00:01 - Everybody, thanks for joining us this evening.
00:03 We're gonna give it a couple seconds,
00:04 let people get settled.
00:05 So feel free to kind of find your spot.
00:07 Get comfortable.
00:12 All right.
00:13 Give it a few more seconds.
00:14 Again, thanks for joining.
00:15 Hope you're all having a very nice Thursday,
00:17 hope wherever you are the weather's warm.
00:18 I know here in Boston,
00:19 we're getting some really nice weather right now.
00:21 So hope you are experiencing the same thing.
00:24 All right, so with that, we'll get started.
00:27 So again, thank you for joining tonight.
00:28 My name is Olivia Harris.
00:29 I am one of the undergraduate admissions counselors
00:31 here at Suffolk University.
00:32 I work with students from Florida,
00:34 Central Massachusetts, Hawaii, and Pacific Northwest.
00:37 So if you happen to be from that region,
00:39 I very likely read your application.
00:41 So again, even more exciting
00:43 to know that you're here tonight.
00:44 Congratulations to you all for being accepted.
00:47 I know, you know, this college process
00:48 can be quite daunting.
00:50 So definitely take the time to enjoy the success
00:53 that you're feeling right now.
00:54 With that all being said,
00:55 I don't want to give too much time with my intro.
00:57 We have a wonderful class planned for you tonight.
00:59 We have with us, Dr. Eric Dewar from our biology department.
01:03 He's gonna be taking you through an awesome breakdown
01:06 of you know, I won't say it.
01:07 I'll let Dr. Dewar get there.
01:09 - It was announced already, so it's okay.
01:11 - You already know.
01:14 Here at Suffolk we have two colleges,
01:15 the Sawyer Business School
01:16 and the College of Arts and Sciences.
01:18 This course tonight
01:19 is coming from the College of Arts and Sciences.
01:21 So just keep in mind.
01:23 When it comes to how to interact with us tonight,
01:25 you'll notice on the bottom of your screen,
01:27 you have a few different buttons.
01:28 So obviously, your microphone and camera
01:30 are turned off right now.
01:32 But you know, when Dr. Dewar asks for interaction,
01:35 feel free to use the chat.
01:36 Be aware that anything you put in the chat, we can all see.
01:39 Or use the Q&A, which is a private option.
01:42 And then if you'd like to turn on your mic,
01:44 feel free to hit that raise hand button.
01:45 And I can go in and turn your mic on.
01:47 So those are the three options for tonight.
01:49 But with that, now that we've housekeeping taken care of
01:51 I will turn it over to you Dr. Dewar.
01:53 - Right.
01:54 Well, thanks very much.
01:55 Welcome, guys.
01:57 Congratulations on your acceptance.
01:59 I'm really glad you guys you're able to join us today.
02:02 This actually really like giving this particular talk
02:05 for students who are either at orientation
02:07 or coming through to (indistinct) or prospective students
02:11 who've been accepted.
02:13 Because it is a chance for us to sort of show
02:16 the kinds of things we often do at Suffolk,
02:18 this is gonna be a little bit unusual.
02:19 I know that all of us have been suffering through
02:21 online classes for a year now.
02:22 But we're coming out of that.
02:24 And so one of the things
02:25 that I really love about being in Suffolk
02:27 is the opportunity for us to work together in small groups.
02:31 And this is a pretty small group.
02:33 But you know, when you have a class
02:35 that has like 12 or 18 people in it,
02:38 you can really like round the bases
02:40 on a lot of interesting ideas.
02:42 So when I was first approached
02:44 to pick something to talk about,
02:47 I was told it would be for undergraduate students
02:50 who could be business majors,
02:52 or who were gonna major something in the college,
02:55 and something that they were gonna be understandable
02:58 in about 20 to 30 minutes.
03:00 And then also something that like everybody could relate to.
03:03 So I decided that I was gonna do a lecture
03:06 about yawning.
03:08 About why we yawn.
03:10 So just to say at the very beginning here,
03:12 understand that I'd fully acknowledge
03:16 that, I know that by talking about yawning,
03:18 we end up falling into the trap of doing it as well.
03:21 And we'll actually talk about like,
03:22 why it's catching, why it's universal.
03:25 And kind of like what the ways that scientists
03:28 have taken to try to approach
03:31 why it is we do it in the first place.
03:33 So just to kind of get started here,
03:36 one of the things that is really interesting about yawning
03:40 is though it happens to everybody,
03:45 there's taken a long time for biologists and psychologists
