Transfer Tips

Plan early when transferring to universities in UW System

Watch for deadlines, rolling admissions, essay requirements

By Thi Nguyen
Not only is December the time when students at UW-Sheboygan study hard for their finals, but it’s also the time when some of them prepare their applications to transfer to four-year universities. In order to have a hassle-free transfer process to a four-year campus in UW System, collecting information in advance is always necessary.

Compared to other four-year universities, those in the UW System give transfer students from UW Colleges some advantages. One advantage is that you no longer need to pay for the admission fee; you’ve already paid the fee at UW-Sheboygan. In other words, you can apply to as many schools as you want without worrying about $44 fee.

Another advantage is that all the credits you have taken at UW-Sheboygan, up to 72 credits, may transfer to your four-year campus. After you are admitted to a campus, you will receive an official credit transfer evaluation. You can go to Transfer Information System website, tis.uwsa.edu, to find out beforehand which of your credits will transfer.

Transfer students have the option of applying to colleges online at apply.wisconsin.edu or filling out paper applications. Online applications have several benefits. Students can save their applications and edit them at a later time. Also, all of your personal information will be automatically recorded for other UW schools if you happen to apply to more than one, which can save a lot of time. However, the requirements for essay statements vary among the schools, so read the instructions carefully before writing.

Deadlines are an important factor that must be considered in the transfer process. The admission deadline for transfer students may be different from that for freshmnen; the time frame is longer. Some schools have their own deadlines, and others use a rolling admission policy, which means that they accept applications until they’re full. For rolling admissions, you should apply as early as possible because it’s first-come first-served.

There are 13 four-year universities in UW System: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Oshkosh.

See Transfer tips, page 2

Melton pursues bachelor’s through collaborative program

By Wesley Melton
After having finally decided on a major for my undergraduate degree and completing my Associate of Arts degree here at UW-Sheboygan, I found transfer to a four-year institution in the University of Wisconsin System to be easy and conducive with several of my needs and goals. Being an adult student, I had changed my major six times over the years. I finally settled on majoring in the management field, because it contains elements of all of my interests: English, science, technology, psychology, philosophy and communicating arts.

I applied to and was accepted by several four-year UW schools, but I found the up-to-date curriculum and career opportunities available at UW-Stout to be the most compatible. UW-Sheboygan has worked with UW-Stout in several collaborative programs to assist students with the successful transfer and accrediting for all of the credit earned at UW-Sheboygan.

Moreover, UW-Stout’s relationship with UW-Sheboygan has enabled me to finish a good amount of coursework toward my bachelor’s degree in face-to-face classes, rather than online courses, here at UW-Sheboygan through a consortium agreement. The consortium agreement allows me to be reimbursed through receiving financial aid as a full-time UW-Stout student after paying for classes in Sheboygan out-of-pocket. I also save money in this way: tuition at UW-Sheboygan is slightly less expensive than UW-Stout, but the quality of the classes here is the same or better.

Certain courses that I still need to complete my undergraduate degree are better learned face-to-face, such as math, accounting and classes that are not available through UW-

Stout that I have interest in. The classes taken under the consortium agreement must be relevant toward management: for example, I could not receive reimbursement for taking botany or chemistry because those requirements have already been met through completion of my Associate of Arts degree.

This is due, in part, to

See Collaborative degree, page 7
The pond off University Drive is being reconstructed into a wetland, which will be more suitable for the fish, turtles, waterfowl and other animals.

By Amber Beardsley

Until recently, you may not have paid much attention to the pond at the end of University Drive. It was just part of the view on your way to school.

Now, though, you’ve probably noticed that the pond has been replaced by construction workers, tree stumps, stakes connected by strings, and what looks like a bunch of burlap sacks spread all over the area.

Last May, former Voice reporter Chelsi Hicks reported that the pond was going to be part of a habitat restoration project funded by the U.S. Environmental Protection Agency and overseen by the Wisconsin Department of Natural Resources, Sheboygan County and the City of Sheboygan.

At the time of the article’s publication, the project had not been started, but now it has been in progress for several months.

Debbie Beyer, a UW System natural resources educator, talked about the pond restoration project when she visited UW-Sheboygan on Oct. 30 to explain what’s going on with the Sheboygan River.

