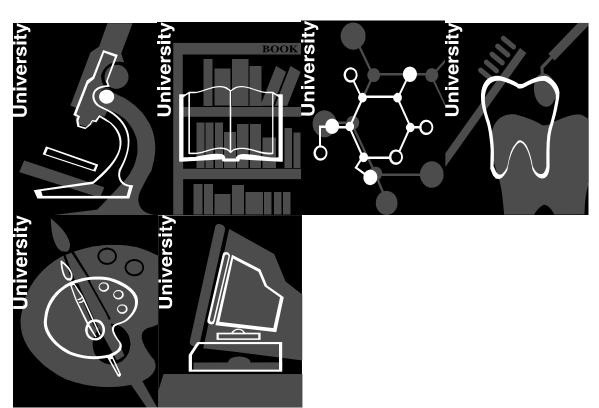




# Quick Skills Bites

Academic Skills for Discipline Specific Activities



Compiled by the RWC Smart Connections
Faculty Learning Community
2006

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# **Quick Skills Bites for the Disciplines**

### **Overview**

This packet is a collection of short activities that any instructor can adapt to his or her classroom. These Skills Bites are basic academic skills that students may or may not already be aware of. In the experience of the faculty who participated in creating these activities, first year students particularly benefit from doing these activities in the context of their course content. Many may have already taken a study skills course or reviewed these types of activities in other classes, however, they may need to be reminded to apply what they learned previously to a new course or a new discipline. It seems to help students to review these skills in the context of the specific course in which they are expected to apply these skills in two ways. First, students report that by going over strategies to help them succeed, they feel their instructor cares about how they do in the course. The perception that the instructor cares about a student has repeatedly been cited in learning research as a key element to promoting students' motivation to learn. Secondly, students who are asked to reflect on how they learn have shown better critical thinking and an increased awareness of their learning behaviors.

### **Application**

Each Skills Bite outlines a general activity that you can embed in your course at the time when you think it would be best to review this skill in the context of the assignments you are giving, the topics being covered, or the time of the quarter. It is essential to relate the skill to the course content for the students to understand how it can be applied in an immediate and practical way.

Sometimes the pressure of content coverage and the way time seems to speed up as the quarter progresses makes it seem like there is no extra time to do yet another activity. However, these activities are intended to help you cover content. You can address important content thought the activities so that students read/study/prepare most effectively for assignments or tests. It is important to schedule the activities into your syllabus, or, in our experience, you will almost certainly forget to do them. It seems helpful to schedule some in the first week to get students off on the right foot and to help them understand the expectations of the course, and others are good to schedule as part of assignment preparation or test review.

Here are some recommendations for scheduling the activities based on our experience of testing them in the classroom:

### First Week of Class:

Creating a community
Defining the discipline
Hot topics
Time Management
Goal Setting
Transfer Expectations #2

### Preparing for reading assignments

Reading strategies

Different reading speeds for different purposes

### Preparing for writing assignments

**Citation formats** 

Writing for the discipline

Information literacy: two kinds of sources Time management (relate to due dates)

### Preparing for a test

Dealing with test anxiety

Time management (relate to due dates)

### Reviewing a test

Study strategies (relate to what worked for this test, and what needs to change for the next test).

Time management (relate to what worked for this test, and what needs to change for the next test).

### End of the quarter

Transfer expectations #1

Goal Setting (in the context of the next course in a series)

### **Study Skills Courses at RWC**

For students who are interested in taking a course that focuses on study skills, they can enroll in courses through the Department of English and Communication. These courses include:

28 ENGL 175 3ch College Study Skills I 28 ENGL 176 3ch College Study Skills II

These courses cover a wide range of study skills with assignments that involve the discipline specific courses in which the student is enrolled.

The Reading and Study Skills lab also has tutors for students need help with reading and study skills. Contact Mary McClellan at 745-5730.

### **Citation Formats**

### **Objectives:**

- **№** Help students understand that there are different documentation styles.
- Acquaint students with two common documentation styles.

# Materials:

- Articles used in "Two Kinds of Sources" activity.
- Two index cards
- Sample entries for various documentation styles

# ① Time:

In class explanation: 10-15 minutes
 Out of class activity 10-15 minutes

Discussion: 15 minutes

### Outline:

- ➤ Have students bring the two articles they found for "Two Kinds of Sources" activity.
- ➤ Hand out index cards.
- Ask about students' experience with documentation.
- > Explain documentation style of your discipline.
- **➤** Give assignment.

### **Procedures and Activities**

### **Explanation**



Have students take the two articles that they found, the scholarly journal and the popular article. (Hand out two index cards per students). Ask students if they are familiar with what a citation format is. Ask who is currently taking English Composition or has already taken it. Ask anyone who raises his or her hand what citation format(s) they learned in English Composition (the answer should be MLA or APA). Explain what citation format you use in your discipline. Show them where the information for a citation format is located on the first pages of the journals they did in the last assignment. Explain why it is important to follow the format of your discipline and not just any old format.

Use one index card for each article. Have students write the citation of each article in MLA format on one side of the card. On the other side of the index card, write the citation for each article in the citation format appropriate to your discipline. Tell students to use their English Composition handbook or to find the citation style online. (Faculty may refer to the sample entries attached, but students should be asked to locate this information.)

Product: For each student, you will have two index cards, one for each article, with the MLA citation on one side and the discipline specific citation on the other side.

## Suggestions for further integration

- ➤ A week before a research paper is due, ask for the citation page. Have peers compare and proof each other's citation pages.
- ➤ Have students search for three articles that interest them. Have students write an annotated reference page.

# Creating a Community

### Objectives:

- ➤ Make students aware of college/university resources
- Engage students in activities that require them to connect with peers, UC faculty, services, organizations, activities...

# Materials:

- Who's in My Class? handout
- **≫** Where Can I Find It? handout

# Time:

- > In class icebreaker: 15 minutes
- Out of class assignment 60 minutes

### Outline:

- ➤ Who's in My Class? activity
- > Group discussion
- Divide student into groups
- > Assign Where Can I Find It?

### **Procedures and Activities**



Who's in My Class?

- > Provide each student with a copy of the Who's in My Class? handout
- > Explain that students are to talk to each other about the various catagories on the handout
- ➤ Have students fill in a name of someone else in the class who fits each category
- ➤ When all students have completed the exercise, results can be discussed as a class

### \*TIPS:

- For a small class—15 or less—instruct the students to whisper in order to create more personal connections between pairs and small groups.
- To reduce the time of this activity instruct half of the class to complete in the even questions and the other half to complete the odd questions.



### Where Can I Find It?

- ➤ Pair students in groups of 2 or 3. Use the Who's in My Class? responses and group students who live near each other.
- > Provide each student with a copy of the Where Can I Find It? handout
- > Explain that students are to utilize college and university services to accurately respond to each question.
- ➤ In the following class, have students proof each other answers.

### \*TIP:

Add or modify questions on the Where Can I Find It? handout to better integrate this activity into your specific course/disipline. (example: Instead of having students find the Writing Lab have them find the Math Lab)

# Who's In My Class ?

Your goal in this exercise is to find at least one student who fits the categories listed below. Fill in the name of that student next to each category.

ind a cla	assmate wno
1)	has a pet other than a dog or cat.
2)	speaks more than one language.
3)	lives near you
4)	was born in a country other than the US
5)	prefers Coke over Pepsi
6)	has watched a reality TV show in the past two days
7)	plays an instrument
8	has worked out this morning
9)	has read a really good book lately (list title)

10) has an unusual tattoo \_\_\_\_\_

# Where Can I Find It?

Work with your partner(s) to find the correct information to the following questions. Utilize college and university services (web sites, faculty...) .

- 1) How many ping-pong tables are in the Student Center? 2) Who is the RWC student government president? 3) When are RWC student government elections held? 4) How would you purchase tickets to a UC football game? 5) Where is Langsam Library? What is easiest way to get books from this library? 6) Identify three things the Study Skills Lab helps students with. 7) Where is the RWC Writing Center located? (building & room number) 8) Visit the Career Development Center. Find a workshop that interests you. Write down the name of the workshop, the time and location. 9) Use the RWC Library to find a scholarly journal within your discipline. Write down the name of this journal.
- 10) Find a student organization or club that is of interest to you. Write down the name of the organization or club, when and where it meets next.

