

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

08:58 across humans.
09:00 Charles Darwin wrote a book
09:01 that was about the expression of emotions
09:05 in humans and in animals.
09:06 And one of the things that he,
09:08 that was kind of realized by that point
09:10 was that these are really,
09:12 these are like cross cultural, recognizable signals,
09:15 that seem to be built into what humans are.
09:18 So that's one of the things that I think
09:21 is also really interesting,
09:22 because this maps on to yawning as what it represents
09:26 as a communication device.
09:29 But I guess I won't actually get to the big question
09:33 that is, what do we think yawning is for?
09:37 Like, you can put in the chat
09:39 or if you wanna raise your hand,
09:41 you can even just click the raise hand
09:43 if you want to raise your hand with the button,
09:45 then you can come on mic as well.
09:47 Olivia will unmute you.
09:49 What are some reasons that you think why people yawn
09:52 or what have you heard in the past?
10:04 Jessie says, oh, this is related to fatigue.
10:06 Okay, we definitely do it around the time of sleeping.
10:11 More.
10:26 What else do you think it might do around tiredness, then?
10:31 What do you think is doing for the body?
10:46 Talking about stress relief,
10:47 what do you know about this?
10:49 Noah, can you come on mic?
10:50 What do you what do you think about the stress leave part?
10:52 I haven't heard that.
11:11 That's okay.
11:11 It's harder when
11:13 you don't have to respond, if you don't want to, Noah.
11:15 It's,
11:17 I know, it's harder to
11:19 have face to face interactions when we can't see each other.
11:22 So we have a few different opportunities
11:24 (indistinct) don't worry about that part.
11:25 So we have a few different possibilities here,
11:28 where we're looking about things that are related to,
11:31 and like what Noreen saying where it's like,
11:33 you're not just,
11:34 it's not just related to being tired.
11:36 But it's
11:39 telling others that they're,
11:42 that they're tired as well.
11:43 Yes, Ceaser, I want you to come on mic.
11:57 You can go ahead now.
12:16 Okay, I don't want to,
12:18 (clears throat)
12:20 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

14:39 and watch a room of people,
14:42 you know, and see if you see more frequent yawns
14:44 at different times a day, you know.
14:46 Maybe that's related to the amount of melatonin
14:49 or something in their in their body
14:50 that's related to this like sleep hormone.
14:53 What are some other kinds of experiments
14:56 or observations we could do,
14:59 that might help us figure out
15:01 what's gonna be the cause of why we yawn.
15:06 Okay, before and after work.
15:08 Noreen, do you think we're gonna yawn more
15:10 before or after?
15:19 After,
15:20 I buy that, on the other hand,
15:22 you know, if we're thinking of a workday
15:24 that starts in the morning,
15:25 you know, sometimes people are tired when they go,
15:27 I mean, I don't know what time you guys go to,
15:30 were going high school,
15:31 but I know my kids, my kid who's in high school,
15:34 goes to school later that my kid who's in middle school,
15:38 because they just shifted back the time,
15:42 you know, because they know that people in their late teens
15:45 usually have more trouble like waking up
15:47 because their brain is still screening melatonin.
15:50 So I know that like,
15:51 and this is something where,
15:53 it's actually funny when people get to college,
15:55 they're used to, you know,
15:56 a lot of people are used to be at the bus stop
15:57 at 7:15 or 7:20 in the morning.
16:00 But then, after a while,
16:01 though, like those nine o'clock classes seem wicked early.
16:07 One time when I was in graduate school,
16:09 I was a part of an experiment actually,
16:12 where they were looking to see,
16:14 they wanted to see if it's related to like
16:16 the body's need for oxygen.
16:18 So what they did was,
16:19 if you picture one of those, like old tiny scuba helmets,
16:23 it was almost like one of those,
16:24 they put me in those, Plexiglas
16:26 and it was set up with an oxygen tank behind it.
16:29 So I couldn't see what the readings were.
16:31 They basically said, come read a book,
16:32 and we're gonna do this experiment
16:34 for like an hour and a half.
16:37 So what they would do is they would adjust
16:40 the concentration of oxygen,
16:43 the partial pressure of oxygen,
16:45 so that, you know, (indistinct) stimulating
16:47 either being at sea level inside my little tank head,
16:50 or being up at high altitude, like 15,000 feet.

