Class of 2019
Welcome to Dartmouth!!

Your name here
Your department here
Technical Information

- 35 total credits needed to graduate.
- First-year requirements
- Language Requirement (through level 3 required by 7th term on campus)
- Distributive and World Culture requirements.  (handout)
- The requirements of a Major (though you don’t declare until your fifth term in residence)
Distributive Requirements & World Culture Requirements

- **Distributive Requirements**
  1. Art: creation, performance, history or criticism; (ART)
  2. Literature: the history, criticism or theory of texts; (LIT)
  3. Systems and Traditions of Thought, Meaning and Value; (TMV)
  4. International or comparative study; (INT)
  5. Social analysis (two courses); (SOC)
  6. Quantitative or deductive science; (QDS)
  7. Natural and physical science (two courses); without/with lab; (SCI/SLA)
  8. Technology or applied science; without/with lab; (TAS/TLA)

*Note: At least one of the science courses in categories 7 or 8 must have a laboratory, experimental or field component (LAB).*

- **World Culture (WC) Requirement:**
  1. Western Cultures (W)
  2. Non-Western Cultures (NW)
  3. Culture and Identity (CI)

*Note: A class can fulfill a distributive requirement at the same time that it fulfills a WC requirement. A single class cannot fulfill two distributive requirements.*
First-year Requirements

- Writing requirement: (Writ 2-3, or Writ 5)
- A First-Year Seminar

- For those taking Writ 5, it is predetermined whether they will take it either fall or winter.
- Those in 2-3 do those courses fall-winter and their FYS in the spring.
- The FYS must be completed the term following completion of the writing requirement.
- Humanities 1-2 fulfills both the Writing and the First-Year Seminar requirements
**65-Minute periods three times weekly:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Days</th>
<th>Time</th>
<th>x-period</th>
</tr>
</thead>
<tbody>
<tr>
<td>9L</td>
<td>MWF</td>
<td>8:45-9:50</td>
<td>Th 9:00-9:50</td>
</tr>
<tr>
<td>10</td>
<td>MWF</td>
<td>10:00-11:05</td>
<td>Th 12:00-12:50</td>
</tr>
<tr>
<td>11</td>
<td>MWF</td>
<td>11:15-12:20</td>
<td>Tu 12:00-12:50</td>
</tr>
<tr>
<td>12</td>
<td>MWF</td>
<td>12:30-1:35</td>
<td>Tu 1:00-1:50</td>
</tr>
<tr>
<td>2</td>
<td>MWF</td>
<td>1:45-2:50</td>
<td>Th 1:00-1:50</td>
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**50-Minute periods four times weekly:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Days</th>
<th>Time</th>
<th>x-period</th>
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<tbody>
<tr>
<td>8</td>
<td>MTuThF</td>
<td>7:45-8:35</td>
<td>W 7:45-8:35</td>
</tr>
<tr>
<td>9S</td>
<td>MTuThF</td>
<td>9:00-9:50</td>
<td>W 9:00-9:50</td>
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**110-Minute periods twice weekly:**

<table>
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<th>Time</th>
<th>x-period</th>
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</thead>
<tbody>
<tr>
<td>10A</td>
<td>TuTh</td>
<td>10:00-11:50</td>
<td>W 3:00-3:50</td>
</tr>
<tr>
<td>2A</td>
<td>TuTh</td>
<td>2:00-3:50</td>
<td>W 4:15-5:05</td>
</tr>
<tr>
<td>3A</td>
<td>M</td>
<td>3:00-4:50</td>
<td>M 5:00-5:50</td>
</tr>
<tr>
<td></td>
<td>and Th</td>
<td>4:00-5:50</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>TuTh</td>
<td>4:00-5:50</td>
<td>M 5:00-5:50</td>
</tr>
</tbody>
</table>

Alternate modes of conducting classes in the 9, 10, 11, 12, 2, 10A, and 2A sequences exist: see ORC pages 113-114.
# Scholarship Ratings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Values</th>
</tr>
</thead>
</table>
| A     | 1. Excellent mastery of course material  
2. Student performance indicates a very high degree of originality, creativity, or both  
3. Excellent performance in analysis, synthesis, and critical expression, oral or written  
4. Student works independently with unusual effectiveness | A: 4  
A- : 3 2/3 |
| B     | 1. Good mastery of course material  
2. Student performance demonstrates a high degree of originality, creativity, or both  
3. Good performance in analysis, synthesis, and critical expression, oral or written  
4. Student works well independently | B+: 3 1/3  
B: 3  
B-: 2 2/3 |
| C     | 1. Acceptable mastery of course material  
2. Student demonstrates some degree of originality, creativity, or both  
3. Acceptable performance in analysis, synthesis, and critical expression, oral or written  
4. Student works independently at an acceptable level | C+: 2 1/3  
C: 2  
C-: 1 2/3 |
| D     | 1. Deficient in mastery of course material  
2. Originality, creativity, or both apparently absent from performance  
3. Deficient performance in analysis, synthesis, and critical expression, oral or written  
4. Ability to work independently deficient | D: 1 |
| E     | 1. Serious deficiency in mastery of course material  
2. Originality, creativity, or both clearly lacking  
3. Seriously deficient performance in analysis, synthesis, and critical expression, oral or written  
4. Cannot work independently | E: 0 |
Orientation timeline

- **Today**
  - Determine Writ-FYS schedule and placement records (through bannerstudent)
  - Go to Afternoon programming.

