

LGBTQIA Scholars Academic Plan Memo

wgs 199 / autumn 2016 / university of oregon / chang



What do you want to study? What do you want to major in? Minor in? What do you want to discover, learn, develop, create? What do see yourself doing a year from now, five years from now, ten years from now? An academic plan might start with picking a major but that is only one piece to the overall puzzle. An academic plan allows you to think about not only what you want to do but also ways to make sure you take advantage of all of the enrichment opportunities at the University of Oregon and beyond. In a deep sense, academic planning is more than just scheduling classes, picking a course of study, and getting your degree. The first step is to explore, to gather information, to meet with people, and to ask questions.

To help you develop your initial academic plan, you will draft a memorandum (or memo) to bring with you to a one-on-one conference (along with research materials, forms, or any other pertinent materials) with me or an academic advisor. Memorandums (as used in the business and bureaucratic world) are brief, precise, information or data rich, semi-formal to formal, and purposeful pieces of technical writing. Memos usually use block format and contain:

- 1) DATE:
- 2) TO:
- 3) FROM:
- 4) SUBJECT:
- 5) One to five block paragraphs, single spaced, line space between blocks, that cover main points, relevant information, and necessary details concisely and to-the-point.

For your Academic Plan advising conference, prepare a 1- to 2-page memo written to me or your advisor that:

- 1) expresses your working goals and aspirations for college, your intended areas of study.
- 2) outline the required courses for your major and minor(s) that you can take in Winter and Spring quarter of this academic year; think ahead to next academic year, if possible.
- 3) outline any special programs you wish to include (such as Study Abroad, ROTC, internships) and how they fit into your plan.
- 4) raises any specific questions you may have about your academic plan.

You may also want to supplement your explanation with what additional research you have found. Be certain to bring your research and required forms to your conference. Be prepared to discuss your memo and your plan at your conference. Consider the following resources to help you develop your plan and memo:

- Bachelor's Degree Requirements: <https://registrar.uoregon.edu/current-students/bachelors-degree>
- University of Oregon Academics: <https://uoregon.edu/academics>
- Division of Undergraduate Studies Academic Advising: <http://advising.uoregon.edu/>
- Global Education Oregon (Study Abroad): <http://geo.uoregon.edu/>
- Clark Honors College: <http://honors.uoregon.edu/>
- Accessible Education Center: <https://aec.uoregon.edu/>
- UO Career Center: <https://career.uoregon.edu/>
- Visit specific Department and Major/Minor websites: <http://admissions.uoregon.edu/explore/majors>

Guidelines and Due Dates

Format: Formal, academic paper
1-2 page memorandum, business memo block format, typed, no title page

Due: On your conference date: _____
If you see an academic advisor in another department or program, you will turn in a copy of your advising form or sheet signed by the advisor

Sample Memo

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DATE: July 13, 2001
TO: Dr. Edmond Y. Chang
Women's and Gender Studies
FROM: Student Q. Public
SUBJECT: Academic Plan for Women's and Gender Studies

Your first paragraph briefly introduces yourself and your goals for your time at the University of Oregon. Your first paragraph describes your interests, hopes, intentions, avocations. Your first paragraph articulates your intended area of study, major, and minor(s). Your first paragraph briefly introduces yourself and your goals for your time at the University of Oregon. Your first paragraph describes your interests, hopes, intentions, avocations. Your first paragraph articulates your intended area of study, major, and minor(s).

Your next paragraph outlines the research you have done on your major and minor(s). Your next paragraph outlines the classes you need to take next quarter through perhaps the next academic year. Identify what you need to take, what is available or being offered, and what requirements you are meeting. Identify what courses satisfy General Education requirements as well as major and minor requirements. Your next paragraph outlines the research you have done on your major and minor(s). Your next paragraph outlines the classes you need to take next quarter through perhaps the next academic year. Identify what you need to take, what is available or being offered, and what requirements you are meeting. Identify what courses satisfy General Education requirements as well as major and minor requirements. You might have a chart that outlines your plans for upcoming classes:

Winter 2017	Spring 2017	Summer 2018
LGBTQIA ARC Class	LGBTQIA ARC Class	Major Course
Major Course	Major Course	
Gen Ed Course	Major Course	
Gen Ed Course	Minor Course	

*Note that many courses for your major and minor(s) often also satisfy General Education requirements.

Your next paragraph outlines the research you have done on your major and minor(s). Your next paragraph outlines the classes you need to take next quarter through perhaps the next academic year. Identify what you need to take, what is available or being offered, and what requirements you are meeting. Identify what courses satisfy General Education requirements as well as major and minor requirements. Your next paragraph outlines the research you have done on your major and minor(s). Your next paragraph outlines the classes you need to take next quarter through perhaps the next academic year. Identify what you need to take, what is available or being offered, and what requirements you are meeting. Identify what courses satisfy General Education requirements as well as major and minor requirements.

Your next paragraph outlines any special programs that might affect when you can complete certain courses. Identify what the special program requires, for example Study Abroad or internships, and how it fits into your overall plan, particularly in the next few quarters. Your next paragraph outlines any special programs that might affect when you can complete certain courses. Identify what the special program requires, for example Study Abroad or internships, and how it fits into your overall plan, particularly in the next few quarters.

Finally, you might end with questions, concerns, long-term plans like double majors, and anything else that an academic advisor can help you with or point you in the right direction. Finally, you might end with questions, concerns, long-term plans like double majors, and anything else that an academic advisor can help you with or point you in the right direction. Finally, you might end with questions, concerns, long-term plans like double majors, and anything else that an academic advisor can help you with or point you in the right direction.