

A Word to Incoming Freshmen

UNIVERSITY OF NORTH CAROLINA ASHEVILLE ACADEMIC CALENDAR

FALL SEMESTER 1979

TERM I

August	22	Wednesday	Residence Halls Open
	23	Thursday	Faculty Meeting (a.m.)
	24	Friday	Registration (day & evening)
	27	Monday	Classes begin
	29	Wednesday	Last day of late registration & drop/add
September	3	Monday	Labor Day Holiday
	14	Friday	Last day to drop a Term I course
October	5	Friday	Incomplete grades due
	19	Friday	Last day to drop a semester course Classes end for Term I

TERM II

October	22	Monday	Schedule Adjustment Day (semester classes meet)
	23	Tuesday	Term II classes begin
	25	Thursday	Last day of late registration and drop/add
November	1	Thursday	Last day to apply for December graduation
	12	Monday	Last day to drop a Term II course
	22,23	Thursday, Friday	Thanksgiving Holidays
December	5	Wednesday	Incomplete grades due
	19	Wednesday	Fall Semester ends

SPRING SEMESTER 1980

TERM I

January	11	Friday	Registration
	14	Monday	Classes begin
	15	Tuesday	Last day to apply for graduation in May
	16	Wednesday	Last day of registration and drop/add
February	1	Friday	Last day to drop a Term I course
	22	Friday	Last day to drop a semester course Incomplete grades due
March	7	Friday	Classes end for Term I

SPRING VACATION ---- March 10-15

TERM II

March	17	Monday	Schedule adjustment day (semester classes meet)
	18	Tuesday	Term II classes begin
	20	Thursday	Last day of registration and drop/add
April	7	Monday	Easter Holiday
	8	Tuesday	Last day to drop a Term II course
	29	Tuesday	Incomplete grades due
May	13	Tuesday	Classes end for Term II semester
	16	Friday	Commencement

SUMMER SESSION 1980

TERM I

May	27	Tuesday	Registration
	28	Wednesday	Classes begin
	29	Thursday	Last day of registration and drop/add
June	9	Monday	Last day to drop a course
July	2	Wednesday	Classes end for Term I

TERM II

July	8	Tuesday	Registration
	9	Wednesday	Classes begin
	10	Thursday	Last day of registration and drop/add
	15	Tuesday	Last day to apply for August graduation
	21	Monday	Last day to drop a course
August	13	Wednesday	Classes end for Term II

UNC-A freshmen---wise up! We know that many of you have come to college merely to get away from your parents, consume massive quantities of alcohol, and/or lose your virginity. Sorry kids, but at UNC-A there is a good chance that you will accomplish none of the above. If you were smart, you would go to a big party school like Chapel Hill for a year or so and have a thoroughly decadent time, building up a huge backlog of thrilling party tales to tell your friends in subsequent years. Then, after you were booted out of said major university, you could take advantage of UNC-A's notoriously lax admission standards and rebuild your academic reputation to stellar heights, being constantly motivated by the fear of spending the rest of your life as co-assistant night manager of the local McDonald's. But you're not that smart, are you? Instead of four years of big-time laughs, you are faced with a faculty and administration intent upon initiating that bane of all university students, the "academic upgrading" program.

A bit of campus history is in order here. Several years ago, when UNC-A was in the throes of a particularly humiliating basketball season, a Western Carolina University professor began needling a certain UNC-A administrator about the quality of our athletic program. This rather vicious ribbing took place at a cocktail party, and the embarrassed administrator felt obligated to deliver some sort of stinging repartee. In a classic comeback that has since become a standard of the industry, he icily informed the WCU professor that "Our goal here, sir, is to produce scholars---Renaissance individuals---rather than illiterates whose sole motor skill is the ability to put a round ball through a metal ring." Word of this exchange spread quickly through area academic circles, and UNC-A began to be referred to as the "Harvard on the Hill." This was all well and good, and campus morale took a temporary swing upward. Then problems set in. Some campus administrators actually began believing that we were a "Harvard on the Hill." Talk began circulating in faculty lounges about a concept known as "academic rigor." A problem that was cleverly named "grade inflation" appeared. "Incomplete" became an ugly word. Phrases such as "My grandfather just died," or "Professor, I've not told anyone else the terrible news, but my girlfriend/boyfriend just went into the hospital," suddenly began falling on deaf ears. UNC-A students were faced with the unprecedented phenomenon of having to study to make "A's."

"But," you say, "My older brother who went to school here in the late sixties never studied, took incredible amounts of drugs, made buckets of 'A's', and is now head of a successful Atlanta-based consulting firm. How can this be?" Well, your brother and his equally successful friends were aided by anti-war, anti-establishment professors who were interested in handing out as many student draft deferments as possible. Where are these generous professors now? A recent survey showed that ninety percent of them are living in geodesic domes in New Mexico's communes. The other ten percent are junior partners in successful Atlanta-based consulting firms. The only professors around today are young Turks driven by tenure-hungry frenzies---they give no quarter. They are augmented by a crusty group of older professors who never gave any quarter in the first place. This latter group are members of the ilk that were responsible for all the "What's Happening to Today's Youth?" articles that used to appear with such regularity in Reader's Digest.

Like the characters in Samuel Beckett's Waiting for Godot---which you will read at some point during your Humanities sequence, but probably not understand---you have been thrust into a meaningless void. As clever young scholars, it is your task and duty to find meaning in this void. Things look bleak, don't they? Fear not, for we at The Rag and Bone Shop are going to reveal the key to undergraduate happiness and void-filling. The key is this: mastery of the freshman term paper.

Faculty members will vehemently deny this, but any upper-level student will quickly tell you that in the eyes of your professors, your worth as a human being is directly proportional to your ability to write a concise and coherent term paper. We at The Rag and Bone Shop want to help you learn to write these stunning essays. With our aid, "concise and coherent freshman term paper" will cease to be a contradiction in terms. Read on, and by the time your first paper is due you'll be able to dazzle your professors with verbal pyrotechnics that will keep most of them scuttling back and forth between their desk and the dictionary. Turn the page, and you'll be leaving UNC-A quicker than you say "co-assistant night manager at McDonald's."

The Term Paper

1. Choosing the topic:

One of the most important lessons aspiring term paper writers can learn is that it is imperative to familiarize themselves with the professor they are writing said term paper for. Specifically, find out what they wrote their doctoral dissertation on and what area they concentrated in during grad school. After this information is acquired, the student has the option of taking two courses of action. One: He or she can write a paper that is as far from the professor's field of knowledge as it is possible to get. For