# **Defining the Discipline**

### Objectives:

- > To help students examine what they already know about the discipline
- > To have students learn more about the discipline.

# Time:

➣ In class activity: 15-20 minutes

Out of class activity 30-60 minutes

Discussion: 15 minutes

### Outline:

- > Brainstorm descriptions of the discipline.
- **Distill responses.**
- **➤** Give assignment.
- Discuss researched descriptions.

### **Procedures and Activities**

# **Explanation**

This activity should be done in weeks one or two of the quarter. Ask the class what they think your discipline is about. Write their responses on the board. Distill these responses into a brief description. (You might have to bite your tongue a bit during this initial part of the exercise.)

# Take Home Activity

Ask students to go on the internet using both websites through Google and the library. Ask them to look at different sites that relate to your discipline. Ask them to look at both .com and .org and .edu sites. (You may need to explain how these types of sites differ.)

Ask students to write a 2-3 sentence description of the discipline. When they hand them in, compare them to the description that they came up with at first when you initially asked the question. You might coach them to a description you are comfortable with.

## Suggestions for further integration

- ➤ Ask for an outline of specialties in your discipline.
- Ask students to write a reflection on how their perception of the discipline has changed based on the initial definition, their research, and the ensuing class discussion. Have them outline how their view has changed.

# Defining the Discipline Worksheet

Look at the different internet sites that relate to the discipline of  Find and list the title, one of each , of the three types of internet sites below.
?.org
?.com
?.edu
Based upon the classroom group activity and what you find on the websites above, write
a 2-3 sentence description of the discipline of

# **Dealing with Test Anxiety**

### **Objectives:**

- ➢ Help student become aware of possible behaviors that limit their test performance.
- Provide students with a series of strategies to help them overcome test anxieties that can impair test performance.

# Material:

One page survey

# Time:

- ➢ Discussion: 10 minutes
- Out of class activity 30 minutes
- **➣** Collect writing assignment: 5 minutes

### **Outline:**

- ➤ What is test anxiety?
- ➤ Point out that some level of stress is good. It is when the stress limits performance instead of enhancing performance that stress can be considered unhealthy.
- ➤ What are some indicators of test anxiety?
- ➤ What are some strategies to overcome unhealthy stress?
- > Optional activities:
  - Group discussion
  - Writing assignment (This can be done in or outside of class.)
  - o Group creation of advice gallery
- Suggestions for ongoing focus

### **Procedures and Activities**

Hold a brief, general discussion on stress. Point out that some level of stress is positive. Discuss some indicators of unhealthy levels of stress and then focus on strategies that can be used to help control stress.

Present students with the survey and ask them to complete it outside of class.

# **Explanation**

# **Outline for Strategies on Reducing Stress**

### I. Reducing Test Anxiety

- Keep a positive attitude. Decide to do your best, and don't blame yourself for what you don't know.
- Concentrate on the test. Don't worry about your ability, the behavior of other people, the number of questions, or even short memory lapses. Pay close attention to one question at a time. This kind of concentration reduces anxiety.
- Relax. If you are too nervous to think or read carefully, try to slow down
  physically. Change your mood by taking several slow, deep breaths. Then start to
  work.

### II. When You Get Your Test

- Put your name on the test paper or answer sheet.
- Read the test instructions carefully. Be sure you understand what's expected of you, and ask questions if you don't.
- Preview the test, make sure your copy is complete, then plan your time for each part of the test, including a few minutes to look over y our test after you finished it
- Answer the easiest questions first. You'll feel more confident, and you may also find some helpful ideas for the more difficult questions.
- Read each test question carefully, no matter what kind of test you are taking.

### III. Before You Turn In Your Test

- Fight the urge to leave as soon as you have finished. It's natural, but it can hurt your grade.
- Review the test questions and your answers to them. Make any changes you think
  are important, but don't change your answers unless you have a good reason to
  do so.
- Review your own performance on the test. If you take a few notes on your test-taking skills, you'll be able to perform better on future tests. Ask yourself:
  - o Did I use my time well?
  - What was asked that I didn't expect?
  - How can I predict better for the next test?
  - What part of the test was most difficult? Why?
  - o Did test questions come more from readings or from lecture material?
  - What should I do differently in preparing for the next test?

### IV. Tips for Essay Tests

- 1. Read all the questions through rapidly, jotting down beside each question any pertinent facts or ideas which occur to you. The best way to ensure that your answers do not overlap each other is to survey the entire test before answering any of the questions.
- 2. Estimate the time that you will have for each question according to the relative difficulty and importance of all questions. Then keep track of your time so that you don't spend too much time on any one question.
- 3. Answer the easiest questions first and concentrate on answering one question at a time. First completing something you can handle is the surest way to reduce your test anxiety.
- 4. Decide what kind of answer the question requires before you begin writing. Action verbs such as "illustrate", "list", "define", "compare", "trace", "explain", and "identify" require different approaches to answering.
- 5. Before you start writing, make a brief, logical outline for your answer to ensure good organization and prevent careless omissions. It's not how much you say but what you say and how well you say it that counts.
- 6. Get down to business in your first paragraph and avoid long-winded introductions. Your aim in answering most essay questions is to get down the maximum amount of point-earning information in the shortest possible time.
- 7. Where appropriate, include factual details to support your answer. These impress your instructor by giving evidence that you really know what you are talking about.
- 8. Write legible, complete sentences and paragraphs.
- 9. Leave space after each question for additional information which may occur to you later.
- 10. Re-read your answers -- do they say what you intended? Correct all grammar and spelling errors.
- 11. If you run out of time, outline the remaining information.

### V. Tips for Objective or Multiple Choice Tests

- 1. Answer all questions in order without skipping or jumping around. Identify doubtful answers by marking in the margin and recheck these as time permits after all questions have been answered.
- 2. Do not linger too long on any one question. Mark your best guess and move on, returning later if you have sufficient time.
- 3. Reread all questions containing negative wording such as "not" or "least". Be especially alert for the use of double or even triple negatives within a sentence, as these must be read very carefully to assure full understanding.
- 4. Check for qualifying words such as "all-most-some-none", "always-usually-seldom-never", "best-worst", or "smallest-largest". When you see one of these

- qualifiers, test for truth by substituting the other members of the series. If your substitution makes a better statement, the question is false; if your substitution does not make a better statement, the question is true.
- 5. Watch for modifying or limiting phrases inserted in the true/false questions. Instructors often use inserted names, dates, places or other details to make a statement inaccurate.
- 6. Be alert for multiple ideas or concepts within the same true/false statement. All parts of the statement must be true or the entire statement is false.
- 7. Be alert for grammatical inconsistencies between the questions stem and the answer choices on multiple-choice questions. A choice is almost always wrong if it and the stem do not make a grammatically correct sentence.
- 8. Be cautious about changing your answer to a true-false or multiple-choice questions without a good reason. Your first "guess" is more likely to be correct than are subsequent "guesses", so be sure to have a sound reason for changing our answer.
- 9. Apply the same approach to answering both true/false and multiple-choice questions. The same techniques will work equally well for both, since multiple-choice questions are basically true/false questions arranged in groups.
- 10. On matching exercises, work with only one column at a time. Match each item in that column against all items in the second column until you find a proper match, marking through matches about which your are certain, so that it will be easier to match out the rest about which you are unsure.

### VI. Tips for Problem-solving Tests (Math, Geometry, Physics, etc.)

- 1. Write down hard-to-remember formulas, equations, and rules before you actually begin working on the test problems.
- 2. If you are unable to work a problem, go on to the next one and come back to it later if time permits.
- 3. Even if you know that your answer is wrong, turn in your work, because you may get part credit for using the right process.
- 4. Show all the steps in your work and clearly identify or label your answer so that it can be quickly found.
- 5. Whenever possible, recheck all answers in a different way from that employed when you did the work. For example, add down a column of figures when rechecking if you added up the column when you first solved the problem.
- 6. Take time to write legibly and make your corrections, if any, as neat as possible. Most instructors react subjectively to the appearance of papers to be graded, so let neatness work for you rather than against you.
- 7. Leave ample space between your answers. You may need it for new ideas or additional details when you return later to re-read what you have written.
- 8. If you encounter a question that you think you can't answer, leave it to be answered last, but don't leave it unanswered. You may get partial credit for even a poor answer, especially if everyone else also had trouble answering this same question.