03:50 working together to figure out
03:52 why it is we actually do it.
03:54 Now, I picked these particular pictures
03:57 on the front here,
03:58 just to kind of give a couple of generalities a few things.
04:02 You know, first of all,
04:03 we see yawning happen across the vertebrate tree.
04:08 So all the way from fish, to reptiles, to humans.
04:13 We still see yawning happen
04:17 with human infants.
04:19 We've seen it happen with ultrasounds.
04:21 So we know what happens throughout the lifespan as well.
04:25 So it's not just a thing that adults do.
04:27 It's a thing that really does cause
04:29 that when you see kind of crossing different varieties,
04:33 different varieties of vertebrates.
04:35 And of course, the cats on the right here
04:37 to remind me to say,
04:38 of course, we know there's this catchiness to it about
04:41 it as well.
04:43 So here's about this universality, like I said,
04:48 we know the little babies will yawn.
04:50 But one thing you might not realize
04:52 is that if you've ever been around little kids,
04:55 what will happen is when a baby yawns
04:58 like everybody's just sitting around looking at it,
05:00 the whole room will yawn too.
05:02 But like when an adult yawns,
05:04 a baby doesn't notice that.
05:06 You know, so baby doesn't yawn in response to that as well.
05:09 So that sort of brings up this question
05:11 of that there seems to be some kind of learned,
05:14 some kind of social aspect to it,
05:16 even though we see it happen
05:18 in lots of different kinds of species across vertebrates.
05:23 And also, you know,
05:24 and we can even be catching from one species to another.
05:29 So, there are some things
05:31 that would really, like define it as yawn.
05:34 First of all, you know,
05:35 yawns have these three stages
05:37 that are pretty typical with (indistinct) inspiration.
05:40 So breathing in, its maximum, its acme.
05:43 So we watched the cat here,
05:44 starting up,
05:47 and here we go,
05:49 there's the Acme (indistinct) stretches all the way out
05:51 and then the expiration on the back end
05:53 and kind of resettling.
05:55 And also, if you're trying to stifle a yawn right now,
05:58 you probably notice that it's kind of hard to stop,
06:02 or at least to get that feeling of satisfaction
06:04 without letting it go to its completion.
06:06 So that's another aspect of yawns
06:07 that are different from other kinds of behaviors
06:10 that our bodies do is
06:11 that we say they are fixed action patterns,
06:14 which means once they're initiated,
06:15 they have to go all the way to completion.
06:20 But one thing is I think
06:21 is really interesting about this too,
06:23 is not just the physiological nature of how we yawn,
06:26 but understanding that
06:28 there are different kinds of behaviors that we do
06:34 that involve like a large gape
06:37 or kind of curling around,
06:40 or like stretching out of the body.
06:41 So just looking at these pictures here,
06:44 let's use the chat for a little bit.
06:47 Which of these people are actually yawning?
06:51 You know, put in the chat.
06:52 What do you think is happening there?
07:03 Top left.
07:04 Who else do you think is yawning?
07:21 (indistinct) so yeah,
07:23 first one was a bottom left.
07:24 Yeah, I would agree with that as well.
07:26 You probably seen that,
07:28 well, maybe you've seen that artists around,
07:30 he's actually a relatively early artist, Joseph Decurrent.
07:34 who did all these kind of fanciful,
07:37 or more meme like, depictions of himself.
07:40 So okay, so those, I would agree that those two are yawning.
07:45 What about the guy in the middle on the top?
07:47 Is he yawning?
07:48 What's happening there?
07:54 Yeah, that's like,
07:55 yes, exactly.
07:56 Surprise, shock, astonishment.
07:58 Who else do you think is astonished
07:59 when you look at these?
08:09 No, I would probably say the guy in yellow shirt.
08:14 I think he's cheering.
08:19 The chimpanzee in the lower middle.
08:23 I think he's also shocked at something.
08:25 But clearly, you know, the gray wolf on the upper right.
08:31 And the man the woman in the lower part as well.
08:33 They're doing neither of those things
08:35 that's that's anger, right?
08:36 That's rage.
08:38 So one of the things
08:39 I think is really fascinating about this is,
08:42 you can tell whether,
08:44 we certainly we can tell from looking at these pictures,
08:46 whether somebody is you know, yawning or shocked or angry,
08:49 but it's not just or cheering.
08:52 And all those together are,
08:54 those facial signals are ones that are consistently done.
Science of Yawning

