic resources information page that will eventually be added to the VUB web site. Until the details of the page are decided, we will periodically place information in the newsletter for you to access. We have a .pdf file of study skills information that includes many topics. If you wish a copy, contact the director and it can be e-mailed to you or can be downloaded onto your flashdrive at no charge.



STUDENT SUPPORT SERVICES

Veterans Upward Bound is one of several programs known as Federal TRiO Programs. One of these programs is called Student Support Services. Below is a brief bit of information about the Student Support Services Program at Weber State University. This is a great program to enter after completing VUB. If you are not coming to Weber State University, contact the VUB Staff and we might be able to hook you up with a SSS program at the school you plan to attend. Like VUB, their services are free.

Student Support Services (SSS) provides a variety of free services designed to help students complete a bachelor's degree. To be eligible for services, students must be either low-income, first-generation or have a documented disability, and be pursuing a bachelor's degree while enrolled full-time. Applications may be obtained in SC 265.

Student Support Services provides the following services: basic study skills instruction, tutoring, mentoring, book loans, academic advising, financial advising, a computer lab, and other services. All SSS services are personalized and offered by a staff of professional advisors and trained peer mentors or

tutors.

You can find the WSU Student Support Services on the internet at <http://www.weber.edu/SSS/>



LIFETIME EARNINGS BASED ON EDUCATION

In September, the Census Bureau released a study that examined the economic value of educational attainment by estimating the amount of money that people might earn over the course of a 40-year career given their level of education. In response to the high level of media interest in these findings, the Census Bureau today released a series of supplemental tables. These tables include an estimate for the total population — all people regardless of gender, race, and Hispanic origin. They show that a person with bachelor's degree working full time from ages 25 to 65 would have \$1 million more in earnings than a similar person with high school diploma. Internet address: <http://www.census.gov/hhes/socdemo/education/data/acs/index.html>.



AWARDS BANQUET TO TAKE PLACE IN EARLY MAY

Each year VUB offers an awards banquet to its participants and recent graduates. The banquet is informal in terms of dress code and offers a good meal with a ceremony to provide award to achievers in the program.

Participants are invited through a mailer that should arrive at least three weeks in advance of the banquet. It is very important to respond when the mailer arrives so we can have an accurate count in order to order enough meals for everyone who attends.

MONOPOLY : GAME OF WAR

Starting in 1941, an increasing number of British Airmen found themselves as the involuntary guests of the Third Reich, and the Crown was casting about for ways and means to facilitate their escape. Now obviously, one of the most helpful aids to that end is a useful and accurate map, one showing not only where stuff was, but also showing the locations of 'safe houses' where a POW on-the-lam could go for food and shelter.

Paper maps had some real drawbacks -- they make a lot of noise when you open and fold them, they wear out rapidly, and if they get wet, they turn into mush.

Someone in MI-5 (similar to America's OSS) got the idea of printing escape maps on silk. It's durable, can be scrunched-up into tiny wads, and unfolded as many times as needed, and makes no noise whatsoever.

At that time, there was only one manufacturer in Great Britain that had perfected the technology of printing on silk, and that was John Waddington, Ltd. When approached by the government, the firm was only too happy to do its bit for the war effort.

By pure coincidence, Waddington was also the U.K. Licensee for the popular American board game, Monopoly. As it happened, 'games and pastimes' was a category of item qualified for insertion into 'CARE packages', dispatched by the International Red Cross to prisoners of war.

Under the strictest of secrecy, in a securely guarded and inaccessible old workshop on the grounds of Waddington's, a group of sworn-to-secrecy employees began mass producing escape maps, keyed to each region of Germany or Italy where Allied POW camps were regional system). When

processed, these maps could be folded into such tiny dots that they would actually fit inside a Monopoly playing piece.

As long as they were at it, the clever workmen at Waddington's also managed to add:

1. A playing token, containing a small magnetic compass
2. A two-part metal file that could easily be screwed together
3. Useful amounts of genuine high-denomination German, Italian, and French currency, hidden within the piles of Monopoly money!



British and American air crews were advised, before taking off on their first mission, how to identify a 'rigged' Monopoly set -- by means of a tiny red dot, one cleverly rigged to look like an ordinary printing glitch, located in the corner of the Free Parking square.

Of the estimated 35,000 Allied POWs who successfully escaped, an estimated one-third were aided in their flight by the rigged Monopoly sets. Everyone who did so was sworn to Secrecy indefinitely, since the British Government might want to use this highly successful ruse in still another, future war. The story wasn't declassified until 2007, when the surviving craftsmen from Waddington's, as well as the firm itself, were finally honored in a public ceremony.

Dear students,

Between your busy lives and my traveling to three different locations, sometimes it may be difficult to find time to meet me for tutoring in person.

Although teaching and tutoring, in my opinion, work best face-to-face, at times online tutoring is a more suitable option. Some of you have already taken advantage of this. For those of you who have not, I encourage you to give it a try. Here is how it works:

You email me your writing project, either in the text of your email message or as a Microsoft Word attachment.

I send it back to you within 24hrs – and usually much quicker – with my comments and suggestions.

It that simple!

Please remember that there are no restrictions on the number of times you can contact me, even it is for help on the same project. In fact, I enjoy seeing papers and resumes improve as we work on them over a period of time. Likewise, I am available and happy to help with a variety of writing projects. Resumes, cover letters, questions about writing, creative writing projects, and of course all kinds of written assignments (that's right, for any class not only English) – not only have I done it all, I've enjoyed it.