Websites that you may helpful for test taking strategies include the following:

http://www.tutoring.syr.edu/strategies.html

http://caps.unc.edu/content/view/71/0/

http://www.counseling.eku.edu/self\_help/test\_anxiety.php





# Writing Assignment Option

After reviewing the information in the handout AND the websites provided, identify at least five of the stress reduction suggestions that would be helpful to you. Write a brief paper discussing the following:

- 1. What strategy (ies) do you consider to be the most important to start doing?
- 2. How are you going to start using the strategy (ies) you listed?
- 3. What changes do you expect to see by using the strategy (ies)?
- 4. How are you going to figure out if the strategy (ies) are working?



### Group Activity

After completing the survey, ask the students to form groups of 4 to 5 students. In groups have the students discuss the what indicators of stress they may see in they own lives. Have them focus on strategies to reduce stress. They will very likely want to focus on indicators of stress, but the idea is to move them past recognizing that stress exists. The main focus needs to be on ways to reduce stress.

### **③** Suggestions for further integration

Have students pair up. Ask them to check in with each other through out the quarter on how they are doing with regarding to implementing the strategy (ies) they identified. At the end of the quarter each student could be asked to do a brief write-up of how their partner did.

After each test ask the students to look over the test and consider how well they did on implementing the strategy (ies) they identified. Ask them to indicate how they could improve on implementation for the next test.

Make a list of five management techniques you are going to use in preparing for or while taking your next test. Seek permission from your instructor to keep this list out to look at as you take the test.

# I'm Freakin', Man!

Read the following statements and check "Yes" or "No" for each.

1.	I have trouble sleeping at night and spend those last few minutes	☐ Yes	□ No
	before sleep worrying about upcoming exams or projects.		
2.	The day of an exam, I experience drastic appetite changes and either	□ Yes	□ No
	overeat or skip meals.		
3.	While studying for or taking an exam, I often feel a sense of	☐ Yes	□ No
	hopelessness or dread.		
<b>4</b> .	While studying for or taking an exam, I have problems	☐ Yes	□ No
	concentrating and I sometimes feel bored or tired.		
<b>5</b> .	I often yawn during an exam or while studying.	$\square$ Yes	□ No
<b>6</b> .	While taking an exam, I sometimes experience sweaty palms,	$\square$ Yes	□ No
	headaches, vomiting, or fainting.		
7.	During an exam, I often feel confused or panicky.	$\square$ Yes	□ No
8.	After the exam, I pretend the exam meant nothing to me, and	$\square$ Yes	□ No
	discard the result as meaningless.		
9.	When I am finished with an exam, I sometimes feel guilt and blame	$\square$ Yes	□ No
	myself for not studying enough.		
10.	I sometimes get angry or depressed after an exam.	$\square$ Yes	□ No
11.	Just before or just after an exam I feel irritable and cry easily, or get	☐ Yes	□ No
	frustrated quickly.		
12.	Sometimes while taking an exam I have trouble understanding the	$\square$ Yes	□ No
	questions and have to reread them several times in order to		
	comprehend them.		
13.	Sometimes while taking an exam I worry about my performance	$\square$ Yes	□ No
	compared to other test takers, am easily distracted, and fantasize		
	about ways to escape (like sneaking out or faking an illness).		
<b>14</b> .	As a general rule, I view test taking as a stressful situation and dread	$\square$ Yes	□ No
	it.		
<b>15</b> .	While taking an exam I find my mind is racing, or is dull or	$\square$ Yes	□ No
	"muddy," so that I can't think clearly.		
16.	During a test, I forget material I studied and learned, only to	☐ Yes	□ No
	remember it again later after the test is over.		
17.	I "overanalyze" questions, see too many possibilities, choose the	☐ Yes	□ No
	complex answer and overlook and miss the simpler correct one.		
18.	I make a lot of careless errors on a test.	□ Yes	□ No
19.	My muscles feel tense while studying for and taking a test.	□ Yes	□ No
20.	I have difficulty organizing my thoughts while taking an exam.	☐ Yes	□ No
21.	I have difficulty retrieving key words and concepts when answering	□ Yes	□ No
	essay questions.		
22.	I often do poorly on an exam even though I know the material.	□ Yes	□ No

### Include this with the survey.

All of these are symptoms of test anxiety. If more than five of these statements are true for you, you may struggle with test anxiety. The first thing to do is realize that it is not a lost cause, and, with some effort, you can manage the anxiety so that it works for you instead of against you.

If you answered yes to several of these questions, you may want to consider some approaches to help reduce the anxiety you experience. Remember that there are many resources at your disposal, including the RWC College Study Skills and Reading Center (Muntz 112K &L). Pam Lineback conducts workshops throughout the year to assist students with stress. The phone number for the Learning Skills Lab is 745-5730.

Websites that you may helpful for test taking strategies include the following:

http://www.tutoring.syr.edu/strategies.html

http://caps.unc.edu/content/view/71/0/

http://www.counseling.eku.edu/self\_help/test\_anxiety.php

# Graphic Textbook: Graphic representations of information

### Objectives:

- Make students aware of how knowledge is presented and organized in the course text.
- Make students aware of how they can use the various forms of information presented in the text.
- Materials:
  - The course text.
- Time:
  - In class quiz: 10 minutes
  - Out of class activity 30 minutes
  - Discussion: 10 minutes

### Outline:

- ➤ Give overview of chapter organization in the text.
- > Demonstrate how to graphically represent the information organization.
- > Students outline a chapter of the text and indicate how they can use the different forms of organization.
- Follow-up discussion on how the chapter they outlined can be used for the day's discussion and for the upcoming test.

### **Procedures and Activities**

This activity should be done in week one or two of the quarter. Have students take out their primary text for the class. Explain how you expect them to use the text with reference to lectures, discussions, and tests in this class.

# **Explanation**

Textbooks present different kinds of information in different ways. There are headings, subheadings, boxes, graphs, and sidebars, among the many ways information can be presented. You read and use this information in different ways. Explain how you expect the different kinds of information to be used for lectures, labs, or tests.

# **◯ ◯** Writing Assignment Option

For the next class meeting, make a graphic representation of the different kinds of information available in the assigned reading. It can be done by hand, in PowerPoint, or

in Word. You can collect the assignments, or you can request that they be posted as attachments on your Blackboard site in a Discussion Board designated for these outlines.