Charles Darwin wrote a book that was about the expression of emotions in humans and in animals. And one of the things that he, that was kind of realized by that point was that these are really, these are like cross-cultural, recognizable signals, that seem to be built into what humans are.

So that's one of the things that I think is also really interesting, because this maps on to yawning as what it represents as a communication device. But I guess I won't actually get to the big question that is, what do we think yawning is for?

Like, you can put in the chat or if you wanna raise your hand, you can even just click the raise hand if you want to raise your hand with the button, then you can come on mic as well. Olivia will unmute you.

What are some reasons that you think why people yawn or what have you heard in the past?

Jessie says, oh, this is related to fatigue. Okay, we definitely do it around the time of sleeping. More.

What else do you think it might do around tiredness, then? What do you think is doing for the body? Talking about stress relief, what do you know about this?

Noah, can you come on mic? What do you think about the stress leave part? I haven't heard that.

That's okay. It's harder when you don't have to respond, if you don't want to, Noah. It's, I know, it's harder to have face to face interactions when we can't see each other. So we have a few different opportunities (indistinct) don't worry about that part. So we have a few different possibilities here, where we're looking about things that are related to, and like what Noreen saying where it's like, you're not just, it's not just related to being tired. But it's telling others that they're, they're tired as well.

Yes, Ceaser, I want you to come on mic. You can go ahead now.

Okay, I don't want to, clears throat.

