

Wesleyan University

For Sophomore Transfer Students Only

-Academic/Curricular Interests-

Name: _____

The information you provide below will help us understand your curricular interests and will be used for advising purposes to give you a valuable head start on your education at Wesleyan. At the end of your sophomore year, after you have declared a major, you will have a faculty advisor in your major department.

1. Academic Interests

Please indicate your academic interests from the list below. Please check any areas or disciplines that interest you. (Your selections are not binding.)

Arts

- Art History
- Art Studio
- Dance
- Film
- Music
- Theater

Sciences & Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Earth & Environmental Sciences (Geology)
- Mathematics
- Molecular Biology & Biochemistry
- Neurosciences
- Physics

Humanities

- Classics (Greek, Latin, and Classical Civilization)
- Literature
- English
- Writing
- Foreign Languages (please specify):
 - Chinese Japanese
 - French Italian
 - Spanish German
 - Russian Hebrew

Interdisciplinary Areas

- African-American Studies
- American Studies
- Archaeology
- College of Letters
- College of Social Studies
- East Asian Studies
- Environmental Studies
- Film Studies
- International Relations
- Latin American Studies
- Medieval Studies
- Russian & East European Studies
- Science in Society
- Feminism, Gender and Sexuality Studies

Social Sciences

- Anthropology
- Economics
- Government
- History
- Philosophy
- Psychology
- Religion
- Sociology

Please indicate your level of interest in the general areas below:
1 = little 2 = moderate 3 = high

You may give more than one area the same number.

- | | |
|--|--|
| <input type="checkbox"/> Arts | <input type="checkbox"/> Sciences & Mathematics |
| <input type="checkbox"/> Humanities | <input type="checkbox"/> Interdisciplinary Areas |
| <input type="checkbox"/> Social Sciences | |

Name: _____

2. Essential Capabilities

Wesleyan's rich curriculum offers each student the freedom to create a program of study that responds to his or her unique aspirations, interests, and talents. The curriculum is designed to assist students in making coherent individual curricular choices. The faculty has identified a set of essential capabilities that span the Wesleyan curriculum. You and your advisor will discuss your abilities and how to locate courses in the curriculum that will support your needs in each of these areas. For each capability, we would like you to assess **YOUR ABILITIES TODAY** (Column 1) and **GOALS FOR WHEN YOU GRADUATE** (Column 2) using the following scale:

- 0 I have / expect to have **no basis for judging** my ability in this area.
- 1 I have / expect to have **no** ability in this area.
- 2 I have / expect to have **little** ability in this area.
- 3 I have / expect to have **moderate** ability in this area.
- 4 I have / expect to have **extensive** ability in this area.

Essential Capabilities and Descriptions		Enter a number in each column for each capability	
CAPABILITY	<i>We are interested in your self-assessment of your abilities. Use these descriptions as a general guideline for understanding each capability.</i>	Column 1 YOUR ABILITY TODAY	Column 2 GOAL WHEN YOU GRADUATE
Writing	The ability to write coherently and effectively. This skill implies the ability to reflect on the writing process and to choose a style, tone, and method of argumentation appropriate to the intended audience.		
Speaking	The ability to speak clearly and effectively. This skill involves the ability to articulate and advocate for ideas, to listen, to express in words the nature and import of artistic works, and to participate effectively in public forums, choosing the level of discourse appropriate to the occasion.		
Interpretation	The ability to understand, evaluate, and contextualize meaningful forms, including written texts, objects, practices, performances, and sites. This includes (but is not limited to) qualitative responses to subjects, whether in language or in a non-verbal artistic or scientific medium.		
Quantitative Reasoning	The ability to understand and use numerical ideas and methods to describe and analyze quantifiable properties of the world. Quantitative reasoning involves skills such as making reliable measurements, using statistical reasoning, modeling empirical data, formulating mathematical descriptions and theories, and using mathematical techniques to explain data and predict outcomes.		
Logical Reasoning	The ability to make, recognize, and assess logical arguments. This skill involves extracting or extending knowledge on the basis of existing knowledge through deductive inference and inductive reasoning.		
Designing, Creating, & Realizing	The ability to design, create, and build. This skill might be demonstrated through scientific experimentation to realize a research endeavor, a theater or dance production, or creation of works such as a painting, a film, or a musical composition.		
Ethical Reasoning	The ability to reflect on moral issues in the abstract and in historical narratives within particular traditions. Ethical reasoning is the ability to identify, assess, and develop ethical arguments from a variety of ethical positions.		
Intercultural Literacy	The ability to understand diverse cultural formations in relation to their wider historical and social contexts and environments. Intercultural literacy also implies the ability to understand and respect another point of view. Study of a language not one's own, contemporary or classical, is central to this skill. The study of a language embedded in a different cultural context, whether in North America or abroad, may also contribute to this ability.		
Information Literacy	The ability to locate, evaluate, and effectively use various sources of information for a specific purpose. Information literacy implies the ability to judge the relevance and reliability of information sources as well as to present a line of investigation in an appropriate format.		
Effective Citizenship	The ability to analyze and develop informed opinions on the political and social life of one's local community, one's country, and the global community, and to engage in constructive action if appropriate. As with Intercultural Literacy, study abroad or study in a different cultural context within North America may contribute to a firm grasp of this ability.		

Name: _____

3. ADVISING INFORMATION

A. Some students come to Wesleyan wanting to explore a wide range of subjects before selecting a major, and some come wanting to pursue a specific range of subjects in support of a vision for their education. How do you plan to build your program of studies over the next four years?

B. What would you say your career interests are right now? How do you see your Wesleyan education helping you achieve your goals for life after Wesleyan?

C. Tell your advisor about any skills you think would help you make the most of your Wesleyan education, such as: time management, preparing for exams, choosing a major, dealing with procrastination, career planning, writing papers, note taking, computer skills, study skills, math skills, public speaking, taking exams, reading retention.

D. Introduce yourself to your advisor by describing these five things about yourself:

1. The highlight of your life so far

2. Something no one would guess about you

3. One strength and one weakness

4. An academic or personal project you would like to create

5. Where would you go and why, if you could travel anywhere on earth?

If you have any questions, please contact:

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**Please return this form, along with the other materials by
July 11, 2011.**