16:54 So the thing is, I wasn't exerting myself.
16:56 So it wasn't like I was gonna pass out or something.
17:00 But basically, their question,
17:01 they would figure that people who were at high altitude
17:04 during the times when they were simulating high altitude,
17:07 they should be yawning more frequently
17:10 than people who were at sea level.
17:13 But they turned out
17:13 that there's actually no difference there.
17:15 So, you know, even though the idea of the yawn as like,
17:19 just a good big breath,
17:20 is that it makes some intuitive sense.
17:24 But it actually doesn't turn out
17:25 to be how things actually work.
17:27 There have been experiments that have been done about
17:29 the kind of the ice cream headache phenomenon,
17:31 where people find that folks will at least they claimed
17:35 that people in Phoenix Arizona
17:37 would be yawning more frequently,
17:39 than folks who were up in Milwaukee, Wisconsin,
17:43 when you kind of just set up a camera
17:44 and sort of watch people over the course of the day.
17:49 There does seem to be some kind of cooling function as well.
17:52 But the difference is, this was I would say, for there,
17:55 this doesn't explain why it's catchy.
17:57 So that doesn't do like,
17:58 isn't like do everything for us.
17:59 So it's not strictly about oxygen.
18:01 It's not strictly about,
18:06 it's not strictly about cooling the brain either.
18:07 But the thing is,
18:09 so where we are now is,
18:11 our understanding is like,
18:12 I'm gonna move the slides off for a sec,
18:14 it's related to tiredness,
18:17 but not the way you might think.
18:20 So when we get tired,
18:23 or when you're falling asleep,
18:25 if it takes you like a minute to fall asleep,
18:29 you are sleep deprived, you have other problems.
18:31 But for most folks who are
18:33 over kind of caught up on their sleep,
18:34 the way we fall asleep tends to be like this,
18:38 I'm gonna try to make a little graph with my finger,
18:39 where we have like a high state of arousal up here,
18:42 and then sleep is gonna be down lower.
18:44 So we start off at a high state of arousal,
18:46 and then we kind of dip down,
18:47 then we go up a little bit again,
18:49 then we go down low, and then we come up a little bit again.
18:52 So the places where we yawn,
18:54 are like when we are going from a lower state of arousal
18:58 to a slightly higher state of arousal.
19:01 So we're yawning, not so much when we are falling asleep,

19:05 but when we're waking up.
19:08 So the answer seems (indistinct).
19:12 And this sort of explanation actually makes better sense
19:16 than you think (indistinct)
19:17 I should have made this as a graph, but I didn't.
19:20 What makes sense about this,
19:22 is that allows us to figure out like,
19:23 kind of why this thing would be catchy to
19:27 what else is it related to.
19:31 So lemme just show you what I'm thinking.
19:37 One of the things that we know about yawning
19:38 is that it's not just the ventilation thing.
19:42 It's also,
19:43 (indistinct) these stretches that we see
19:46 all these cats doing here.
19:48 Yawning is a part of a suite of behaviors.
19:50 It's called pandiculation.
19:52 It's like these different stretches that the body does
19:55 to kind of limber up to get moving again.
19:58 So imagine yourself 50,000 years ago,
20:01 sitting around the campfire
20:02 with other early humans.
20:04 I mean, anatomically modern humans,
20:06 but not people who live in cities
20:07 or had agriculture or anything.
20:11 When people start getting drowsy,
20:14 when like that first guy perks up,
20:15 oftentimes there's a reason you know,
20:17 somebody hears, you know,
20:19 a predator out in the surroundings around it
20:23 maybe away from the campfire.
20:24 Basically when somebody is yawning and waking up,
20:27 that's like a signal to other people around
20:30 that says, hey, something's up,
20:32 you should wake up a little bit.
20:34 So yawning, doesn't signal, I'm tired.
20:38 If signals I'm coming out of my state of tiredness,
20:40 and I'm trying to perk up a little bit.
20:44 One of my students who graduated last year, Emily Manfra,
20:47 was an all American miler, a mile runner for Suffolk.
20:54 And she always had this question
20:55 of why she yawns at the starting line.
20:58 It's not because she's not excited, she's not tired.
21:01 But she defined so she can stop yawning.
21:04 That's because when you're getting amped up before a race,
21:07 what's happening is your body
21:08 is gonna is gonna keeps on notching up
21:10 to higher states of arousal
21:12 so that she's really gonna be focused to compete.
21:16 So basically, this explains kind of
21:19 when we do it.
21:21 We do it when we're waking up a little bit.
21:24 And which actually makes me feel really good.
21:26 But knowing this, when I teach a class,