I don't wanna have people, you know, be caught off guard.
12:22 But
12:24 I guess here's my next thing.
12:25 So we have some ideas,
12:27 what it can be for,
12:29 related to tiredness we see.
12:31 You know, whether it's,
12:33 you know, telling others
12:35 or just a side effect of being tired,
12:38 activating some form of sequence.
12:39 I'm not sure how we test that.
12:44 But I've also heard things like,
12:46 the other ideas that are out there
12:49 are things like this is a way for the body to, you know,
12:53 force the body to get like a good big breath.
12:56 So you're able to bring in more oxygen.
12:58 I've seen experiments done related to cooling the brain,
13:02 just like kind of related
13:04 to the extreme headache phenomenon.
13:06 When you eat or drink something that's really cold,
13:09 the cold stuff in your esophagus will cool
13:14 a couple of the big arteries,
13:15 the carotid arteries that go up to the head,
13:18 that kind of give you an ice cream headache.
13:20 So there are a bunch of different things
13:21 that have been tried.
13:23 What are ways if you think that this is about tiredness,
13:27 or if you think this is about getting more oxygen
13:30 or about cooling the brain,
13:32 can you think of an experiment that we could do
13:34 that would test about
13:36 whether it seems to be more closely related to tiredness,
13:39 or oxygen,
13:40 or cooling off the brain.
13:44 Can you guys got something?
14:00 One,
14:03 I'm not seeing too much.
14:04 So I was just,
14:06 okay, yeah, sure.
14:07 I can say it again.
14:10 Basically, how can we test one of these ideas?
14:12 You know, if it's about,
14:13 you know, if wanna know if people yawn,
14:16 do people yawn more,
14:17 when they're tired?
14:18 Or when they need more oxygen
14:20 or when they need cool off their brain?
14:24 I guess students yawn different periods of school day,
14:26 would you want to try to make somebody yawn,
14:28 I suppose you could talk with him about it.
14:29 And that would kind of make me yawn,
14:31 but like,
14:32 but I like the part about
14:33 with just seeing what different parts of the school day,
14:36 just like set up a 711 security camera
and watch a room of people,
you know, and see if you see more frequent yawns
at different times a day, you know.
Maybe that's related to the amount of melatonin
or something in their in their body
that's related to this like sleep hormone.
What are some other kinds of experiments
or observations we could do,
that might help us figure out
what's gonna be the cause of why we yawn.
Okay, before and after work.
Noreen, do you think we're gonna yawn more
before or after?
After, you know, if we're thinking of a workday
that starts in the morning,
sometimes people are tired when they go,
I mean, I don't know what time you guys go to,
were going high school,
but I know my kids, my kid who's in high school,
goes to school later that my kid who's in middle school,
because they just shifted back the time,
you know, if we're thinking of a workday
sometimes people are tired when they go,
I mean, I don't know what time you guys go to,
were going high school,
but I know my kids, my kid who's in high school,
goes to school later that my kid who's in middle school,
because they just shifted back the time,
you know, because they know that people in their late teens
usually have more trouble like waking up
because their brain is still screening melatonin.
So I know that like,
and this is something where,
it's actually funny when people get to college,
they're used to, you know,
a lot of people are used to be at the bus stop
at 7:15 or 7:20 in the morning.
But then, after a while,
though, like those nine o'clock classes seem wicked early.
One time when I was in graduate school,
I was a part of an experiment actually,
where they were looking to see,
they wanted to see if it's related to like
the body's need for oxygen.
So what they did was,
if you picture one of those, like old tiny scuba helmets,
it was almost like one of those,
they put me in those, Plexiglas
and it was set up with an oxygen tank behind it.
So I couldn't see what the readings were.
They basically said, come read a book,
and we're gonna do this experiment
for like an hour and a half.
So what they would do is they would adjust
the concentration of oxygen,
the partial pressure of oxygen,
so that, you know, (indistinct) stimulating
either being at sea level inside my little tank head,
being up at high altitude, like 15,000 feet.
So the thing is, I wasn't exerting myself.

But basically, their question, they would figure that people who were at high altitude during the times when they were simulating high altitude, they should be yawning more frequently than people who were at sea level.

But they turned out that there's actually no difference there.

So, you know, even though the idea of the yawn as like, just a good big breath, is that it makes some intuitive sense. But it actually doesn't turn out to be how things actually work.

There have been experiments that have been done about the kind of the ice cream headache phenomenon, where people find that folks will at least they claimed that people in Phoenix Arizona would be yawning more frequently than folks who were up in Milwaukee, Wisconsin, when you kind of just set up a camera and sort of watch people over the course of the day. There does seem to be some kind of cooling function as well.

But the difference is, this was I would say, for there, this doesn't explain why it's catchy.

So that doesn't do like, isn't like do everything for us. So it's not strictly about oxygen.

It's not strictly about cooling the brain either.

So where we are now is, our understanding is like, I'm gonna move the slides off for a sec, it's related to tiredness, but not the way you might think. So when we get tired, or when you're falling asleep, if it takes you like a minute to fall asleep, you are sleep deprived, you have other problems.

But for most folks who are over kind of caught up on their sleep, the way we fall asleep tends to be like this, I'm gonna try to make a little graph with my finger, where we have like a high state of arousal up here, and then sleep is gonna be down lower.

So we start off at a high state of arousal, and then we kind of dip down, then we go up a little bit again, then we go down low, and then we come up a little bit again. So the places where we yawn, are like when we are going from a lower state of arousal to a slightly higher state of arousal.

So we're yawnning, not so much when we are falling asleep,
but when we're waking up.

So the answer seems (indistinct).

And this sort of explanation actually makes better sense than you think (indistinct)

I should have made this as a graph, but I didn't.

What makes sense about this,

is that allows us to figure out like, kind of why this thing would be catchy to

what else is it related to.

So lemme just show you what I'm thinking.

One of the things that we know about yawning

is that it's not just the ventilation thing.

It's called pandiculation.

It's like these different stretches that the body does to kind of limber up to get moving again.