Beyer said that the pond is essentially being reconstructed into a wetland, which will be a more suitable environment for the fish, turtles, waterfowl and other animals that frequent it.

At Beyer’s presentation, she said that the project intends to “connect the fragmented habitats” currently existing in the pond area. She explained that the result will be a combination of a woodland habitat and a wetland habitat.

In addition to the reconstruction of the pond itself, the project will also build passageways under the roads that will lead into the Sheboygan River. Quite a few turtles have been smashed while trying to cross the roads to get to the river, and these passageways will make the trip from the pond to the river much safer.

While it’s certainly the closest project to the university, the pond reconstruction isn’t only part of the habitat restoration campaign in progress.

In fact, the pond project is a small portion of the Sheboygan River restoration work currently going on.

During her presentation, Beyer said that the Sheboygan River is being dredged “to clean up the sediments of PCBs out of the water.” PCBs, or polychlorinated biphenyls, as well as polycyclic aromatic hydrocarbons (PAHs) are harmful chemical compounds that have polluted the river over the years. They have collected in the river, contaminating fish, amphibians, reptiles and game.

The spring edition of The Sheboygan River Explorer, a newsletter created by the Sheboygan River and Harbor Area of Concern, states that the dredging will remove more than 400,000 cubic yards of sediment that’s collected at the bottom of the river, which is equivalent to more than 300 dump trucks of material moved per day for 120 days.

In addition to the dredging, there is another facet of habitat restoration going on. This facet focuses on the Sheboygan River area, which has been overrun by non-native plants like teasel, phragmites and honeysuckle.

Once the river project is complete, the Sheboygan River will have a greater depth, which will make it safer and easier for large boats to navigate. Much of the river’s harmful PCBs and PAHs will be removed, which will reduce the amount of contaminated organisms in the water, in turn making it safer to consume river-caught fish and game. Also, the area around the river will be better suited to the native plants, which currently are being dominated by invasive plant species.

Until the habitat restoration project is finished, stay tuned for more updates.

Transfer tips: Start early (continued from page 1)

Transfer students are solely responsible for the newspaper’s content.

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Q&A

AMANDA MCGOVERN

Amanda McGovern may be one of the most involved students on campus. She recently spoke with reporter Amber Beardsley.

Question: Hi, Amanda! Thanks for letting me interview you!
Answer: Hey, yeah, no problem!

Question: Let’s get started. First question: What is your major?
Answer: I’m going to major in Community and Non-profit Development and Leadership.

Question: Wow, sounds pretty cool! I know you’re a part of a lot of clubs and organizations here. Which clubs are you involved with?
Answer: Boards, Swords, and Cords; Startroopers [Astronomy Club]; Student Government Association; Gay/ Straight Alliance, and [laughs] technically, Music Club.

Question: What else are you involved with at UW-Sheboygan?
Answer: I’m on a lot of committees, and I have a lot of jobs. The committees I’m on are Curriculum, ESFY [Engaging Students in the First Year], SGC [Student Government Committee], and within that, the Inclusive Excellence Committee. Oh, and Collegium. I’m the box office manager, but only when there’s a play. I’m also the Student Life Organization assistant, that’s usually one to five hours a week. I work twice a week in the Cyber Cafe, and I’m an orientation leader and middle school and HLC [Higher Learning Commission] tour guide.

Question: Wow, that’s a lot of stuff! How do you juggle everything you’re involved with at school and your life outside of school?
Answer: [Laughs] I have no life. But seriously, I don’t make commitments when I know I don’t have the time.

Question: Sounds like you don’t have a lot of free time, then. On average, how much free time do you have?
Answer: Like, an hour a week. Actually, maybe like an hour a day? I don’t know, sometimes it’s like five hours. So I guess anywhere from one to five hours a day.

Question: Amanda, may be one of the most involved students on campus. She recently spoke with reporter Amber Beardsley.

Question: How do you juggle everything you’re involved with at school and your life outside of school?
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American Reunion (2012)

“Jim, Michelle, Stifler, and their friends reunite in East Great Falls, Mich., for their high school reunion” (IMDb.com).

