EDCP 108B—section 0401
Learning Strategies
Spring 2010
Syllabus

Instructor: Beverly R. Greenfeig, Educational Counselor, Learning Assistance Service
brgreen@umd.edu
Telephone: 301-314-7698 or 301-314-7693 (LAS Main #)
3125 South Campus Dining Hall
Office Hours: by appointment

Class: EDCP 108B- Section 0401; Tuesdays, 2:00-3:20 p.m. JMZ1123
January 26 to March 30, 2010

Purpose:
“...This class will help you set goals for yourself and learn strategies that will work for you, so you can ‘move forward positively’ toward your goals.” (Greenfeig, 2009).

EDCP 108B—Learning Strategies is designed to help you become a more active, efficient learner. Most of us have never been taught effective learning strategies. 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.

Learning Outcomes:

THIS CLASS WILL ENABLE YOU TO:
1. Learn and use strategies to stay “ON COURSE” and create success in college and in life.
2. Expand your self-understanding by identifying 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. Identify your LEARNING STYLE to use study strategies that will WORK FOR YOU in areas such as note-taking, reading, and exam skills.
5. Explore your understanding of yourself within the context of being a member of the University of Maryland College Park community.

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. We 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!**
Some class sessions will include small group discussions/cooperative learning experiences. The sessions will focus on implementing the techniques presented in lecture.

Attendance: Attendance is important and will be reflected in your attendance/participation grade. Three (3) points will be deducted from your grade for each class session missed. Additionally, please arrange to be on-time for class and stay for the entire session. Absences: Excused absences must be verified with documentation. What you get out of this course, or any other course, is directly related to the time and effort you put into the course.

If you have any questions about an assignment or lecture material that you do not get clarified before, during, or after class, you may call 314-7693 and make an appointment with one of us. If you are absent from a class it is your responsibility to get together with another student from the class or email me (brgreen@umd.edu) to learn what you missed.

Late Policy: We expect all assignments to be turned in during class time on the due dates. Five points will be deducted if the assignment is submitted after the due date. One additional point will be deducted for each subsequent weekday that an assignment is late, unless the student has a documented excuse.

All assignments are to be typed, double-spaced, and submitted in hard copy. In addition, please save all your work on your computer. Points will be deducted for serious typos, grammatical errors, and spelling errors. Please read your assignments carefully before handing them in.

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

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. Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front
cover of your final exam. Students who fail to write and sign the Pledge will be asked to confer with the instructor. 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.

Cell Phones: As a courtesy to us and to the other students in the class, please turn off all cell phones, pagers, or wireless devices before coming to class.

In-class Behavior: It is important in this class that we exhibit respect for each other, listen to each other, and participate in class discussions and activities.

Course Requirements:
1. “Me in a 5x5”-February 2, 2010 (10 points) Follow directions given on hand-out. Five paragraphs with five sentences in each paragraph.

2. Goal Setting- due February 2, 2010 (10 points)
   Goal-Setting: (10 Points): The first step to academic success is setting effective and meaningful goals. Begin this process by completing the goal setting self-evaluation exercise that will be handed out in class. This assignment can be typed or hand-written (neatly) and will be graded according to how SMART your goals are: SPECIFIC, MEASUREABLE, ACTION-ORIENTED, REALISTIC. AND TIMELY as well as to how much thought is evidenced by your goals & your responses.

3. Semester Deadline Calendar- due February 9, 2010 (20 points)
   One of the biggest academic skills problems that college students seem to have is maintaining control of their time.
   a. Deadline Calendar: Take all your syllabi and mark every due date for papers, projects, exams, quizzes, assignments, etc, on the Semester calendar handed out in class. You may also want to fill in important personal dates. Please include information from ALL classes (including EDCP108B and your assignments) and be specific/and detailed (i.e., what parts of a paper or projects are due). Complete and bring to class February-May schedule.

4. Time Management due February 16, 2010 (20 points)
   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 your time to go in the future. Complete the following sections of the Time Management Booklet: 1. Time Estimate Sheet (5 points) 2. 168 Hour Schedule 5 points 3. Follow-Up on Time Use (5 points) and 4. Reflection Paper (5 points).

   REFLECTION: Some questions to think about when writing the reflection include: What did I learn about my time management strategies? Can I estimate how long a task or assignment will take? What things prevented me from following my schedule as planned?
Do I seem to have balance in my life? Please include additional information about how you can improve your time management skills. The schedule, Time Estimate Sheet, and Follow-Up on Time Use can be handwritten, but should be legible and neat. Please type your one-page reflection.