So imagine yourself 50,000 years ago, sitting around the campfire

with other early humans.

I mean, anatomically modern humans, but not people who live in cities or had agriculture or anything.

When people start getting drowsy, when like that first guy perks up,
I see somebody yawning,
I don't think oh, no one boring them,
I think, oh, good, they're waking up now.
You know, I'm not trying to bore people anyway.
But knowing this, I sort of figured,
okay, they're coming back to me now.
So it also kind of explains why it's catchy, too, because
if you're getting amped up,
then maybe the people around you will as well,
and also explains what (indistinct) explained.
But it's sort of like why there's a difference between
the adult response and the infant response in humans.
Because with infants,
if you yawn at an infant and don't do anything,
because it hasn't picked that up as a social cue, yet.
There are a lot of different kinds of behaviors
that are kind of developed in the brain
during particular critical intervals.
So the big thing to get about this is,
just like how children,
egregated children who are like left alone
and ever spoken to,
don't learn to speak,
if they don't talk by like the age of,
by the age of like, say 10 or 11.
Because there's a critical period in the brain
when the brain is working on that as a problem.
So the kind of socialist aspect
that comes out from yawning
is something that children do early,
but not right at the beginning of the lives.
So I guess just to sort of land the plane here,
you know, so we have like plenty of time here.
This is usually like a little segment of a class
that I would do when I teach anatomy and physiology.
What I want to do is basically,
see if we have any other questions about this topic,
but I'm also curious and Olivia can come back on now too.
She likes,
if you also have any questions about
doing college,
either doing college face to face,
or what it's like it's Suffolk.
The more academic Professor Lee questions I can ask,
I can answer and the other ones
I mean, I'm sure Olivia will be able to get out as well.
So I guess first before we go to the the Suffolk questions,
any questions about the yawning stuff?
Who had to like suppress a yawn
during when we were talking about this?
I've totally been staving one off for half an hour.
All right, then.
Yeah, let's shift over to,
I guess you can use either the Q&A or just the chat
for putting in your questions.  
So why don't you guys go ahead  
and punch in any questions you have about Suffolk  
or about doing college or anything.  
- And while those questions are coming in,  
definitely wanna give you a thank you, Dr. Dewar.  
I have yawned four times accounts.  
So it's definitely it's working.  
And yeah, as Dr. Dewar said,  
feel free to throw any questions you may have in the chat.  
I'm gonna throw in a little paragraph for you all as well,  
just with some further events coming up,  
we'll be doing admitted events  
or events targeted to you all admit students,  
really all throughout the rest of the month.  
So if you liked this class,  
if maybe you want to take a guided tour,  
definitely check out our Facebook group to you know,  
stay on top of all these opportunities.  
I think I just saw a question (indistinct).  
I can answer this one.  
- Yeah.  
- Your typical class that say a first year student we take  
are typically small.  
So like your first year writing course,  
your first year seminar,  
that kind of college, you know,  
kind of transitioning to,  
kind of intro to college seminar that people do.  
Those are all 20 people or fewer.  
So that'd be one,  
that this is the first answer.  
It depends on your major.  
How big are the classes are sometimes,  
biology is one of the larger majors  
it kind of gets teared like this.  
We have a couple of first year courses,  
like our gateway courses in the major,  
that can be large,  
they can be on the scale of like 80 or so.  
But most of our sophomore classes  
are like the 40 student level,  
and then everything else is 20 or fewer.  
So it happens very frequently,  
that, you know, we have,  
I mean, it's rare that we'll have fewer than eight.  
But for the most part,  
most of the classes that you'll take  
are gonna be somewhere between probably 20 and 30 students,  
you're the very big ones,  
and we just don't have a lot of big rooms on campus.  
So there aren't a lot of places,  
like you're not gonna be in a 500 person lecture hall  
or something like that.
25:45 That's not what we do here.
25:54 - Looks like we had another one come in.
25:56 If you wanna try to take that one,
25:57 and then I'm happy to to follow up.