Whether you'd simply like an opinion or need more extensive help on your writing, email me. I am looking forward to hearing from you on yuliagoff@hotmail.com

As always, I am available in person at the following locations and times.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|--|---|--|---|
| Morning | Weber State University Ogden Campus Annex 12 | Weber State University Davis Campus Room 259 | Weber State University Ogden Campus Annex 12 | Weber State University Davis Campus Room 259 | Weber State University Ogden Campus Annex 12 |
| Afternoon | Weber State University Ogden Campus Annex 12 | Salt Lake Community College Taylorsville Redwood Campus Administration Building (AD) Room 249 | Weber State University Ogden Campus Annex 12 | Salt Lake Community College Taylorsville Redwood Campus Administration Building (AD) Room 249 | Weber State University Ogden Campus Annex 12 |



TWO MONTH CLASS SCHEDULE IN VUB

M & W

English begins 9:00—10:30

Computer Basics 11-12

Math “B” Session Begins 2:00—3:30

T & TH

Math “A” Session 1:00-2:30

Math “A” ends on 02/28/2012

Math “B” ends on 02/29/2012

Contact the teachers for class/tutor times beginning in March. Classes beginning in March will be decided based on participating students’ needs.



SALT LAKE COMMUNITY COLLEGE MATH TUTORING SCHEDULE

Math Tutoring

SLCC-Redwood—CT 194

Mon, Wed: 1pm - 5 pm

Tues, Thurs: 3 pm -7 pm

Fri: 12:15 pm - 4:30 pm

English Tutoring

SLCC-Redwood—AD 249

Tues, Thurs: 1pm - 5 pm



VUB FACEBOOK PAGE

If you are a participant, please join our Facebook page so that we can effectively communicate with you. We post useful information here and announce our upcoming events so if you are not on the page you may not have the latest information regarding our program.

<http://www.facebook.com/pages/Utah-Veterans-Upward-Bound/343081093488>

When you are on the page, please “like” us.



GRANT PROPOSAL WRITING THIS SPRING

Veterans Upward Bound is nearing the end of a 5 year grant cycle. As a result, we must once again compete for grant money from the U.S. Department of Education to continue offering educational opportunities for veterans. We have no definite timeline to indicate the due date but strong rumors now suggest the proposal will be due in June. Our start date is September 1 so that leaves little time for all the proposals to be read, notifications to be made of funding, and programs to begin.

Current participants are urged to contact the VUB staff to let us know what we do that you feel should continue. We also need to know what we have offered that you feel was a waste of time for you and us. This will help us determine what should be included in the proposal and can help the program offer the services that are most needed.



BE A GOOD LISTENER

One way to improve your concentration in the classroom is to practice being an effective listener. Good listening skills are necessary for understanding lectures, taking meaningful notes, participating in discussions, and communicating well with others. Effective listening is much more than just hearing; listening requires understanding information that is spoken. Here are several suggestions for developing the habit of being a good listener.

Do your best to ignore distractions and stay focused on what the speaker is saying.

Listen for the big picture, i.e., the main ideas, rather than trying to catch all the details.

Try to bring a positive attitude to the situation by creating, in yourself, an interest in some part of the topic. Being genuinely interested will make listening effectively much easier.

Be an active listener by creating questions about the topic. Write the questions in the margins of your notes to ask at the appropriate time.

Don't allow your emotions to create a barrier to your listening ability. Sometimes this can happen when a topic is controversial or when you strongly agree or disagree with a viewpoint being presented. Be aware of this possibility and work to concentrate on what the speaker is communicating. Put your emotions on hold so that you won't miss or misinterpret what is being conveyed.

Maintain eye contact from your seat with the speaker, even if they do not maintain it with you. Avoid looking around the room or skimming through the text book or surfing the net during class.

Be prepared by having read the assignment or by having read ahead. This will help you zero in on important facts if the professor mentions something you have read.

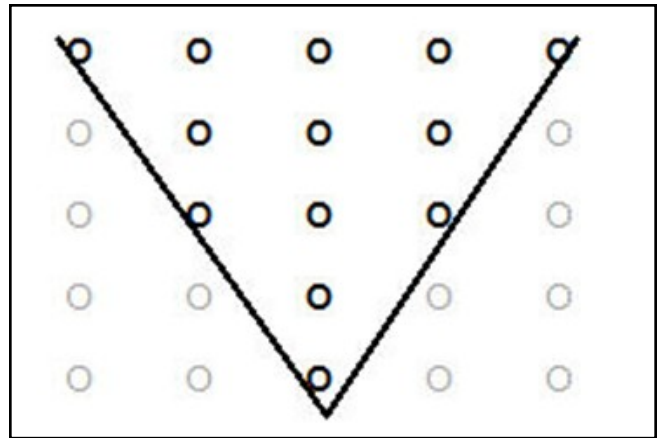
Sit near the front of the room and near the center closest to the speaker.

Take notes but do not write every word down.

WHERE TO SIT IN A CLASSROOM

Think of yourself looking at a classroom from the professor's point of view. Imagine the professor is standing at the open end of a V. The lines of the v meet at the back center seat of the classroom.

Professor



If you sit outside the V you are less likely to be as attentive or as involved and thus you may not be the best student you are capable of being. The best place to sit is near the front center of the room.

Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life. Remember that fear always lurks behind perfectionism.

David M. Burns

The beautiful thing about learning is that no one can take it away from you.

B.B. King