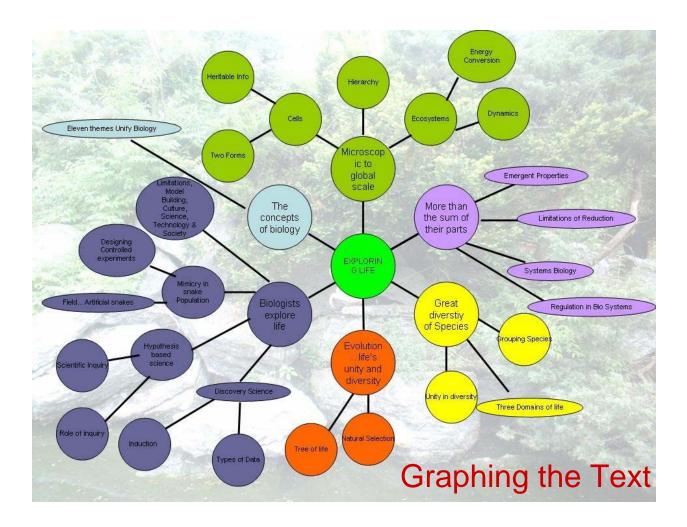


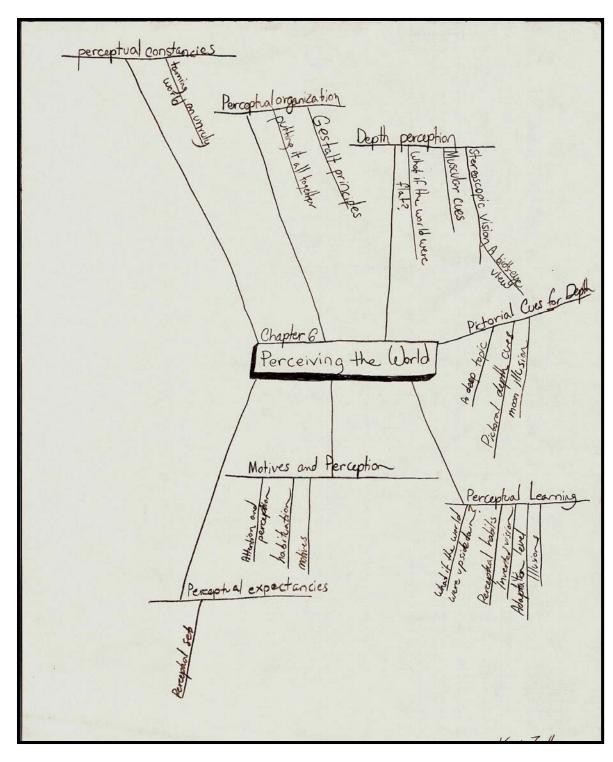
### **Group Activity**

In small groups discuss how individuals used the text to prepare for the day's activities. Discuss how the information in the chapter might be used to prepare for the next test. Have small groups share their pictures of the chapter.

**Examples of Graphic Representations of a Textbook Chapter:** 

Chapter 3, Inquiry into Life, Fundamentals of Biology I





Chapter 6, *Introduction to Psychology: Gateways to Mind and Behavior*, Introduction to Psychology

# **Goal Setting**

### Objectives:

- ➢ Help student articulate their goals for a given course.
- > persuade students to adopt behaviors that will help them realize the goals they set for themselves.

# Materials:

- The syllabus course goal statement.
- Goal statement handout.
- Time:
  - In class presentation and survey: 10 minutes
  - Out of class activity 30 minutes
  - Discussion: 10 minutes

### Outline:

- > Review course goals and present the criteria for good goals
  - Challenging
  - realistic
  - positive
  - motivating
- ➤ Have students write down personal goals for the course
- Assign '5-step' handout as a take home activity
- > Discuss goals as a group activity
- Assign 'action plan priorities' handout as a take home activity
- Discuss action plans as a group activity
- Return to personal goals and midterm and final

### **Procedures and Activities**

First Class Meeting:

Present PowerPoint slides to provide a brief overview of goal setting



Research has shown that goals are important in college because they motivate you to do your work, attend class, study for exams, and organize your assignments. Academic performance can be improved by learning to set goals that motivate you and increases your chance for success.

Goals are personal statements that provide direction for your progress. They help to identify exactly what you want to accomplish in any given time.\_By writing down your goals, you have increased your chance of actually accomplishing them. Goal-setting motivates you, increases your confidence and ultimately improves

academic performance. However, you goal should not be a specific grade or a particular GPA. It is more helpful to your learning if you choose a goal related to what you are learning in the course. For example, in a psychology course, you might state your goal as, "I can explain what happens in each of Piaget's stages of development," or if you are in a math course, "I can effectively use the strategy presented in class to solve word problems both in my homework and on tests."

These are six characteristics of a well-written goal. They should be **self-chosen** so you will be motivated to achieve them. Goals should also be **moderately challenging** because if they are exceptionally high goals, they may not be realistic or achievable at this time. One way to set moderate goals is to consider what you have done in the past, whether it is looking at high school performance or previous college course performance. Examine what made you successful in some classes and unsuccessful in others. Then set goals that will require you to achieve more than you did before, but will not place undue pressure on you. Make sure your goals are **realistic** based on your background in the subject matter. Goals should be **measurable** so you can determine that it has been reached. Using words like 'well' or 'good' in your goal statement is difficult to measure. However, if you goal is to find a research topic by reviewing articles in 5 journals, you can easily measure if that goal was achieved. The more **specific** your goals are, the more motivated you will be to achieve them. Specific goals outline a clear plan that is not open to interpretation. And finally, goals should be written as **positive** statements that sound successful and motivating. It's much easier to work toward something positive than negative. Also, stay away from words like 'try', 'think' or 'hope' as these words tend to offer an excuse for not meeting the goal. Positive words like 'will' and 'do' emphasize success and motivate you to get your work done.

It's important to balance academic and personal goals so you have time and energy to do both. Many students believe that personal goals cannot be changed. Household tasks such as laundry, cooking, cleaning can be delegated or postponed. It means you need to make plans and be flexible. Today we are going to focus our attention on academic goals for this course.

The handout for the 5 step approach to writing goals will provide a framework for your goal writing and planning. One of the handouts serves as an example of the process, while the other one is blank for your use. Step 1 is thought of as a tentative goal. Think about what you want to accomplish and write it down in one sentence. Step 2 requires you to think about difficulties you may encounter that would prevent you from meeting the goal. Those difficulties can be seen as obstacles and should be listed. Step 3 suggests examining the obstacles to identify strategies that will aid you in overcoming said obstacle. Who or what will you need to help you to remove the obstacle. In Step 4 you will revise your goal statement now that you have examined the possible difficulties and have figured out a way to resolve them. In some cases, you may change the statement completely or may not change it at all. Finally, Step 5 will be the final polished goal statement that is well written and takes into account the six characteristics of effective goals.

Students take the blank 5-step approach home and spend some time this evening developing one academic goal for this course. Keep in mind the six characteristics of an effective goal statement. Share the statements with a peer in the next class.



# Writing Assignment

Distribute the 5-step handout as a take home assignment



### **Group Activity**

Prior to distributing the 5-step handout, students can discuss possible goals they have for the class.

- ➤ Use the 5-step handout as a take-home assignment
- At the beginning of the second class, have students share their goals with each other to ascertain the goals were written according to the characteristics. Encourage students to share strategies with each based on past successes.
- > Check on goal progress at week three, week six and week nine as a 10 minute classroom activity

## Suggestions for further integration

- 1. Set aside 5 minutes at three week intervals to have students assess and revise course goal
- 2. Encourage students to attend appropriate workshops as announced by the Career and Personal Development Office.

### Reference

Blerkom DL. (2004). *Orientation to College Learning*. Wadsworth/Thomson Learning: Belmont, CA.

Writing Personal Goals
Remember that realizable goal is personal, challenging, realistic, measurable, specific and positive.

1.	My tentative goal is:
2.	One main obstacle that stands in the way of achieving this goal is:
3.	I can address this obstacle by:
4.	Based on what I know about my obstacles and how I can address them, my revised goal is:
5.	Here is my polished, complete goal for this course:

# Hot Topics: What, where, why, and how

### Objectives:

- *▶* Make students aware of current issues in the discipline
- Have students practice searching for scholarly references using the library database.
- Materials:
  - A computer with access to the internet
- Time:
  - In class quiz: 10 minutes
  - > Out of class activity 30 minutes
  - Discussion: 10 minutes

### Outline:

- ➤ Demonstrate how to search for scholarly journals in your discipline using the RWC online library databases.
- > Students search the last two years of one journal and identify hot topics and interesting titles.
- > Students complete worksheet.
- > Brief follow-up discussion concerning what the current ideas are in the discipline.

### **Procedures and Activities**

Have a computer available. Bring up the library website for your discipline. <a href="http://www.libraries.uc.edu/libraries/rwc/researchresources/subjectresources/index.h">http://www.libraries.uc.edu/libraries/rwc/researchresources/subjectresources/index.h</a> tml

Show students the resources available to them through this website to research sources in your discipline. You might give a little overview of how you might use these sources.

# **Explanation**

Knowledge in any discipline is always growing and changing. Explain to students what the hot topics in your discipline were when you were a graduate student. Explain how a discipline can be viewed as communities of discourse in a conversation, groups of individuals talking about particular topics in particular ways.

# **◯ Writing Assignment Option**

Ask students to spend some time searching the last two years of a scholarly journal in your field. You may specify the journal, or you may let them find one in the library database. Ask them to read the current titles and a few abstracts. Have them fill out the accompanying worksheet.