25:59 - Yeah, honors classes are,
26:03 they are intended mainly for people
26:06 who've been accepted into the honors program.
26:08 They will often allow deeper kinds of work
26:13 into a given topic.
26:15 I don't wanna say,
26:16 it's not that they're harder,
26:18 but it's gonna require fidelity to kind of like,
26:21 yeah, a little deeper thinking,
26:23 than you might get in a regular class.
26:26 There's also an impression,
26:30 there is also an impression
26:31 for a lot of the honors students,
26:32 certainly when I taught honors classes,
26:34 it's nice being in a group of honors people too,
26:37 because when you have,
26:39 when your classes, all students who are serious about school
26:42 and performing at a high level,
26:43 that can be a really satisfying class to be in.
26:46 So I think that would be something that
26:48 that's kind of I would say,
26:49 that's kind of what they're like,
26:50 you know, so I don't think that,
26:55 the other students are great,
26:57 but not every smart student I have is an honors person.
27:01 So I think that there are
27:03 like definitely a lot of ways
27:04 you're gonna be able to have for interacting with students,
27:06 interacting with your peers,
27:09 and sort of kind of, you know,
27:10 sharing and developing a network.
27:13 Okay, is there anything I wish as Professor
27:15 their freshmen knew before they enter class?
27:18 All right, two things.
27:20 The first thing is,
27:22 you don't have to raise your hand
27:25 to ask to go to the bathroom, all right?
27:28 If somebody tells you that you have to,
27:30 then you're getting pumped.
27:32 But, Some of you might see me at orientation later.
27:35 But one of the things I tell people
27:38 at every orientation session I do is that
27:41 people expect college to be much more difficult
27:44 than high school was.
27:46 But if you're in a class with 40 students,
27:48 you might not talk every day,
27:50 Professor might not call on you every day.
27:52 So students sometimes realize they can kind of get by
27:55 just keeping their mouth shut,
27:57 and maybe attending class or maybe they skip
27:59 or maybe lose watch the video or something.
28:00 And then after a while,
28:02 when they first are having these checkpoints,
28:03 like the first exams, they're doing really lousy.
28:06 I have this conversation with students every year I go,
28:08 hey, how's my 114 going?
28:10 And they go, Oh, it's going great.
28:11 They I go, oh, did you get above and 85 in the first exam?
28:13 And they go, no, I got a 64.
28:14 And I go, yeah, that's less.
28:16 Like, the thing to understand is that
28:19 the biggest thing that I think people should know
28:21 going to college is,
28:22 I want you to hit the beginning of the semester hard.
28:28 It's because you don't know
28:31 as it turns out, you're getting 99 to 100 on things,
28:33 you want to dial it back a little bit, knock yourself out.
28:35 But it's much easier to start from position
28:38 where you are like are making contact with professors,
28:42 you're making sure that
28:43 you are understanding what's happening.
28:46 You know, if it's been two weeks in a class,
28:48 and I don't know a student's name yet,
28:49 that means I haven't interacted with them
28:51 in ways that are helpful.
28:52 And like, I really don't want to be like that.
28:53 So I guess my,
28:54 advise is hit the beginning of fall semester hard.
28:57 It might not seem like everything's hard from day one.
29:02 But things build and like, the days are shorter,
29:07 the days are long, but the weeks are short.
29:08 So things really will accelerate.
29:11 And if you're behind you people get like super behind.
29:18 - That's great advice to know
29:19 that you need to be aware and get ahead
29:21 and you're finding out ahead of time.
29:22 So I think you're all on the right track
29:24 or to get attending a class before you even commit
29:26 so good on you.
29:27 Good on you all.
29:28 We had a question come in from Jessie
29:30 and this is a great question.
29:31 Will Suffolk be mandating in person attendance
29:33 for the 2021, 2020 school year?
29:35 So good question.
29:37 We are still working on coming up with our finalized plan
29:40 but as of right now,
29:41 our goal is that campus
29:42 will be open full capacity in the fall.
29:44 With that being said, you know,
29:45 another element of college is you know,
29:48 if you need accommodations for some,
29:49 you know need of your own,
29:51 as long as you advocate for them and speak out,
29:53 we can definitely make accommodations possible.
29:55 But as of right now,
29:56 our goal is to have everybody on campus