- **Friday and over the weekend**
  - Attend Open Houses.
  - Familiarize yourself with curriculum.
  - Fill out Questionnaire

- **Sunday**
  - Meet here again for discussion of Honor Principles
  - Fill out advising questionnaire

- **Monday**
  - Meet with faculty advisor
  - Register for classes

- **Tuesday**
  - Drop/add

- **Wednesday**
  - Start of classes
Reading your Placement Record

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

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

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

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

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

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

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**Pending Credits, Exemptions and Placements**

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Count</th>
<th>Grade</th>
<th>Grade Source</th>
</tr>
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<tbody>
<tr>
<td>HIST</td>
<td>000</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
</tr>
<tr>
<td>BIOL</td>
<td>000</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
</tr>
<tr>
<td>ECON</td>
<td>001</td>
<td>0</td>
<td>CR</td>
<td>AP</td>
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<tr>
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<td>AP</td>
</tr>
<tr>
<td>MATH</td>
<td>011</td>
<td>0</td>
<td>PLC</td>
<td>PLC</td>
</tr>
<tr>
<td>FREN</td>
<td>001</td>
<td>0</td>
<td>EX</td>
<td>HSFR1</td>
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<tr>
<td>FREN</td>
<td>002</td>
<td>0</td>
<td>PLC</td>
<td>HSFR2</td>
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<td>MATH</td>
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<td>0</td>
<td>SU</td>
<td>LP</td>
</tr>
<tr>
<td>WRIT</td>
<td>005</td>
<td>0</td>
<td>PLC</td>
<td>LP</td>
</tr>
</tbody>
</table>

**Student has been placed in Fall Term Writing 5**

**Test Scores**

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Navigating the Curriculum

This Afternoon

- 1:00-2:30: Putting your Liberal Arts degree to work: Stories from young alumni. Spaulding, Hopkins Center. **Required**
Orientation timeline

- Today
- Friday and over the weekend
  - Attend Open Houses.
  - Familiarize yourself with curriculum.
  - Fill out Questionnaire
- Sunday
- Monday
- Tuesday
- Wednesday
  - Start of classes
Organization, Regulations, and Courses (ORC)

How to read an ORC entry

Course number

Course title

PSYC 28 Cognition

Course description

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

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

This course is identical to Cognitive Science 2

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

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

www.dartmouth.edu/~reg/courses
How to read an ORC entry

Course Number
Course Title
Course description
This course is taught by Professor MacEvitt (Department of Religion)
Cross listing in other departments (in this case, Women and Gender Studies, and Classics)
Terms and times the course is offered (in this case, Spring term of 2013, in the 2A period)

REL 31 Sex, Celibacy, and the Problem of Purity: Asceticism and the Human Body in Late Antiquity

Late Antiquity (c. 300-500 C.E.) was a time when Christians struggled to understand how gender, family life, and religion could intermesh. Did virgins get to heaven faster than those who marry? Can a chaste man and woman live together without succumbing to lust? Were men holier than women? What about women who behaved like men? This course examines the changing understanding of the body, marriage, sexuality, and gender within Christianity through reading saints' lives, letters, polemical essays, and legal texts. Open to all classes.

Instructor
MacEvitt

Cross Listed Courses
WGST 43.2 and CLST 11.2

Distributive
Dist: TMV, WCult: W

Offered
13S: 2A

Distributive and World culture requirements fulfilled by this class, in the case the TMV Distributive and the Western World culture requirements
Advising Questionnaire!
You are responsible for:

Read Sources

http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth

Read Dartmouth Honor Principle

http://www.dartmouth.edu/~uja/honor/

Read Dartmouth Principles of Community

http://www.dartmouth.edu/~upperde/principles/
Orientation timeline

- Today
- Friday and over the weekend
- Sunday
- **Monday**
  - Meet with faculty advisor
  - Register for classes
- Tuesday
- Wednesday
  - Start of classes
Orientation timeline

- Today
- Friday and over the weekend
- Sunday
- Monday
- **Tuesday**
  - Drop/add
- **Wednesday**
  - Start of classes
Orientation timeline

- Today
- Friday and over the weekend
- Sunday
- Monday
- Tuesday
- Wednesday
  - Start of classes
Deans Office Drop in Hours

- **Baker-Berry Library (Entrance off the Circulation/Reference Area)**
- **Drop in Hours during Orientation**
  - Monday, September 14, 12:00-6:00 (Student Advising Center, Suite 125)
  - Tuesday, September 15, 8AM-12PM (Course change support; Carson Hall Suite 125); 8:00 AM- 4:00 PM (Registration adjustments in Registrar’s office)
- **Drop in Hours during the year:**
  - 1:00-4:00 PM: Everyday
  - 1:00-7:00 PM: Wednesday
Pre-Health Drop in Hours

- **Extra Open Walk-ins (Parker House)**
  - Friday Sept 11, 10-noon and 2-4:00
  - Wed Sept 16, 11-1 and 2:30-4:00
  - Thurs Sept 17, 9:30-Noon and 2:00-5:00

- **Small Group D-Plan advising**
  - 9/14: 9:00-4:00 PM. Haldeman Center, Room 125
    (Starting every hour on the half hour)
Above all…

- Be sure to elect course choices that you are excited about and interested in. The best thing you can do for your academic success is be excited about what you’re learning!
- Think about fall term, but also your goals for the year
- Don’t pre-determine your course of study. 75% of students major something other than what they think they when they arrive