# Group Activity

Discuss current topics that students noticed. Share favorite titles.

# Hot Topics: What, where, why, and how

Search the last two years of a scholarly journal in the field using the RWC library website. Read the current titles and a few abstracts. Answer the following questions based on what you have found.

Name	<b>:</b>
1.	What is the hot topic that turns up most often in the last two years?
2.	Explain what the current questions are about this topic?
3.	List the journal titles you searched:
4.	Write your favorite article title on this topic:

# Information Literacy: Two kinds of sources

### Objectives:

- Make students aware of the difference between popular and scholarly articles.
- Have students practice using library resources to retrieve popular and scholarly articles.

# Materials:

- One hardcopy of a popular magazine and one hardcopy of a professional journal from your discipline.
- A computer in the classroom with internet access.

# Time:

In class demonstration: 10 minutesOut of class activity 30 minutes

Discussion: 10 minutes

### Outline:

- > Demonstrate difference between popular source and scholarly source.
- ➤ Demonstrate how to find each kind of source in the RWC library database.
- Students locate articles representing each kind of source and complete a worksheet.
- ➤ Follow-up discussion on results of searches.
- Suggestions for ongoing focus

### **Procedures and Activities**

Show two hard copy examples of a scholarly journal and a popular magazine in your discipline, or show the examples on the computer. Emphasize how the covers of the two sources are different. You might also compare the titles of the articles to demonstrate how the tone is different. Demonstrate how to locate these sources through the library database.

# **Explanation**

There are generally two types of articles: scholarly and popular. A scholarly article is one that is from the professional literature, found in peer reviewed journals, includes a references page, and often has an abstract. It is written for experts in the field who share common terminology and expectations for how research should be done. These are discipline specific ways of presenting information that are particular to the discipline. You might give an example of a convention in your discipline. The tone of a scholarly article is often formal and serious.

In contrast, a popular article is written for the general public who are not expected to know much about the topic, may not have references, and often offers a simple summary of a more complex topic. There are sometimes emotional attention grabbing anecdotes or humorous references. The tone of a popular article is often lighter and more conversational.

Ask students to go into the library data base or the library collection (you may specify one or the other if you like), and find one article in a scholarly journal in your discipline and one article from a popular magazine in your discipline.

# ₩riting Assignment Option

The following class period, students should submit the first page of each source (scholarly and popular). The student should write across the top of each page what kind of source it is. The two pages should be stapled together. The student should write his/her name on the page that is on top.

### Group Activity

In the following class, individuals might offer the types of sources they found and which ones they found interesting.

- Suggestions for further integration
  - **➣** Have students summarize the two articles.
  - ➢ Have students choose articles that are on the same topic and write about how the topic is treated differently in the two sources.

# Reading Effectively with SQ3R

### Objective:

- ➣ Introduce students to an effective reading strategy
- Materials:
  - Handout from Web page
  - Worksheet
- Time:
  - **➣** Demonstration of strategy: 15 minutes

### Outline:

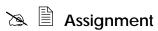
- > Explain strategy
- > Demonstrate using a short passage

### **Procedures and Activities**

# **Explanation**

Explain that when you read an assignment, it is helpful to survey the reading, ask questions about the reading, read, recite the information, and then review what you read. Give handout from:

http://www.english.udel.edu/dbaer/sq3r.htm#sq3r



Ask students to apply SQ3R to the next reading assignment and to complete the worksheet.

Suggestions for further integration

Ask students to write a brief reflection on how well the strategy worked.

# **SQ3R Worksheet**

Name	:
1.	What is the main idea of the reading section.
	List three questions you have about the reading section.
3.	List the core facts/essential processes you need to know from this reading section.

# **Different Reading Speeds for Different Purposes**

### Objective:

Demonstrate adjusting reading speed to reading purpose

# Materials:

- Reading passage from your text or a course reading
- Sample questions you have designed based on the reading

# Time:

- In class activity: 20 minutes
- Out of class activity 20-30 minutes

### Outline:

- ➤ Hand out the reading passage (or turn to it in the text)
- ➤ Ask the first general question you have created for the passage.
- ➤ Have students read until they can answer question.
- Pose a more detail oriented question.
- ➤ Have students re-read to find answer to second question.
- > Discuss why some found answers more quickly.
- Present concept of reading speed adapted to purpose.

### **Procedures and Activities**



Students often don't know that they should be reading at different speeds for different purposes. This exercise is intended to help students realize that they can vary reading speeds, once they have quickly skimmed a reading selection with a purpose in mind, their more detailed reading will be more effective because they will have a general outline in their minds.

### **Activity:**

- a. Choose a short reading assignment from the course. Come up with one general main idea question students can find an answer to in the reading. Put the question up on the board.
- b. Have the class skim the section silently and raise their hands when they know the answer to the question. Time how long it takes for 2/3 of the class to raise hands. (Let someone answer the question.)

- c. Put up a detail oriented question on the board. Ask them to re-read the selection They should raise their hands when they have found the answer to the detail oriented question. Time how long it takes for 2/3 of the class to raise hands. (Let someone answer the question.)
- d. Ask people who had their hands up early what they did to find the answer when they were skimming. Ask what they did when reading for comprehension of main ideas. Discuss with the class how reading for the two different purposes (skimming for specific information and reading for comprehension) was different. Mention that if students had been given a different text to read both times that reading for comprehension would have taken even longer. If they were reading to notice all details and to analyze, the reading speed would slow down even more. Emphasize that reading speeds vary depending upon the purpose and upon the genre. This will help prepare for the assignment when students are thinking about how they read different genres.

(If you think the people in the class might be hesitant about raising their hands, you might ask them to turn the reading over with the blank part of the paper facing up when they think they know the answer as a more subtle way of indicating they are finished.)

Assignment

Ask students to write a description of their reading processes for at least two of the following:

- A textbook
- A novel
- A newspaper
- A news magazine (*Time, Newseek*)
- An entertainment magazine
- Suggestions for further integration
  - Discuss other purposes of reading. See http://www.mindtools.com/rdstratg.html

# **Study Strategies**

### **Objectives:**

- Make students aware of how they study
- Persuade students to think more about how they study and help them realize how to modify behaviors to improve study habits and study strategies.

# **Materials:**

- **≫** 3 Handouts:
  - A quiz on students study skills inventory
  - An outline of advice in dealing with study issues
  - Writing assignment "How Can I Study More Effectively?"
- > PowerPoint slides: available
- Time:
  - In class: Quiz: 3 -5 minutes, Discussion of common practices: (outlined in handout) 5 -10 minutes
  - **➣** Out of Class: Writing Assignment 20 minutes

### **Outline:**

- ➤ Administer survey/quiz
- Overview of effective study strategies
- > Assign "How Can I Study More Effectively?"

### **Procedures and Activities**

Administer the quiz titled "Study Strategies." These do not need to be collected.



Using the outline or power point provided give a short lecture on the topics listed. Topics include successful strategies for:

- Note Taking
- o Reading Comprehension
- o Time Management
- Anxiety
- o Study Skills



# Writing Assignment Option

After the 5-10 minute lecture, assign the handout "How Can I Study More Effectively?" as homework to be collected the next class meeting. Write a brief paper discussing the following:

- 5. What strategy (ies) do you consider to be the most important to start doing?
- 6. How are you going to start using the strategy (ies) you listed?
- 7. What changes do you expect to see by using the strategy (ies)?
- 8. How are you going to figure out if the strategy (ies) are working?



### Group Activity

After completing the survey, ask the students to form groups of 4 to 5 students. In groups have the students which study strategy (ies) would be most helpful to them. Have them focus on strategies to improve study skills. They will very likely want to focus on shortcomings in their personal study skills, but the idea is to focus mainly on ways to improve their study skills.

### **③ Suggestions for further integration**

Have students pair up. Ask them to check in with each other through out the quarter on how they are doing with regarding to implementing the strategy (ies) they identified. At the end of the quarter each student could be asked to do a brief write-up of how their partner did.

