EDCP 108B—section 0101
College and Career Advancement:
Concepts and Skills:
Learning Strategies
Spring 2010
Syllabus

Instructor: Vance D. Scott, LT, USN
Email: v7168114@hotmail.com
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3125 South Campus Dining Hall
Office Hours: By appointment

Class Info: Mon/Wed, 3:00pm-3:50pm in JMZ 1226 from 25 January to 10 March 2010

Purpose: “All of the top achievers I know are life-long learners. Looking for new skills, insights, and ideas. If they're not learning, they're not growing... not moving toward excellence.” ~ Denis Waitley

EDCP 108B-Learning Strategies is designed to help you become a more active and efficient learner. Most of us have never been taught effective learning strategies. Our goal is to help you become a self-regulated learner: one who monitors, controls, and adapts his/her motivation, behavior and study strategies in order to accomplish academic along with personal and professional tasks. Applying the principles taught in this class should improve your reading, listening, note taking, time management, and study skills. The course is structured to include class lectures, cooperative learning experiences, and outside assignments.

Text: None

Learning Outcomes:
1. Learn and use strategies to stay “ON COURSE” and create success in college and in life.

2. Expand your self-understanding by indentifying the characteristics of student success that you can choose to adopt or expand.

3. Relate personal goal setting and effective self-management and time management to academic success.

4. Indentify your learning style to use study strategies that will work for you in areas, such as note-taking, reading, and exam skills.

Procedures: Each class you take at the university should have a course syllabus that explains the purpose of the course; lists assignments, projects, and readings to be covered; and lists examination and assignment due dates, times, and locations. This syllabus tells
you what you need to do in order to complete this course. Instructors write a course syllabus to help you know what they expect of you. I view this syllabus as our contract for the semester. It clearly spells out the policies, procedures and expectations. Read the syllabus for all of your courses. Mark important dates on your schedule! I reserve the right to make modifications to this syllabus depending on class progress.

Some class sessions will include small group discussions/cooperative learning experiences. The sessions will focus on implementing the techniques presented in lecture. It is very important that you complete the homework assignments and turn them in at the beginning of each class.

If you have any questions about an assignment or lecture material that you do not get clarified before, during, or after class, you may contact me via email or cell phone in order to make an appointment. Please note, however, if you are absent from a class, I will not repeat everything that was covered in the session you missed during appointment time. If you are absent, get together with another student from the class to review what you missed.

**Late policy:** I expect that all assignments are to be turned in on time. I will collect them at the beginning of class on the date stated in this syllabus. I will only accept assignments via email on a case-by-case basis. If an assignment is turned in at the end of class, or later that day, then it will be considered one day late. Five points will be deducted for each weekday that an assignment is late, unless the student has a written documented excuse.

It is expected that all assignments will be typed (Times New Roman, 12pt, double spaced, standard 1” margins), neat and proofread. Points will be deducted for typos, grammatical errors, and spelling errors. Please read your assignments carefully before handing them in. You may also want to have a friend read your assignments in order to catch any errors that you may have missed.

**Attendance:** This class only meets twice a week for seven weeks. Attendance is extremely important and is reflected in the participation portion of your grade. To be considered present, you may not miss more than ten minutes of class.

Be on time for class and stay for the entire session. What you get out of this course, or any other course, is directly related to the time and effort you put into the class.

Excused absences are permitted in extreme circumstances only and must be verified with written documentation. If you are absent from a class, it is your responsibility to get together with another student from the class to review topics missed. I will not re-teach a lesson during office hours. As a courtesy, if you anticipate being late or absent from a class, inform me before ahead of time.
If class time falls on a religious holiday, see me ahead of time for accommodations. Again, documentation is required.

In the event the University cancels classes due to inclement weather, topics missed will be made up during the normal class time to the best of my ability.

Only in extreme circumstances will a Make-up Final Exam be given.

**Accommodations for Students with Disabilities**
If you are a student with a documented disability and wish to discuss academic accommodations for this class, please contact me during the first week of class.

**Academic Integrity**
Academic dishonesty is a corrosive force in the academic life of a university. As an academic community, the University is committed to the principles of truth and academic integrity. The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

As a student at this University, it is your responsibility to help uphold these principles for yourself and for other students. If you are aware of acts of academic dishonesty (cheating, fabrication, plagiarism, or facilitating academic dishonesty), either your own or a classmates’, you are responsible for challenging these acts and reporting them to the Student Honor Council.

