

- 1. What does leadership mean to you? Has that understanding changed over the course of this semester? If so, how?**
 - a. Leadership, to me, means helping a group of people reach a common goal. It means that one person is able to connect with all members of a group in order to help everyone better reach their goal. This idea of helping people better reach a goal is something that has been a change in my understanding this semester. Throughout our class activities and readings, I saw that people could often reach a goal with or without a good leader, but with proper leadership, that goal could be reached in a better way that is helpful to the group.
- 2. How does the structure, delivery, and required graded items compare to what you expected of university courses (ie: other than Colloquium)?**
 - a. This course was much different than what I expected from my other courses. I am a Computer Science major, so in my major classes, there isn't room for discussion, we just learn and apply the concepts. This class was much different than what I expected of my major classes. However, in terms of more humanities oriented courses, this was in line with what I expected. The idea of a discussion focused class with written assignments rather than any actual exams was well within what I expected of my courses.
- 3. Organizationally, we divide knowledge into disciplines represented by departments, but actual "wild" knowledge doesn't acknowledge these divisions. From your experience so far, what courses from different departments show the most interesting, surprising, and revealing intellectual connections? Cite at least one pair of courses and describe the synergies connecting them.**
 - a. Of the courses I took this semester, I found the most interesting connections between my PLCY 201 class and my FREN 250 class. Even though they were taught in different languages, both touched on similar topics such as racism, prejudice, and even leadership. I was surprised at how topics I would be discussing in French class that were mostly themes from French literature were also related to modern day issues and leadership ideals discussed in my policy class. The connection between the two showed me the truly global nature of the content discussed in PLCY 201.
- 4. CPPL100: What have we covered in colloquium that you didn't expect? What did we not explore (at least not yet) that you were expecting? How do outside-of-classroom activities compare to what you thought it would be like?**
 - a. I didn't expect us to cover assimilation and the social issues surrounding it in class, but other than that, nothing seemed out of place for a first semester public leadership colloquium. There was nothing that I was really expecting that wasn't already covered. The outside of class activities were similar to my expectations. I thought they went okay, although some of the simulations didn't really make me

learn anything new, although they were helpful for my group members, so I think they were effective in the long run.

5. Life as a University Student: whether you live in the Cambridge Community, elsewhere on campus, or at home, how does University life compare to your high-school vision of it?

- a. I had the opportunity to live on campus and university life in a dorm was exactly what I expected it to be during this time. I didn't really want to go to a dorm to socialize, I just wanted my own place to do things at my own pace without having to worry about others. I wasn't expecting to participate in anything grand and so my expectations were met. Just in terms of outside of COVID, my goals and outlook on my undergraduate life were centered around doing well academically and hopefully graduating early, so I wasn't really expecting a really fun or involved life and in terms of that vision, university life is exactly what I expected. My more fun and movie esque visions are reserved for grad school rather than undergraduate.

6. How might this assessment change as you move into your second semester and sophomore year?

- a. I don't see a major change happening especially since the spring semester will still be online, but I don't really mind. In sophomore year, I might have a more typical and sociable life, but I can't really predict the future and I won't really be trying to change my life to follow that direction. I'll just be focusing on my academics.

7. We all, students and faculty, knew that the COVID-19 crisis would throw a wrench into our plans, but no one had a crystal ball. How has the COVID-19 crisis and the university's response to it either fit your expectations or contrasted with them?

- a. I thought the COVID-19 crisis would be resolved by now, but clearly, that's not the case. I want to say I'm surprised but its politicization, but I'm not. Crises like this during an election are a gold mine for both sides, so it was changed to a political issue rather than a scientific one. The university's response was similar to what I thought it would be. The only expectation they didn't meet was having adequate testing for students. I think it would've been within their capabilities to provide more frequent and more required tests, but I can't say for sure. I would've definitely liked on-campus testing to be more accessible.

8. Finally, although your social and intellectual lives are now firmly rooted in the university, one doesn't sever one's old connections immediately. In what way are you still informed and motivated by your high school community and life?

- a. Given that I only made one new friend on campus this semester, most of my social interactions come from my old connections, many of whom I've integrated into my college life, although I've also known them since before high school.