21:27 I see somebody yawning,
21:29 I don't think oh, no one boring them,
21:31 I think, oh, good, they're waking up now.
21:33 You know, I'm not trying to bore people anyway.
21:35 But knowing this, I sort of figured,
21:38 okay, they're coming back to me now.
21:40 So it also kind of explains why it's catchy, too, because
21:46 if you're getting amped up,
21:48 then maybe the people around you will as well,
21:50 and also explains what (indistinct) explained.
21:52 But it's sort of like why there's a difference between
21:54 the adult response and the infant response in humans.
21:58 Because with infants,
22:00 you know, if you yawn at an infant and don't do anything,
22:02 because it hasn't picked that up as a social cue, yet.
22:05 There are a lot of different kinds of behaviors
22:09 that are kind of developed in the brain
22:12 during particular critical intervals.
22:14 So the big thing to get about this is,
22:17 just like how children,
22:19 neglected children who are like left alone
22:21 and ever spoken to,
22:22 don't learn to speak,
22:24 if they don't talk by like the age of,
22:25 by the age of like, say 10 or 11.
22:28 Because there's a critical period in the brain
22:30 when the brain is working on that as a problem.
22:34 So the kind of socialist aspect
22:37 that comes out from yawning
22:38 is something that children do early,
22:40 but not right at the beginning of the lives.
22:45 So I guess just to sort of land the plane here,
22:48 you know, so we have like plenty of time here.
22:50 This is usually like a little segment of a class
22:51 that I would do when I teach anatomy and physiology.
22:54 What I want to do is basically,
22:56 see if we have any other questions about this topic,
23:00 but I'm also curious and Olivia can come back on now too.
23:03 She likes,
23:04 once if you also have any questions about
23:07 doing college,
23:08 either doing college face to face,
23:10 or what it's like it's Suffolk.
23:12 The more academic Professor Lee questions I can ask,
23:16 I can answer and the other ones
23:18 I mean, I'm sure Olivia will be able to get out as well.
23:20 So I guess first before we go to the the Suffolk questions,
23:24 any questions about the yawning stuff?
23:26 Who had to like suppress a yawn
23:28 during when we were talking about this?
23:33 I've totally been staving one off for half an hour.
23:39 All right, then.
23:40 Yeah, let's shift over to,
23:42 I guess you can use either the Q&A or just the chat

23:46 for putting in your questions.
23:48 So why don't you guys go ahead
23:50 and punch in any questions you have about Suffolk
23:52 or about doing college or anything.
23:55 - And while those questions are coming in,
23:57 definitely wanna give you a thank you, Dr. Dewar.
23:59 I have yawned four times accounts.
24:01 So it's definitely it's working.
24:03 And yeah, as Dr. Dewar said,
24:05 feel free to throw any questions you may have in the chat.
24:08 I'm gonna throw in a little paragraph for you all as well,
24:10 just with some further events coming up,
24:15 we'll be doing admitted events
24:16 or events targeted to you all admit students,
24:18 really all throughout the rest of the month.
24:20 So if you liked this class,
24:21 if maybe you want to take a guided tour,
24:23 definitely check out our Facebook group to you know,
24:26 stay on top of all these opportunities.
24:28 I think I just saw a question (indistinct).
24:31 - I can answer this one.
24:34 - Yeah.
24:35 - Your typical class that say a first year student we take
24:39 are typically small.
24:40 So like your first year writing course,
24:42 your first year seminar,
24:45 that kind of college, you know,
24:46 kind of transitioning to,
24:48 kind of intro to college seminar that people do.
24:50 Those are all 20 people or fewer.
24:55 So that'd be one,
24:56 that this is the first answer.
24:58 It depends on your major.
25:00 How big are the classes are sometimes,
25:02 biology is one of the larger majors
25:04 and it kind of gets teared like this.
25:06 We have a couple of first year courses,
25:08 like our gateway courses in the major,
25:11 that can be large,
25:12 they can be on like the scale of like 80 or so.
25:15 But most of our sophomore classes
25:17 are like the 40 student level,
25:19 and then everything else is 20 or fewer.
25:22 So it happens very frequently,
25:25 that, you know, we have,
25:27 I mean, it's rare that we'll have fewer than eight.
25:30 But for the most part,
25:31 most of the classes that you'll take
25:32 are gonna be somewhere between probably 20 and 30 students,
25:36 and you're the very big ones,
25:38 and we just don't have a lot of big rooms on campus.
25:40 So there aren't a lot of places,
25:42 like you're not gonna be in a 500 person lecture hall
25:44 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.