**Electronic Devices:**
As a courtesy to me and to the other students in the class, please turn off all cell phones, pagers, or wireless devices before coming to class. You may use your laptops in class, however please do not surf the web, check Facebook, email or engage in other non-academic computer tasks. **Those that violate this policy will lose points in participation.**

**Course Requirements:**

1. **Autobiography (5x5) - (20 points).**
   Describe yourself in one thesis sentence. Then describe yourself in **five paragraphs** of **five sentences** each:
   **Paragraph One:** Personal Attributes (physical, personality, qualities).
   **Paragraph Two:** Cultural Identity (race, family, country of origin).
   **Paragraph Three:** Personal Philosophy and Values (spiritual values, personal values, decision making process, relationships, philosophy of life, contribution to community/society).
Paragraph Four: Career Interests, hobbies, thoughts on the future.
Paragraph Five: A list of two-three strengths (personal/academic) along with a couple of lines of examples, explanation, and/or a definition of each strength.

2. Goal Setting- (20 points).
The first step to academic success is setting effective and meaningful goals. Begin this process by completing the goal setting self-evaluation exercise (page 8). This assignment should be typed and double-spaced. Your assignment will be graded according to how SPECIFIC, MEASURABLE, ACTION-ORIENTED, REALISTIC, and TIMELY your goals are, as well as to how much thought is evidenced by your goals and responses to the questions.

3. Time Management Schedule - (20 points).
One of the biggest academic skills problems that college students seem to have is maintaining control of their time. Some kind of weekly/daily time schedule such as a weekly schedule gives you an idea of where your time has gone in the past and where you expect it to go in the future. For this assignment, complete your weekly To Do List and Weekly Schedule (pages 9 & 10). All of the "A" priority items from your To Do list should be scheduled on your weekly planner and highlighted. Please remember to be very specific with your weekly planner (e.g., don't write "study math", but do write "study pages 26-53 in math book"). In addition, you'll write a brief reflection that discusses what you learned about your use of time. Some questions to think about when writing the reflection include: What did I learn about my time management strategies? Was it easy or difficult to follow my schedule? What things prevented me from following my schedule as planned? Do I seem to have balance in my life? The To Do List and Weekly Schedule can be handwritten, but should be legible and neat. Please type your one-paragraph reflection.

4. Written SQ3R Notes- (20 points).
The SQ3R method is to be used on 6-8 pages of any ONE of your textbooks. This assignment should be typed and single-spaced. You are to turn in notes that contain the Survey, Question, Recite, and Review steps of the technique. Use the format in the sample attached to this syllabus (page 11). Your notes must follow this format. In addition to your notes, write a brief reflection on this assignment. Answer the following questions: Did you find the SQ3R method helpful? Why or why not? Which part of the method did you find most useful? Do you plan to use all or parts of this method in the future? Why or why not? Please type your one-paragraph reflection.

5. Cornell Class Notes - (20 points).
In class you will learn the Cornell method of note taking. Following the note taking class you will be expected to use the Cornell Method of note taking in one of your classes. You will then photocopy your Cornell notes (because you will need to keep the originals) and turn in the photocopied version. These notes will be graded according to the following criteria (see page 12):
*Are there dated notes from each class meeting?
*Does the student have key words written in the left margin?
*Does the student have summary statements at the bottom of each page?
*Does the student have listed names, addresses and phone numbers or E-mail addresses of at least two students in each class?
*Overall, are the notes neat and well organized?

In addition to your notes, write a brief reflection on this assignment. Answer the following questions: Did you find the Cornell method helpful? Why or why not? Which part of the method did you find most useful? Do you plan to use all or parts of this method in the future? Why or why not?

By the end of this course you should have a much better sense of what your strengths and weaknesses are as a student, as well as some specific techniques that you can apply to maximize your academic effectiveness and performance. The academic self-assessment project is an opportunity for you to synthesize everything you have learned in the course, both about yourself and about learning, into a concrete plan for your academic success. This self-assessment may include content similar to that included in other class assignments. You will write this assignment as if you are an academic performance expert. You will write with yourself as the subject, in the third person. Please follow the outline on page 13 of this syllabus. This assignment should be typed, double-spaced, and should be written in essay form (i.e., do not write your paper in outline form). The length should be 2-3 pages. Please be thoughtful, and include specific recommendations about how the student (YOU!) can increase academic efficiency and performance. You should make specific references to principles and techniques covered in class and in the text.

7. Final Exam - (65 points)
The final exam will be taken during the last week of class. There will be 25 multiple-choice questions (worth one point each) and two short-answer essay questions (worth twenty points each).

8. Participation – (35 points)
Participation is essential to the success of this course. Every student is expected to contribute in class. I understand that some students are more outgoing while other students may be little on the shy side. Some students will willingly contribute and other students may be asked to participate. During discussions, there is no right or wrong answer. This classroom is an environment to discuss opinions without the fear of judgment.

