

Not a whole lot has changed about my expectations and goals for the year since I started. I have grown more comfortable with the daily routines and learned a lot more about different resources (as in study spaces and which places offer the best food) which has greatly improved my ability to work and achieve my academic goals, but in general, I've held onto the same level of academic rigor I hoped I would be able to achieve. Time management, a skill I'm very glad I was able to learn and hone while in high school, was incredibly useful here as I have learned that the vast amount of unstructured time allows for a lot of use was to schedule out my day. There were days when I would need to prioritize a certain exam over my homework, and because homework in some classes did not have a strict structure on due dates and turn-in time, I could put it off to the side in favor of studying for an important exam. This fluidity in planning is something I greatly enjoy and while I was under the impression that college would operate somewhat like this, I was very pleased to be able to experience it for real.

One thing that did stand out to me in a negative way was the competitive nature of class registrations. Because my high school didn't believe in AP testing, I came in with freshman standing, meaning I had zero priority for registering for classes. Because of this, I was unable to register for some required courses in my major next quarter and will instead be taking electives I had planned to do further in the future. In contrast, many of my peers (in the honors program) already have junior standing which allowed them to grab all the necessary classes for their major/track and a lot of the more interesting honors courses. I hope in later years I will be able to enjoy the same situation they are in now. While I understand that this situation is likely to occur given that I'm attending a large university, it is still quite frustrating to experience it. UW does have useful tools built into MyPlan and the registration system which allows for dynamic class planning and getting notified for class openings, so this did help my situation quite a bit.

Having attended much smaller schools during my secondary education, I grew quite accustomed to teachers knowing me by my face and name. Understandably this is very difficult for a college professor to achieve, but I hope at the end of my first year I hope to be able to build some level of rapport and recognition with my professors and learn more about what they do outside of teaching. I hope this to be particularly true of my honors classes which often enjoy much smaller class sizes, meaning there will be higher levels of engagement with the professor. Because UW is a research-focused institution, most of my professors conduct research outside of class. I'm very interested in participating in undergraduate research myself and the first step to accomplishing this is to get to know professors and get them to also know me. If I make a conscious effort to make myself known to my professors, I believe I will be able to learn a lot more from them and perhaps be able to participate in the cool research they conduct outside of class.

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