After each test ask the students to look over the test and consider how well they did on implementing the strategy (ies) they identified. Ask them to indicate how they could improve on implementation for the next test.

### Outline of Strategies

### I. Note Taking Skills

If you answered yes to either question 1 or 2, you may want to consider brushing up on note taking skills.

- 1. **<u>Read Ahead</u>** Try to prepare for each lecture by pre-reading the material in your text. You will find that you will understand the lecture better if you have some basic background. This preparation is one that very few students take seriously.
- 2. **Same Notebook** Always take the notes for a particular class in the same notebook.
- 3. **Date** Mark the date on your notes and draw lines where new test material begins.
- 4. **Outline Key Points** Learn to identify main points and not get bogged down in detail. Professors often give cues to what's important by repeating information, changing their voices or rate of delivery, listing items in order of importance, and, of course, by writing on the chalkboard. Note topics and subtopics. Try writing notes in outline form.
- 5. **Own words** Use brief point form, putting things in your own words. Use a second color to emphasize vocabulary and key points.

More information can be found at <a href="http://www.tutoring.syr.edu/cornell-notes.html">http://www.dutoring.syr.edu/cornell-notes.html</a> or at <a href="http://www.d.umn.edu/student/loon/acad/strat/ss\_notetaking.html">http://www.d.umn.edu/student/loon/acad/strat/ss\_notetaking.html</a>.

### II. Reading Comprehension

A yes to question 3, 4, or 5, means you may need to work on techniques to improve your reading skills.

- 1. **Purpose** Why are you reading this article or chapter, and what do you want to get out of it?
- 2. **Survey-Skim** Glance over the main features of the piece, that is, the title, the headings, the lead and summary paragraphs, to get an overview of the piece. This survey should be carried out in no more than a minute or two.
- 3. **Question** Compose questions that you aim to answer: What do I already know about this topic? in other words, try to connect it with what you already know.
- 4. **Read Selectively** Read to find the answers to your question.
- 5. **Recite** Without looking at the book, recite the answers to the question, using your own words as much as possible.
- 6. **<u>Reduce-Record</u>** Make a brief outline of the question and your answers. The answers should be in key words or phrases, not long sentences.
- 7. **<u>Review</u>** Survey your "reduced" notes of the paper or chapter to see them as a whole.

More information can be found at

http://www.coun.uvic.ca/learn/program/hndouts/psq5r.html or at http://www.tutoring.syr.edu/reading-myths.html.

### III. <u>Time Management</u>

Yes to questions 6 or 7, indicates that time management might be improved. Make a schedule for yourself consider the following:

- 1. **Fixed Times** List all classes and other fixed activities. Add time needed for meals, sleep, job, travel, grooming, etc.
- 2. **Study Time** Estimate and list time needed for studying each subject, generally 2 to 3 hours per course a week. However, individuals vary. To avoid learning interference,

schedule the study of unlike subjects consecutively. For example, it is better to follow the study of a language with the study of a science than to study two languages one right after the other. If you MUST study two similar subjects on the same night, try taking a break in between.

- 3. **At Your Best** Find your periods of peak efficiency and periods when you are likely to have the best study conditions. Plan to study your most difficult subjects then. Allow time for preview and review. Allow longer periods in your schedule for term papers and projects the weeks you need to work on these.
- 4. **Free Time** Be sure to use any free hours between classes.
- 5. **Take Breaks** Be sure to plan some time in your schedule for recreation.
- 6. <u>Adapt</u> Consider your schedule a firm but flexible guide, not as a hard and fast rule. More information can be found at <a href="http://www.tutoring.syr.edu/manage-time.html">http://www.mindtools.com/pages/main/newMN\_HTE.htm</a>.

### IV. Anxiety

If you answered yes to either question 7 or 8, below are some ideas about coping with test anxiety.

- 1. <u>It is healthy</u> Most students have some degree of test anxiety. Some level of heightened awareness causes us to perform better.
- 2. **<u>Build confidence</u>** Study throughout the semester and avoid cramming the night before the exam.
- 3. **Be rested** Get a good nights sleep, allnighter's go hand in hand with test anxiety.
- 4. **Relax** This may seem silly, but **go to the bathroom** just before the exam. If you are too nervous to think or read carefully, try to slow down physically. Put the test aside for a moment and change your mood by taking several slow, deep breaths. Then start to work.
- 5. **<u>Be positive</u>** Decide to do your best, and don't blame yourself for what you don't know. Don't worry about your ability, the behavior of other people, the number of questions, or even short memory lapses.
- 6. **One at a time** Pay close attention to one question at a time. This kind of concentration reduces anxiety.

For more ideas on reducing anxiety check out <a href="http://www.wright-counseling.com/checklists/TestAnxietyAssessment.html">http://www.wright-counseling.com/checklists/TestAnxietyAssessment.html</a> or <a href="http://www.westbloomfield.k12.mi.us/testing2/tips.html">http://www.westbloomfield.k12.mi.us/testing2/tips.html</a>.

### V. Study Skills

If you answered yes to some of questions 9 - 11, you may want to work on your study skills. As you sit down to study:

- 1. **Time** Make time to study! Start studying days early and get a good night's sleep.
- 2. **Syllabus** Review the course objectives, use them as a guide.
- 3. **Connections** Looking for 'the meaning' or how things work. Work with the material, looking at how it fits together and applies to different circumstances. If you develop your understanding of the subject, it will help you to take in future material more easily. It improves your memory for the subject.
- 4. **Deja-vu** Reread your notes before each class.
- 5. **Self Test** When reviewing outline topics and note the one's that cause you trouble.
- 6. **Eliminate Mysteries** Be sure to ASK QUESTIONS!

For more information check the following sites: <a href="http://www.tutoring.syr.edu/study-tips.html">http://www.tutoring.syr.edu/study-tips.html</a> or <a href="http://www.mtsu.edu/~studskl/#anchor344276">http://www.mtsu.edu/~studskl/#anchor344276</a>.

# My Study Strategies

1. My class notes are sometimes difficult to understand later or I seem to get the wrong material into my class notes.	□ Yes	□ No
2. I don't review my class notes periodically throughout the semester in preparation for tests.	□ Yes	□ No
3. When I get to the end of a chapter, I can't remember what I've just read.	□ Yes	□ No
4. I rarely change my reading speed in response to the difficulty level of the selection, or my familiarity with the content.	□ Yes	□ No
5. I don't know how to pick out what is important in the text. I often find myself getting lost in the details of reading and have trouble identifying the main ideas.	□ Yes	□ No
6. If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.	□ Yes	□ No
7. I lose a lot of points on essay tests even when I know the material well.	□ Yes	□ No
8. I study enough for my test, but when I get there my mind goes blank.	□ Yes	□ No
9. I usually spend hours cramming the night before an exam.	□ Yes	□ No
10. I can't sit and study for long periods of time without becoming tired or distracted.	□ Yes	□No
11. I study for all of my courses in the same way.  If you answered yes to any of these questions, you need to rorder to be more successful you may need to look over how studying material, but in what way you best learn material. everyone! The more you are aware of how you learn and myou will be!! Remember that there are many resources at y study habits, including the RWC College Study Skills and R&L).	you go abou It is not the ake connect our disposal	at not only e same for ions the better off to better your

# How Can I Study More Effectively?

The chart below contains the five areas of study strategies discussed in class and in the handout. Using your quiz, identify one of the five areas in which you can improve. After carefully reviewing the handout AND the websites provided in the area in which you can improve, fill in the chart below. Fill in those boxes that correspond to the area you have chosen to make improvements in.

	The trouble with what	What can I do to	What do I expect to
Note Taking	I am doing now is	improve?	happen?
Note Taking			
Reading			
Comprehension			
Comprehension			
Time			
Management			
Management			
Anxiety			
1 mixety			
Study Skills			
Study Simis			

# **Taking Effective Notes**

#### Objectives:

- Give students an efficient note taking system.
- > Encourage students to summarize content for main ideas and specific points.
- Materials:
  - Cornell Note Taking handout
- Time:

In class explanation: 10 minutesOut of class activity 10 minutes

Review: 10 minutes

#### Outline:

- ➤ Hand out the Cornell Note Taking System and review.
- ➤ At the end of class take 2-5 minutes to allow students to summarize their day's notes.
- ➤ Review what you intended the main idea and specific points of that day to be on the start of the next day of class. Students compare to what they wrote. Questions may be generated from this review.