When I watched this movie with a friend, I was expecting to be completely lost since I had only seen one of the previous American Pie movies. Surprisingly enough, I soon realized that you don’t need to know anything about the other movies to understand this one. American Reunion is basically a hilarious recap of the previous movies. It had me laughing from beginning to end. I loved every second of it. –Nicole Couillard

Avatar (2009)

“A paraplegic Marine dispatched to the moon Pandora on a unique mission becomes torn between following his orders and protecting the world he feels is his home” (IMDb.com).

The visual effects made me actually feel connected to the movie. The feeling of complete amazement is all I felt when I watched this movie. Its ability to bend the senses is one of the wonderful qualities it has. The story line is nothing less than brilliant. Its practical problems are relative to today’s time, which helped create a stronger connection when I was watching. –Doug Meyer

The Avengers (2012)

“Nick Fury of S.H.I.E.L.D. brings together a team of super humans to form The Avengers to help save the Earth from Loki and his army” (IMDb.com).

I liked this movie so much that I saw it twice in theatres! I think The Avengers is an awesome movie because it has so many different movie aspects. It’s action-packed, it’s funny, it’s dramatic, and it’s one of those films that keeps you on the edge of your seat throughout its entire duration. –Amber Beardsley

A Beautiful Mind (2001)

“Director Ron Howard masterfully films the real-life story of John Forbes Nash Jr. (Russell Crowe), a Princeton mathematician and also a victim of schizophrenia. While Nash’s mind was of enormous service to humanity, it also betrayed him with frightening delusions. Nash won the Nobel Prize in 1994” (IMDb.com).

It took me 11 years to finally watch this movie, but I was very, very impressed. It’s absolutely brilliant. I was still so curious after wards, that I actually did some research on Mr. Nash to find out more about his life. Someday, I do want to watch this again! –Don Markgraf

Colombiana (2011)

“A young woman, after witnessing her parents’ murder as a child in Bogota, grows up to be a stone-cold assassin,” according to IMDb.com. Zoe Saldana plays a little girl who watches her parents get murdered and gets revenge on the man who did it. The movie is action packed, and I loved how she got back at this man. –Jenny Lookabaugh

The Help (2011)

“Adapted from the novel of the same name, the movie is about a

help of a giant man-eating plant who demands to be fed” (IMDb.com).

Great comedy, hilarious scenes, and overall great musical. It was amazing to see what one man (Seymour) would do to get the attention of Audrey. –Jenny Lookabaugh

Dirty Dancing (1987)

“Spending the summer in a holiday camp with her family, Frances ‘Baby’ Houseman falls in love with the camp’s dance instructor Johnny Castle” (IMDb.com).

My favorite part of this movie is at the end where she chose to go against her father and dance with a man who she fell in love with and who is also of lower class. –Jennifer Den Dekker

Mean Girls (2004)

“Cady Heron is a hit with The Plastics, the A-list girl clique at her new school, until she makes the mistake of falling for Aaron Samuels, the ex-boyfriend of alpha Plastic Regina George,” according to IMDb.com.

At first glance, this movie appears to be just another chick flick. However, I’ve found that both women and men enjoy it. This movie is funny, cleverly executed and one of a kind. –Nicole Struck
WORST MOVIE

Of the movies you saw last year, whether in theaters or another venue, what was the biggest waste of time?

It contains are catchy and easy to sing along to. I always enjoy the movies made by the amazing Tim Burton. –Doug Meyer

Piranha 3DD (2012)
“Director John Gulager films the story of a swarm of piranha’s that awaken from their spring break extravaganza at Lake Victoria and head upstream where they look to make a meal out of Big Wet, a local water park—where, when it comes to fun, nobody does it better” (IMDb.com).

Up to this point, I had only seen the original 1978 Piranha movie. That movie gave us genuine horror, while this one is so dumb that it’s near intolerable. Because the characters are shallow, it’s hard to feel anything for them other than irritation. It lacked energy, and the suspense was nonexistent. Stars Danielle Panabaker and David Hasselhoff. –Don Markgraf

Pirates of the Caribbean: On Stranger Tides (2011)
“Jack Sparrow and Barbossa embark on a quest to find the elusive fountain of youth, only to discover that Blackbeard and his daughter are after it too” (IMDb.com).