31:54 So you'll know when classes start,
31:55 you'll know when you need to move in,
31:57 you'll know where you're gonna move in.
31:58 So really, once you pay that enrollment deposit,
32:00 we're all here to assist you in that transition.
32:02 So don't be stressed about that yet at all.
32:05 - All right, thanks, Brendan, for that clarification.
32:07 Yeah, I teach in the day.
32:08 So I always forget about the evening people,
32:10 the night people.
32:15 Some of you might have evening courses.
32:16 But yeah, so you do want to start on Tuesday night, okay.
32:21 - Yep, so (indistinct),
32:22 - We got some more time.
32:24 What else do you want to know?
32:25 - Any other questions?
32:30 If not, no worries.
32:31 Like I said, that blurb that I said in the chat earlier.
32:34 Make sure join that Facebook group,
32:36 check your email, we're always communicating via email.
32:38 And if you have any questions
32:39 that you'd like to connect with me,
32:40 or maybe Dr. Dewar, online,
32:42 feel free to email our admissions office
32:43 and we can connect you with either of us.
32:44 So no pressure, if you can't think of anything right now.
32:48 I guess maybe, oh, I think we had one come in.
32:53 Yes, - Yes.
32:54 I can actually (indistinct).
32:56 - Yeah, go ahead and you answer that one.
32:57 - Yes, so good questions,
32:59 you have all the good questions Jessie.
33:01 There is a course directory,
33:02 I can send you the links, you can review it.
33:05 Also, when you enroll,
33:06 you're gonna be assigned an academic advisor.
33:07 So any questions you have about courses,
33:09 and your program and graduation
33:11 will be something that you can work through.
33:13 And they help you select your first round of classes.
33:15 So you have a lot of support there.
33:17 But I can also send you
33:18 the links you can review it now as well.
33:25 - Yes, the school can help you find a job.
33:27 We have an active and expanding Career Development Center
33:32 that is working,
33:33 that is really upping their game
33:36 about the way they're able to help students.
33:38 Now there are things that,
33:40 some opportunities you're gonna get
33:42 because of interactions with professors.
33:45 Others is gonna be for doing internships,
33:48 like for example, I work with a lot of healthcare students.
33:51 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.

36:06 Oh, one other thing about textbooks.
36:08 If you after your orientation,
36:11 you will have chosen all of your fall classes.
36:14 Nobody leaves orientation without a full schedule.
36:17 Now, one thing to be aware of, though,
36:19 is that, now, you can order your textbooks
36:22 or you get them online,
36:24 you can buy them from the bookstore.
36:25 But my advice is, when you have your schedule,
36:28 figure out how you're gonna get your textbooks then.
36:30 So like if by the end of June,
36:32 you know, what textbook you gonna need,
36:34 go ahead and either get them purchased
36:35 or otherwise ordered, like then,
36:37 don't wait till the first week of September to try to,
36:40 you know, DM some random on Chegg
36:43 who's gonna sell you their book for a good price?
36:46 Because you're not gonna see it for a month, right?
36:48 So my advice is, once you know what your classes are,
36:51 figure out your solution is
36:53 and if you're gonna do some illegal solution,
36:55 like getting a PDF online or something,
36:56 you need to do that early, right?
36:59 Because what you don't wanna do,
37:00 you can't go to your professor and say,
37:02 oh, I can't do this assignment
37:03 'cause my book isn't coming for three weeks.
37:05 Like that's not a real reason.
37:09 - Yeah, all good advice.
37:10 You're really,
37:10 you're all getting some really good insight tonight.
37:12 So I definitely hope that you're taking some notes
37:14 and definitely keeping in mind.
37:16 One other question come in,
37:17 is there a deadline for the deposit?
37:19 This is a wonderful question.
37:20 So the deadline is May 1.
37:22 So if you're feeling Suffolk,
37:23 and you think this is the place for you,
37:25 make sure you get that deadline
37:26 or should meet, you get that deposit in
37:29 really as soon as possible.
37:30 The sooner you get it in,
37:31 you know, the sooner we know they're committed to us.
37:32 And the sooner we can take these next steps
37:34 and figure orientation, and,
37:36 you know, figure out all the next steps
37:38 that come along with enrolling.
37:41 We have another question about orientation dates,
37:44 they will be in June.
37:45 So again, once you put that enrollment deposit,
37:46 you will get an email
37:48 sending you all the specific dates in June,
37:50 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.