#### **Procedures and Activities**

#### **Explanation**

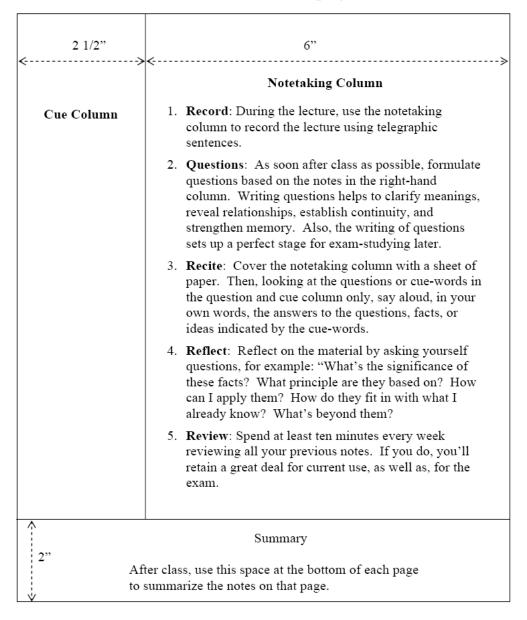
The Cornell System

The Cornell System for taking notes divides each notebook page into three sections. A wide left margin for cue words and questions, the main notes section on the right, and a bottom margin for summarizing the main ideas of the notes. Students can purchase Cornell System notebook paper in the bookstore, or they can make it themselves by drawing in the section dividers themselves. This system helps organize notes to promote more effective studying.

# Assignment

Encourage your students to try using this method to take notes during your lecture or during group discussions. Give time at the end of class for students to summarize the important points of the day, or you can start each new class with the main points from the previous class. You could ask the summaries to be turned in so you can see where your students are in their current understanding.

### The Cornell Note-taking System



Adapted from <u>How to Study in College 7/e</u> by Walter Pauk, 2001 Houghton Mifflin Company

# **Time Management - Personal Time Style**

#### Objectives:

Students will evaluate their current use of time and identify their personal time style.

## Materials:

- **№** 1 Handout Personal Time Style Chart
- **≫** 1 Index Card Time management issue and solution

# Time:

In class assignment: 5-10 minutes
 Out of class activity: 10-15 minutes
 In class discussion: 10-15 minutes

#### Outline:

- > Administer scale
- Optional activities:
  - o Group discussion
  - Web review on topic

#### **Procedures and Activities**

Students will complete the personal time style chart in class and write a short essay reflecting on their personal chart. A discussion will take place in class regarding time management issues and potential solutions. Each student will then take their chart home and evaluate it further. IN the next class each student will submit an index card that identifies at least one (1) time management issue he/she has and at least one (1) solution to that particular issue. (Note: This could also be turned in electronically through Blackboard.)

# **Explanation**

Time management is an important part of our lives and good time management allows us to make educated choices about how to use our time. This short exercise will allow you to find out what type of time manager you are currently and help you to identify how to better organize and manage your time.

- > Students discuss problems in small groups and brainstorm solutions.
- Assign a review of web-based time management sites.

# **Time Management - Personal Time Style Chart**

Rate each statement below as it best describes you. The rating scale is listed below:

- 1 = Does not describe me at all
- 2 = Describes me slightly
- 3 = Describes me fairly well
- 4 = Describes me very well

	1	2	3	4
1. I often wake up later than I should.				
2. I am usually late for classes and appointments.				
3. I am always in a rush getting places.				
4. I put off big tasks and assignments until the				
last minute				
5. My friends often comment on my lateness.				
6. I am easily interrupted, putting aside my				
current project to start something new.				
7. When I look at the clock I am often surprised				
at how late it is.				
8. I often forget appointments and often have to				
reschedule.				
9. When faced with a large task I feel				
overwhelmed and turn my mind away from it				
until a later time.				
10. At the end of the day I have no idea where the				
time went.				

Your personal time style can be assessed by adding up your points and using the scale below:

10-15 Very efficient time manager

16-20 Efficient time manager

21-30 Time use needs some work

31-40 You are a victim of time

In the space below please reflect on your score on the personal time style chart.

# Time Management - Weekly Activity Chart

#### **Objectives:**

After creating their personal time style chart, students will create a weekly activity chart.

# Materials:

→ 1 Handout – Weekly Activity Chart

# Time:

Out of class activity: 30 minutes
 In class discussion: 10-15 minutes

#### Outline:

> Administer scale

#### **Procedures and Activities**

Students will complete the weekly activity log of all activities. Each student will also include an overall reflection and answers to the time management questions.

# **Explanation**

completion of this weekly activity chart will help you to discover how busy you actually are on a daily basis. The chart will help you identify over and under-use of time in certain areas. After completion and evaluation of this chart, you should be able to identify activities that get in the way of good time management. Once these activities or periods of time are identified, you can then make decisions on how to improve your use of time.

- > Students will add course assignments, quizzes, tests, etc. to a monthly calendar.
- Students discuss problems in small groups and brainstorm solutions.
- Assign a review of web-based time management sites.
- Assign pairs of students who will keep track of each other throughout the quarter. If time permits they could give an update on each other at the end of the quarter.
- ➢ Photovoice Gallery Have students take photos of things that get in the way of their own good time management. Post photos in gallery form around the classroom for all to review. Students could also use post-it notes to write suggestions for classmates and post them next to each student's photovoice gallery.

# **Time Management – Weekly Activity Chart**

Activities should be logged and color-coded per the key below. (Chart on back.) Alternatively, if you are posting on Blackboard, you can use Word or Excel to make a color coded chart.

```
PERSONAL/LEISURE (Green) - (Eating, showering, getting ready, etc.)
TV TIME (Gray)
DRIVING/TRAVEL (Orange)
CLASS (Red)
STUDY (Purple)
WORK (Pink)
FAMILY (Blue) - (Cleaning, cooking, playing with kids, etc.)
SLEEP (Black)
```

After completion and review of your weekly activity chart please answer the following questions:

1. What changes need to be made to allow better use of your time?

2. What prevents you from making some of these changes?

**Time Management – Weekly Activity Chart** 

11	ille Mi	anagen		MAGENT	y Activ	ity Cha	
Time	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
Midnight -							
1:00am							
1:00 -							
2:00am							
2:00 -							
3:00am							
3:00 -							
4:00am							
4:00 -							
5:00am							
5:00 -							
6:00am							
6:00 -							
7:00a							
7:00 -							
8:00am							
8:00 –							
9:00a							
9:00 -							
10:00am							
10:00am							
11:00am							
11:00 am –							
12:00 pm 12:00 –							
1:00 pm							
1:00 pm							
2:00 pm							
2:00 pm							
2:00 = 3:00 pm							
3:00 pm							
4:00 pm							
4:00 pm							
5:00 pm							
5:00 pm							
6:00 pm							
6:00 –							
7:00 pm							
7:00 pm							
8:00 pm							
8:00 pm							
9:00 pm							
9:00 pm							
9.00 – 10:00 pm							
10:00 pm			1				
11:00 pm 11:00 –				+			
Midnight			<u> </u>		<u> </u>		

# **Transfer Expectations #1: Diagram**

#### **Objectives**

- Inform students that faculty expect transfer
- Build the habit of transfer by asking students to reflect on transfer opportunities
- Build skill at transfer through practice
- Materials:
  - Handout or overhead or drawing on the board
- Time:
  - In-class description of disciplinary connections: 10 minutes
  - **⋄** Whole class discussion on connections: 10 minutes
  - **≈** Reflective handout on transfer: 10-20 minutes in or outside of class
  - > Follow-up small group discussion of diagrams: 10 minutes
- Interdisciplinary Connectedness

Although it may feel like your classes are separate entities, your program curriculum was developed because each of the disciplines can inform your career. They overlap and combine to give you a rich skill set and knowledge base. Discovering the connections between your courses can:

- Give you a richer picture of what you are studying.
- ➤ Help you remember the material better because the things you know will be created by more neural connections. The more you link, the more likely you will be to remember.
- ➤ Improve your course performance; for example, remembering the writing process will help you write a paper in History, accessing research methods from a psych class may help you in Biology, etc.
- Create knowledge that is more applicable to real problems that just a list of isolated facts.