The story line was not as well prepared and exciting as the previous movies. I did not feel engaged to the movie at all, and the ending was very blurry in its content. I didn’t understand how the movie ended, and it left me with a lot of unanswered questions. When you have an ending to a successful series you have to end it in a clear way. This movie failed. I did not think they made it the great ending that everyone anticipated. –Doug Meyer

Scream 4 (2011)
“Like the three previous installments in Wes Craven’s Scream series, Scream 4 is still focused on the main protagonist, Sydney Prescott. Ten years have passed, and Sidney Prescott, who has put herself back together thanks in part to her writing, is visited by the Ghostface Killer” (IMDb.com).

I liked the first three films in the series, but Scream 4 disappointed me. The storyline didn’t make sense, and it was predictable. Plus, the terrible acting of the young actors didn’t help the movie. Frankly speaking, they should’ve stopped making the seventh installment altogether. –Thi Nguyen

Wanderlust (2012)
“Rattled by sudden unemployment, the Manhattan couple surveys alternative living options, ultimately deciding to experiment with living on a rural commune where free love rules,” according to IMDb.com.

This movie was not what I had expected. Soon after it started, the overall theme of it completely changed. The movie became crude and strange, which continued for the rest of the movie. –Nicole Struck

All-Time Favorites

(continued from page 4)

Hunger Games (2012)
“Katniss Everdeen voluntarily takes her younger sister’s place in the Hunger Games, a televised fight to the death in which two teenagers from each of the twelve Districts of Panem are chosen at random to compete” (IMDb.com).

I did not like this movie because it didn’t compare to the book or have the same effect on me as the book did. I didn’t think there was enough emotion. I felt like I was missing a bunch of the story. –Jennifer Den Dekker

“Sean Anderson partners with his mom’s husband on a mission to find a mythical island” (IMDb.com).

It’s bound to have a lot of plot holes because the characters are shallow, it’s hard to feel any emotion. I felt like I was missing a bunch of the story. –Jennifer Den Dekker
ANN MATTIS

Reporter Amber Beardsley talked with Ann Mattis, UW-Sheboygan’s new English professor, about studying abroad, favorite classes (to take or teach) and Mattis’s research into servants in literature.

Question: Where are you from and how long have you lived there?

Dr. Mattis: I finished my doctorate in the fall of 2009, and I was teaching even as an undergrad student, so I’ve been teaching since 2003. I’ve been teaching writing, literature and women’s studies classes. I taught at Loyola and Columbia, which is a creative arts school in Chicago. I’ve been really lucky to teach in all of those different environments, public and private schools.

Question: Since you studied abroad, I was wondering, what kind of a process is that?

Dr. Mattis: I’ve taught different courses on the gothic, like the female gothic. I taught a British literature class at Marquette. If there’s interest, I’d love to teach Intro to Women’s Studies, which would be feminist theory.

Question: What’s the most rewarding aspect of teaching?

Dr. Mattis: There are so many things, but I would say when you see your students apply something, and they’re not just regurgitating information, but they’ve taken that information and made it their own. When I hear students say, “Hey, I was talking to my friend about [this movie] that I watched in my class,” it’s really exciting seeing how they’re excited enough about the class that they’re talking about it outside of the class, and they’re actually changing their lives. It’s not just about them learning something or developing intellectually. It’s about them changing their perspective in the world! They’re becoming more dynamic as a result of something you’ve introduced to them.

Question: I know a lot of English professors write papers or other works and publish them. Are you working on anything like that?

Dr. Mattis: I am! My dissertation is turning into a book. My goal is to have it finished by the end of the summer, and I’ve gotten some interest from a publisher, but that’s a process, trying to find a university press. The book is on servants in early 20th century American literature. It’s on the representation of servants in American women’s fiction.

Question: That sounds pretty interesting! What’s it about?

Dr. Mattis: Well, basically, Americans always felt uncomfortable about servants, right? So, obviously, it’s different from aristocratic society. You have these democratic, egalitarian ideals, so servitude was always sort of uncomfortable to Americans. It used to be that you regard your servant as a family member. There was the home economics movement at the turn of the 20th century. In this movement, they sought to professionalize the bond between the servant and the family for liberal, progressive reasons. However, there was a lot of residual intimacy and sentiment associated with the relationship, and we see that even today.