29:58 in the right halls in the classrooms,
30:00 living life (indistinct).
30:03 - Get your shots.
30:05 - Yes.
30:08 Not mandated, of course, but definitely would be good.
30:11 - Well, I mean, I'm surprised we're not requiring
30:13 the required (indistinct) shot, you know,
30:16 but on the other, but yeah, that's the thing.
30:18 And that's I mean,
30:19 what's gonna be really, I think really interesting is that
30:22 half of the university will have not done
30:27 serious face to face college yet,
30:29 you know, this year's first year class,
30:31 and then you guys,
30:33 neither of you have really spent any time
30:35 in a college classroom except for doing Zoom.
30:37 So there's gonna be like, a lot of learning.
30:40 And for a lot of professors,
30:41 I know for me, I just can't wait to get back face to face.
30:44 Even though I know that like you can be as effective online
30:47 as you can, face to face
30:49 just the logistics are easier, the human connections,
30:53 the social connections that allow learning to happen,
30:56 happen just a lot better.
31:00 - I think (indistinct) We are first year school is.
31:02 - I don't know the official day,
31:04 if you do, - I do.
31:05 - You do, wonderful.
31:07 - Move on, let's get to my calendar.
31:10 First day school will be,
31:16 I think it's gonna be,
31:18 it's gonna be right after Labor Day,
31:19 it's probably gonna be the Wednesday the eighth,
31:21 I think it's Wednesday, the eighth of September.
31:24 So,
31:26 but on the other hand,
31:27 if you're living in the residence halls,
31:28 that is not your moving date.
31:30 If you are,
31:31 you know, and we certainly have,
31:34 I don't know if we're gonna be having convocation.
31:36 But there are like
31:37 beginning of fall semester events that happen.
31:39 So yeah, typically we start the Wednesday after Labor Day
31:44 and that's the case this year, too.
31:45 - And just so you all know too,
31:46 once you pay, once you decide Suffolk is your fit,
31:48 and you pay your enrollment deposit,
31:50 you'll be getting plenty of emails
31:51 with all different updates
31:52 with all this information that you'll need.
So you'll know when classes start,
you'll know when you need to move in,
you'll know where you're gonna move in.
So really, once you pay that enrollment deposit,
we're all here to assist you in that transition.
So don't be stressed about that yet at all.
All right, thanks, Brendan, for that clarification.
Yeah, I teach in the day.
So I always forget about the evening people,
the night people.
Some of you might have evening courses.
But yeah, so you do want to start on Tuesday night, okay.
- Yep, so (indistinct),
- We got some more time.
What else do you want to know?
- Any other questions?
If not, no worries.
Like I said, that blurb that I said in the chat earlier.
Make sure join that Facebook group,
check your email, we're always communicating via email.
And if you have any questions
that you'd like to connect with me,
or maybe Dr. Dewar, online,
feel free to email our admissions office
and we can connect you with either of us.
So no pressure, if you can't think of anything right now.
I guess maybe, oh, I think we had one come in.
Yep, - Yes.
I can actually (indistinct).
- Yeah, go ahead and you answer that one.
- Yes, so good questions,
you have all the good questions Jessie.
There is a course directory,
can send you the links, you can review it.
Also, when you enroll,
you're gonna be assigned an academic advisor.
So any questions you have about courses,
your program and graduation
will be something that you can work through.
And they help you select your first round of classes.
So you have a lot of support there.
But I can also send you
the links you can review it now as well.
- Yes, the school can help you find a job.
We have an active and expanding Career Development Center
that is working,
that is really upping their game
about the way they're able to help students.
Now there are things that,
some opportunities you're gonna get
because of interactions with professors.
Others is gonna be for doing internships,
like for example, I work with a lot of healthcare students.
So they are,
33:54 you know, it's often that
33:55 we'll get internships and stuff do when they're in college,
33:59 and then be applying for jobs later,
34:01 I help people apply to graduate programs.
34:03 So a lot of people who wanna go work in human healthcare
34:07 aren't doing that right out of college.
34:09 I mean, they're off these require
34:10 like a master's degree or a doctoral degree kind of thing.
34:12 So that's gonna depend a little bit.