Let's turn to a diagram that depicts many of the disciplines that you might explore during your college career.

Show diagram of circles. In the circles write the name of other disciplines that have common elements to yours. Draw arrows and explain the links to students. It's ideal to contain fields students will encounter in their programs, especially when students

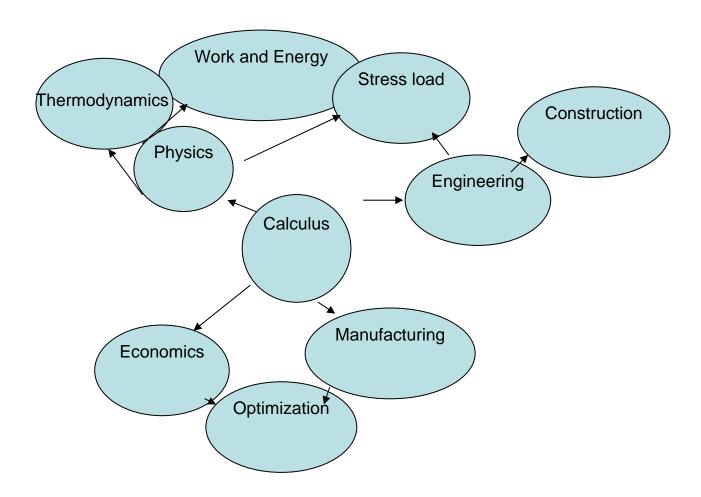
don't readily recognize how the field is relevant to his her discipline. In the large group, ask students about other connections they see.



#### **Group Discussion**

Can you see other important arrows that would depict other linkages across these fields of study? The linkages could be methods of studying phenomena, topics of interest, or other commonalities. Depict other ways that your field is connected to other disciplines that show up in your programs.

Here is an example of what it might look like. Put the name of your discipline in the center circle. Ask students to name other disciplines and write these discipline names on the outer circles. Then, draw arrows and ask students to explain some linkages that they see. Write some of their responses on the linkages.





### Give handout

Take out your syllabus for this class and/or your table of contents of your textbook to help you answer the following questions.

- 1) What do you bring to this class in terms of knowledge, skills, attitudes that will prepare you to learn this material?
- 2) How do you think the topics from this course will relate to other classes you are taking?
- 3) How do you think the topics from this course could be related to life outside of the classroom?

## Diagram Option

After writing about the connections you perceive, draw a diagram that depicts these links. Get as specific to topics as you can. Use colors or other materials (pictures, symbols, etc.) as you see fit.



### Follow-up Group Discussion Option

Form groups of four. Compare and contrast your diagrams. Can you brainstorm links for others in your group.

- > Define terms so that students recognize similarities from other classes. This may require you to talk to other instructors to find out about their assignments, e.g., what do they want students to do when they tell students to write "an analysis."
- Access prior learning before moving into a topic. Get at students preconceived notions on a topic. Simply asking "What do you think of when you hear the term 'ecosystem'," can help them build on stored images and experiences to make concepts more memorable.
- > Ask other professors from other disciplines in to guest lecture when relevant to your topic. This vividly demonstrates how disciplines can be informed by each
- > From time to time, ask students what they are studying in other classes. Find ways to work those topics into your discussions.

# **Handout: Transfer Expectations**

Take out your syllabus for this class and/or your table of contents of your textbook to help you answer the following questions.

What do you bring to this class in terms of knowledge, skills, attitudes that will prepare you to learn this material?
How do you think the topics from this course will relate to other classes you are taking?
How do you think the topics from this course could be related to life outside of the classroom?
ar diagram of how this course is related to other courses.

# **Transfer Expectations #2: Prior Knowledge**

#### **Objectives**

- **➣** Inform students that faculty expect transfer
- Build the habit of transfer by asking students to reflect on transfer opportunities
- Build skill at transfer through practice
- Materials:
  - Pretest created by instructor
- ① Time:
  - In-class pretest and feedback 45 minutes

#### Give a Pretest

Giving a pretest over material you expect students to bring into your class is a useful exercise in transfer. This activity can be given on the first day of a continuing course, e.g., on the first day of a 102 class winter quarter, or even on the first day of the first course in a sequence, when specific skills and concepts are needed in the class.

Using an easy-to-grade format is important for you at this busy time in the quarter. The test should be either the final from 101 or a sampling of quiz/exam items from the previous quarter. Let students know that it won't count in their grade, but ask them to take it seriously. Ask students to indicate on the exam if they had you or a different professor for the 101 course and when they took the course.

Be sure to return exams quickly in a way for students to see where their backgrounds may not be meeting your expectations. Reassure students that because it is a pop pretest, you understand that they didn't study and that performance expectations are different than for regular exams. After providing feedback, ask students to hand in a statement about what they will do to review this expected background material for the class.

#### Why give a pretest?

- 1) It conveys to students that you care about what they learned before.
- 2) It sets the expectation that you will be building on this knowledge.
- 3) Student performance feedback on this pretest can tell them where they need more work.

- 4) It can give you a sense of material they may not have yet mastered and need to review.
- 5) It can remind you that other instructors cover different things in the first course in a sequence.

- Review and test often and in different ways
- Access prior learning before moving into a topic. Get at students preconceived notions on a topic. Simply asking "What do you think of when you hear the term 'ecosystem'," can help them build on stored images and experiences to make concepts more memorable.
- ➤ Limit the number of facts you cover to focus on the most important ideas that you want them to know from your class a year from now.
- ➤ Define terms so that students recognize similarities from other classes. This may require you to talk to other instructors to find out about their assignments, e.g., what do they want students to do when they tell students to write "an analysis."
- Ask other professors from other disciplines in to guest lecture when relevant to your topic. This vividly demonstrates how disciplines can be informed by each other.

# Writing in the Discipline

#### Objectives:

- > Help students understand how writing styles vary among disciplines
- Give students examples of the writing expectations in a specific discipline.
- Materials:
  - Website for practice.
  - Blackboard discussion board for responses.
- ① Time:
  - In class quiz: 10 minutes
  - Out of class activity 30 minutes
  - Discussion: 10 minutes

#### Outline:

- > Discuss the writing conventions for your discipline
- > Students do discipline specific writing tutorial on-line.
- Follow-up discussion of expectations

#### **Procedures and Activities**

Discuss expectations of your discipline for good writing. You might talk about the kinds of writing people in your discipline do. For example, lab reports, research reports, literature reviews, patient profiles, incident reports, critical essays, etc.

# **Explanation**

Discuss what good writing looks like in your discipline. Explain conventions that are expected such as use of the passive voice in lab reports, the use of personal anecdotes in expressive writing, or, in contrast, the importance of an impersonal tone in research reporting.

Send your students to <a href="http://www.cariboo.bc.ca/disciplines/">http://www.cariboo.bc.ca/disciplines/</a> and ask them to read the interview for your discipline and take the quiz. (It is highly recommended that you visit the website to preview the interview and quiz for your discipline on this website). The interview is with a member of a specific discipline, and the quiz is a fun comprehension check for the students taking the tutorial.



# Writing Assignment Option

If you use blackboard, set up a discussion board for this assignment, and have students post how they would characterize writing for this discipline. If you do not use blackboard, ask for a paragraph to be handed in.



### **Group Activity**

In the following class, you might spend a short amount of time discussing student impressions of how writing for this course might be different from the writing they did in high school or in other college courses.

- Suggestions for further integration
  - When you assign a paper for your course, **review** the expectations for writing in this discipline.
  - Ask students to get into small groups and design a check-sheet for making sure the paper is written in the appropriate way for the discipline
  - Provide a series of paragraphs from different types of research papers. Have students identify the disciplines they are written for.
  - ➢ Have students compare the writing assignment in this class with writing assignments they currently have in other classes. Ask them to bring samples of other writing assignments from other classes.