I was interested in why we even have films like The Sound of Music and all these stories about, basically, nannies. Why is the governess put at the center of pop culture as the height of sentiment? She’s a paid worker, but we sentimentalize her function in that historical moment. I see this gap between the sentimental ideals and the professional imperatives originating with these early 20th century texts.

Question: My last question is whether you have any advice for students?

Dr. Mattis: Do you want! Instead of being “X,” just because there’s a high demand for that job, do what you want. There’s no linear track between what you study and what the rest of your life looks like. Nobody knows what the world and life will look like down the road. So don’t force yourself into a life track that you’re going to hate. Just search yourself and find what it is you want to do, and do it!
New Faculty

Julie Konik joins Psychology Department

By Nicole Couillard

Julie Konik joined UW-Sheboygan this fall as a new professor in the Psychology Department.

She said she came to work for UW-Sheboygan because she has worked for the UW System before and really enjoys it.

After 12 years of schooling, she holds a joint doctorate in psychology and women's studies. She said she chose to go into the psychology field because she is interested in finding new ways to improve people's lives.

Throughout her lifetime, Konik has moved around quite a bit.

She grew up on the west side of Philadelphia. Then she moved to Michigan, where she graduated from the University of Michigan and got her Ph.D. in psychology. Next, she moved to Ohio to be around family, and now she has been living in Wisconsin for four years. She has been teaching since 2003.

When asked why she chose to teach psychology instead of becoming a psychologist or therapist, she said that she just prefers to teach and loves to do it.

Konik said the best thing about being at UW-Sheboygan is meeting all the bright students and welcoming faculty. She said that her biggest challenge is learning all the students' names.

When asked if she could go back and choose a different major, Konik said she had thought about becoming a lawyer, but in the end, all she wants to do is make a good social impact on the world and to just do good things. She said she is content on the path she has chosen to take.

Coed soccer team wins state championship

By Eric Benti

The soccer state championship is a first for the UW-Sheboygan team.

The team beat Fond du Lac, 9-2, in the first round on a rainy Saturday morning, and then edged past Washington County, 3-2, to make it into the championship game.

After a long bus ride up to Wausau for their last game, the team was ready to take it home this year. The team beat UW-Marathon, 5-2, on Oct. 20.

After finishing the season with 10 wins, the UW-Sheboygan team was second place in the playoffs and had home field advantage.

The Green Goblins flag football team from UW-Sheboygan traveled to UW-Manitowoc on Oct. 23 and came home with the intramural championship for the first time since 2009.


Flag football team brings home Lakeshore Bowl

The Green Goblins flag football team from UW-Sheboygan traveled to UW-Manitowoc on Oct. 23 and came home with the intramural championship for the first time since 2009.


Collaborative degree: Study here for bachelor's

(continued from page 1)

Room provides mothers with all items that a child would need from infancy to age 4.

Trisha's House was started in 2006 by Trisha Bergemann's family and friends after 22-year-old Trisha and her unborn child died as a result of domestic violence. Trisha's House teaches single mothers how to provide a safe, stable, loving and nurturing environment for their families.

Outreach for families

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Children’s Book Festival

The 3rd annual Sheboygan Children’s Book Festival was held on Oct. 12-14. Free festival events took place simultaneously at three venues: John Michael Kohler Arts Center, Mead Public Library and Bookworm Gardens. The weekend also marked the Annual Birthday Bash of Bookworm Gardens.

The mission behind the Children’s Book Festival is to “foster a love of reading and inspire young readers, writers and artists.” The theme for this year’s Children’s Book Festival was family. The festival hosted authors and illustrators who talked about how their own families have influenced their work.

This festival allowed the young and old to interact with many children’s book authors through book sales, book signings, workshops, illustration demonstrations, and discussions. Although it rained nonstop all weekend, there were still plenty of smiles.

Taylor DeSmidt, who is majoring in electrical engineering through a collaborative program with UW-Platteville, helps children with a science experiment during the festival.

Author Matthew Cordell shows how to draw “Ruben” the pig from his book Trouble Gum.

Preparations take place outside the barn at Bookworm Gardens on a rainy day. Activities inside include face painting and readings by the authors.

Above: Musician Kyane Howland leads a sing-along with the Lake Country Academy Brownie Troop.
Left: Author Judi Fors of California reads to children from her book Twitch. The book is featured via the Twitch Deck at Bookworm Gardens.