34:14 But for many majors, the Career Development Center
34:17 has an active source,
34:18 there's their databases,
34:19 so you can start getting things,
34:22 users are applying for internships,
34:23 you know, even your first semester if you want.
34:25 But one thing I might throw your way
34:28 I don't know like random bit of advice is,
34:31 everybody thinks they want an internship,
34:34 like you don't want an internship,
34:36 you want experience.
34:38 Now, that can mean
34:41 you're volunteering to work in a research lab
34:43 or it can mean that you are doing a part time job.
34:47 I know a student did a part time job at a science startup
34:50 when she was in college,
34:52 or it can be this thing that you do for credit
34:54 that we call an internship.
34:55 So don't turn your nose up at opportunities
34:58 that don't say internship in them, okay?
35:00 Like I said, that you guys are what you want is experience,
35:03 not just like a straight internship necessarily.
35:13 Do you mean,
35:14 Jessie, do you mean things for getting yourself like,
35:17 registered or you thought you think about classes?
35:30 So to answer the question,
35:31 first base, are there any required early summer assignments
35:33 need to be completed.
35:34 No, we're not gonna send you a reading list,
35:36 we're not going to,
35:37 especially for first year students,
35:39 some programs might have,
35:41 you know, we're gonna do this thing together,
35:42 but they'll let you know about ahead of time.
35:44 For the most part, classes begin when classes begin,
35:47 you know, so I think that,
35:48 because especially for first year students,
35:50 you know, you're still finding your way about the university
35:53 and the dorms and everything.
35:55 We don't really,
35:56 maybe the week before classes,
35:58 professors will be sending out the syllabus
36:01 or making sure that you get the textbook
36:03 and that kind of thing.
36:04 But I wouldn't assign it as an assignment to do.
Oh, one other thing about textbooks. If you after your orientation, you will have chosen all of your fall classes. Nobody leaves orientation without a full schedule. Now, one thing to be aware of, though, is that, now, you can order your textbooks or you get them online, you can buy them from the bookstore. But my advice is, when you have your schedule, figure out how you're gonna get your textbooks then. So like if by the end of June, you know, what textbook you gonna need, go ahead and either get them purchased or otherwise ordered, like then, don't wait till the first week of September to try to, you know, DM some random on Chegg who's gonna sell you their book for a good price? Because you're not gonna see it for a month, right? So my advice is, once you know what your classes are, figure out your solution is and if you're gonna do some illegal solution, like getting a PDF online or something, you need to do that early, right? Because what you don't wanna do, you can't go to your professor and say, oh, I can't do this assignment 'cause my book isn't coming for three weeks. Like that's not a real reason. - Yeah, all good advice. You're really, you're all getting some really good insight tonight. So I definitely hope that you're taking some notes and definitely keeping in mind. One other question come in, is there a deadline for the deposit? This is a wonderful question. So the deadline is May 1. So if you're feeling Suffolk, and you think this is the place for you, make sure you get that deadline or should meet, you get that deposit in really as soon as possible. The sooner you get it in, you know, the sooner we know they're committed to us. And the sooner we can take these next steps and figure orientation, and, you know, figure out all the next steps that come along with enrolling. We have another question about orientation dates, they will be in June. So again, once you put that enrollment deposit, you will get an email sending you all the specific dates in June, which we'll then sign up for then.
37:51 So definitely something that will be on your radar
37:54 at the moment they submit that deposit.
37:57 And with that, I think,
37:59 I think that's all of our questions.
38:00 So like I said, though, if anything comes up afterwards,
38:03 feel free to send an email to us at the admissions office.
38:06 Thank you Dr. Dewar, not only for your content,
38:08 but your great advice.
38:09 I hope you all definitely pay attention
38:10 no matter where you end up.
38:11 And with that, again, thank you for coming out tonight.
38:14 Congratulations and good luck
38:16 on the rest of your college search,
38:17 or process, I should say.
38:20 - Take care.