Academic Interviews:
To better facilitate an individual academic action plan for every student, each student will be required to arrange one interview with the instructor. You will print out and bring your “Unofficial transcript” from TESTUDO. Interviews will last approximately 20-30 minutes during a time outside of normal class times. You will
be able to sign up for your desired time during the second week of classes. A brief reflection paper will be due the class session following your interview.

**Summary of Evaluation Points:**

1. Autobiography 20 points
2. Goals Project 20 points
3. Time Management 20 points
4. Written SQ3R Notes 20 points
5. Cornell Class Notes 20 points
6. Academic Self-Assessment 50 points
7. Final Exam 65 points
8. Participation 35 points

Total 250 points

**Grade distribution:**

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**Additional Information:**

The Learning Assistance Service (LAS), Shoemaker Building, second floor, offers the following services:

(UMCP students may use LAS whether they are taking EDCP 108B or not, so tell your friends about our services.)

(a) diagnosis of students’ study skills and prescription for improvement
(b) one to one educational skills counseling,
(c) referrals to other campus agencies and services

Individualized Programs, in addition to those covered in class, include:

Academic Assertiveness Training, Math Anxiety, Dealing with Test Anxiety
Study Skills for LD Students, Writing Skills, Math/Science Learning Skills
Computer Based Math Skills in Basic Arithmetic, Elementary Algebra and
Trigonometry, and Confidence-Building in Math.
## CLASS SCHEDULE

EDCP 108B – Section 0101

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<tr>
<th>Date</th>
<th>Topic</th>
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<td>Introduction/Expectations</td>
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<td>W 1/27</td>
<td>Learning Styles</td>
<td>5x5 Autobiography</td>
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<td>M 3/8</td>
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Assignment One: Autobiography

Who are you? How well do you know yourself? First, describe yourself in one thesis sentence. Then describe yourself in five paragraphs of five sentences each following the format below:

**Paragraph 1:** Personal Attributes (physical, personality, qualities)

**Paragraph 2:** Cultural Identity (race, family, country of origin)

**Paragraph 3:** Personal Philosophy and Values (spiritual values, personal values, decision making process, relationships, philosophy of life, contribution to community/society)

**Paragraph 4:** Career Interests, hobbies, thoughts on the future

**Paragraph 5:** A list of two to three strengths (personal or academic) and write a couple of lines giving examples, explanation or a definition of each strength

Assignment Two: Goal-Setting Project

For this assignment you are to develop a total of four goals. You will develop one short-term academic goal for this semester and one short-term personal goal for this semester. You will also develop one long-term academic goal and one long-term personal goal for the time remaining in your degree program. (Total of 4 goals.)

This paper will consist of four paragraphs (one for each goal). Each paragraph will contain the following:

1. Desired goal and target date
2. Why is it important
3. Barriers to success
4. Steps needed to reach the desired goal
### Assignment Three: To Do List

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- List the things you want or need to do this week.
- Prioritize your list using:
  1. A for the most important items to be done
  2. B for the next most important items
  3. C for the least important items
- Put “A’s” on **Weekly Schedule** first. **Be sure to highlight your “A” Priority items.** Then fill in with B and C items.
## Assignment Three: Weekly Schedule

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Assignment Four: SQ3R Notes (Sample)

SQ3R Notes

Reference: How to Study in College (2nd Edition)
Walter Pauk
Chapter 3 “Control Your Time”

Survey: The author talks about programming time, making time schedules, gives some principles of time management and gives suggestions on how to get more things done in the time that you have available. At least 3 or 4 sample schedules, including a master schedule, are given as examples.

Heading: Programming Time to Gain Time
Questions: How does programming Gain Time?
Recite: Our use of time is basically our habit pattern or a summary of the habits that we have for using time. Although our habits of time use allow us to get things done, we could get more done if we changed or improved some of our bad habits.

Heading: Where Does All The Time Go?
Question: Where does all the time go?
Recite: By keeping a log or schedule of how we use time we can find out things, such as, “our ten minute coffee break” is really 40 minutes long. The sample record of one student’s day makes several suggestions about improving the use of time. Unfortunately, many of the suggestions are very poor (Twice the author lists ‘nothing’ for what the student did with time. How do you do nothing with time?) In essence, the author is saying that scheduling will enable us to get more time by making more efficient use of our time.

Heading: Reasons for Programming Time
Question: What are some of the reasons for scheduling time?
Recite: Scheduling time helps you: (1) get started; (2) stop avoiding the subjects you do not like; (3) eliminate cramming; (4) provide for systematic review; (5) provide time for recreation; (6) get the most out of recreational time; (7) free your mind of trying to keep track of all the detailed things you have to do; and, (8) regulate or control getting important things completed.

NOTE: Additional headings, questions and recites would be written to complete the assignment. All headings and sub-headings will be used. After your last recite, write your review.

Review: In this chapter the author provided arguments in favor of scheduling time in order to have more time. That is, by scheduling the things that we have to do we get more time for recreational activities. Among the suggestions covered were: the master schedule for the semester; the weekly schedule; the daily schedule; how to break long-term assignments into several small assignments; how to use the “To Do List” of things to do and the importance of setting priorities; and, how to study on the run (carry note cards or pocket work with you).
Assignment Five: Cornell Class Notes

Choose one class and use the Cornell Method of Note-taking during one lecture. Use the following criteria to help you identify what should be included in your assignment. Please photocopy the notes from that class and turn them in.

1. Are there dated notes from each class meeting?  __________/3

2. Does the student have key words written in the left margin?  __________/3

3. Does the student have listed names, addresses and phone numbers or e-mail addresses of at least two students in each class?  __________/3

4. Does the student have a summary statement at the bottom of each page?  __________/3

5. Overall, are the notes neat and well organized?
   Do they appear to be good and useful notes?  __________/3

6. Reflection  __________/5

Total  __________/20
Assignment Six: Academic Self-Assessment

I. Goals & Motivation
   a. List two of the student’s short-term goals (end of the semester) and two of the student’s long-term goals (end of degree plan).
   b. Assess the appropriateness of these goals, making suggestions if changes are needed.
   c. Assess the student’s current level of desire, and provide specific suggestions for how the student can increase motivation.

II. Barriers to Academic Success
   a. List and discuss the barriers to academic success and indicate the barriers that you consider to be most significant.
   b. Provide specific suggestions for how the student can cope with each of the significant barriers.

III. Time Management
   a. Describe and assess the student’s current time management technique.
   b. Provide specific suggestions for how the student can better manage her/his time in order to improve academic performance.

IV. Learning Style
   a. Using the Learning Styles Inventory, what is the student’s preferred learning style?
   b. How can the student use information regarding her/his preferred learning style to study more effectively?

V. Note Taking and Reading
   a. What note taking techniques does the student currently use?
   b. What reading techniques does the student currently use?
   c. How could the student be a more effective note taker?
   d. How could the student become a more effective reader?

VI. Exam Preparation
   a. How does the student prepare for both objective and essay exams? Does the student do well in exams? Is stress and anxiety a factor?
   b. What specific techniques could the student employ in order to better prepare for exams?

VII. Summary
   a. Summarize the most important findings of your Academic Self-Assessment, including the student’s major strengths and weaknesses.
   b. Summarize which of your suggested changes will make the greatest difference, and explain why.

See rubric on next page for scoring.
Assignment Six:
Academic Self-Assessment (50 points)

I. Goals and Motivation (6 points total)
   a. List 2 short-term and 2 long-term goals
      ____________/2
   b. Assess goals and make suggested changes
      ____________/2
   c. Assess the student’s motivation and provide specific suggestions
      ____________/2

II. Barriers to Academic Success (6 points total)
   a. List and discuss the barriers and indicate most significant barriers
      ____________/3
   b. Provide specific coping strategies for each of the significant barriers
      ____________/3

III. Time Management (6 points total)
   a. Describe and assess student’s current time management technique
      ____________/3
   b. Provide specific suggestions for improving time management
      ____________/3

IV. Learning Style (6 points total)
   a. What is the student’s preferred learning style?
      ____________/2
   b. How can the student use this information to study more effectively?
      ____________/4

V. Note Taking and Reading (8 points total)
   a. What note taking techniques are currently used?
      ____________/2
   b. What reading techniques does the student currently use?
      ____________/2
   c. How could the student be a more effective note taker?
      ____________/2
   d. How could the student be a more effective reader?
      ____________/2

VII. Exam Preparation (6 points total)
   a. How does the student prepare for objective and essay exams?
      ____________/3
   b. What techniques should the student use to prepare more effectively?
      ____________/3

VIII. Summary (6 points total)
   a. Most important findings, student’s major strengths and weaknesses
      ____________/3
   b. Which changes will make the greatest difference? Why?
      ____________/3

Style/Grammar/Mechanics (6 points total)
   a. Did the student write in third person?
      ____________/2
   b. Did the student use subheadings?
      ____________/1
   c. Was the paper well organized and well written with minimal spelling and grammatical errors?
      ____________/3

Total ____________/50