5. **Learning Styles—due February 23, 2010 (10 points)**
   **Reflection Paper**: Write a brief reflection paper on your learning style/styles. Include:
   a. What is your learning style(s)?
   b. What tools/techniques help you prepare best for exams?
   c. What tools are least helpful to you? and
   d. How can you apply your learning style to be more effective as a student?

6. **Career Styles—due February 23, 2010 (10 points)**
   **Worksheet and Reflection**: Using your results from the Career Exercise we did in class and your own knowledge of yourself, fill in the “Moving Forward Positively” handout and write a reflection on: Where I am Now in my Educational/Career Exploration and What SPECIFIC Steps I Can Take to Move Forward Positively.

7. **Class Notes due March 2, 2010 (20 points)**
   In class, you will learn the Cornell method of note-taking. For one session, in one class, you will be expected to use the Cornell method of note-taking. You can then photocopy your Cornell notes (because you will need to keep the originals) and then you can turn in the photocopied version. These notes will be graded according to the following criteria:
   - Are the notes dated and titled from each class meeting (2 points).
   - Are there key words or questions (as cues) written in the left margin? (4 points)
   - Does the student use visual emphasis to highlight key points (i.e. bullets, brackets, underlining?) (4 points)
   - Does the student have a summary at the end of each session of notes? (4 points)
   - Does the student list names and phone numbers or e-mail addresses of at least two students in each class? (2 points)
   - Overall, are the notes neat and well-organized? (4 points)

8. **Written SQ3R Textbook Notes and Reflection due March 9, 2010, 2009 (20 points)**
   a. The SQ3R method is to be used on 3 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. Your notes must follow this format!
   b. **Reflection**: In addition to your notes, write a brief (one page maximum) 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?

9. **Exam Analysis due March 23, 2010 (20 points)**
   a. **Reflection Paper**—Using an Exam Analysis Handout, go over one of your exams yourself and with your professor or T.A. In this reflection, discuss what changes you need to make for the next exam (and what you need to do differently or keep doing for the next exam). More specific instructions will be discussed in class. (10 points)
b. Go over your exam with your professor or T.A. and have that person sign a form (your exam, a separate sheet, etc.) (10 points)

10. Study Skills Websites March 23, 2010 (20 points)
The internet can be a great tool in helping you improve your study skills. Please find 2 websites that address a study skills area that you would like to improve and write a 1 page reflection paper for each website. The paper should include the website address, a description of the website, and information about how you, as a student, can use the website to become a more effective student. (I will give you a handout to use for this assignment.)

For extra credit: 5 points for an additional website analysis.

11. Counselor Appointment due March 23, 2010 (20 points)
1. You will be required to schedule and attend one 30 minute appointment with Sidney Smith (Tuesdays 9am-12) or Beverly Greenfeig, your instructor (301-314-7693 or https://LASonline.umd.edu) You must bring an unofficial transcript, a copy of your planner, calendar, and your time management assignments to the meeting. (10 points)

2. Reflection Paper: Please write a Reflection Paper about the session and include the benefits, knowledge, practical application, etc. as a result of the meeting. (In other words, what did you learn about yourself, your stud habits, and needed changes to become a more effective student?) (10 points)

12. Academic Self-assessment—due March 30, 2010 (40 points)
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 course 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 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 3-5 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 the principles and techniques covered in this course.

13. Participation and Attendance (30 points)
14. Final Exam—In Class March 30, 2010 (40 points) The final exam will be in-class. There will be multiple choice questions and short-answer essay questions.
Summary of Evaluation

Points: Due Date:

1. “Me in a 5x5”: Who are you? 10 points February 2
2. Goal Setting: 10 points February 2
3. Time Management-- Semester Calendar 20 points February 9
4. Time Mgmt.-Wkly Schedule, Time Estimate, Follow-Up, and Reflection 20 points February 16
5. Learning Styles Reflection 10 points February 23
6. Career Reflection 10 points February 23
7. Class Notes: Cornell Note-Taking 20 points March 2
8. SQ3R : Reading & Notes 20 points March 9
9. Exam Analysis 20 points March 23
10. Study Skills Web-Sites 20 points March 23
11 Counselor Appt. & Reflection 20 points March 23
12. Participation & Attendance 30 points
13. Academic Self-Assessment 35 points March 30
14. Final Exam 35 points March 30

Total 280 points

Grade distribution:

A+ 261-280 pts
A 255-262 pts
A- 247-254 pts
B+ 239-246 pts
B 231-238 pts
B- 223-230 pts
C+ 195-222 pts
C 187-194 pts
C- 179-186 pts
D+ 171-178 pts
D 163-170 pts
D- 155-162 pts
F Below 155 pts
Additional Information:

The Learning Assistance Service (LAS), 3125 South Campus Dining Hall, 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
TIME MANAGEMENT PROJECT: (20 points)

To Do List

- List the things you want or need to do this week.
- Prioritize your list using:  
  A for the most important items to be done
  B for the next most important items
  C for the least important items

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Put “A’s” on weekly schedule first. **Be sure to highlight your “A” Priority items.** Then fill in with B and C items. Even if you have half an hour available, you are ahead doing part of an “A” item instead of your “B’s” or “C’s.”
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## Sample Weekly Planner

### TIME MANAGEMENT SCHEDULE

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<tr>
<td>7 A.M.</td>
<td>Sleep</td>
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<td>8 A.M.</td>
<td>Preview</td>
<td>Nothing</td>
<td>English 101</td>
<td>Library</td>
<td>English 101</td>
<td>Church</td>
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<td></td>
<td>Psych pp.</td>
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<tr>
<td>9 A.M.</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
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<td>Visit uncle Rufus</td>
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<td>10 A.M.</td>
<td>Psych 100</td>
<td>Chem 100</td>
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<td>1 P.M.</td>
<td>Gym class</td>
<td>Library</td>
<td>Gym class</td>
<td>Chem lab</td>
<td>Laundry</td>
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<td>2 P.M.</td>
<td>Meet w/Rob</td>
<td>Study Chem</td>
<td>Study Socy</td>
<td>Study Chem</td>
<td>Chem Lab</td>
<td>Study, shop</td>
<td>Study</td>
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<tr>
<td>3 P.M.</td>
<td>Flexible</td>
<td>Chapters...</td>
<td>Chapters...</td>
<td>Chapters...</td>
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<td>4 P.M.</td>
<td>Relax</td>
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<td>Study Soc</td>
<td>Study</td>
<td>Review Chem</td>
<td>Write English</td>
<td>English</td>
<td>Relax</td>
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<td>7 P.M.</td>
<td>Chapter 6</td>
<td>Chapters...</td>
<td>Notes...</td>
<td>Paper</td>
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<td>8 P.M.</td>
<td>Study chem. Notes...</td>
<td>Study Notes...</td>
<td>Meeting at Church</td>
<td>TV: ER</td>
<td>English Date for dinner and a movie</td>
<td>TV: The X-Files</td>
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<td></td>
<td>Study chem. Notes...</td>
<td>Study Notes...</td>
<td>Meeting at Church</td>
<td>TV: ER</td>
<td>English Date for dinner and a movie</td>
<td>TV: The X-Files</td>
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<td>9 P.M.</td>
<td>TV</td>
<td>Read English</td>
<td>TV</td>
<td>Study chem</td>
<td>Work on Paper</td>
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<td>10 P.M.</td>
<td>TV</td>
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<td>Study</td>
<td>Psyche notes</td>
<td>Chapter...</td>
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<td>Sleep</td>
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SAMPLE SQ3R ASSIGNMENT – 20 points

Ima Student
EDCP 108B
September 26, 2005

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).
CLASS NOTES REVIEW (20 POINTS)

Choose one class and use the Cornell Method of Note-taking in that one class for a week. 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?  ______________/5

2. Does the student have key words written in the left margin?  __________/5

4. Does the student have listed names, addresses and phone numbers or e-mail addresses of at least two students in each class?  __________/2

5. Does the student have a summary statement at the bottom of each page?  __________/5

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

Total  __________/20
Due: last day of class

Academic Self-Assessment

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

II. Barriers to Academic Success
   a. Review the student’s Barriers to Academic Success form and list and discuss 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. Using the time management self-assessment, what was the students score? Assess the
student’s current time management functioning. What techniques, if any, are used?
   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 Text Marking
   a. Using the note taking and text marking self-assessment, what was the student’s score? What
note taking and text marking techniques does the student currently use?
   b. How could the student be a more effective note taker and text marker?

VI. Reading
   a. What reading techniques does the student currently use?
   b. How could the student become a more effective reader?

VII. Exam Preparation
   a. How does the student prepare for both objective and essay exams?
   b. What specific techniques could the student employ in order to better prepare for exams?

VIII. 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.
Academic Self-Assessment (35 points)
EDCP 108B

I. Goals and Motivation (4 points total)
   a. List 2 short-term and 2 long-term goals
   b. Assess appropriateness of goals and make suggested changes if needed
   c. Assess the student’s motivation and provide specific suggestions
   _________/2
   _________/1
   _________/1

II. Barriers to Academic Success (4 points total)
   a. Review the student’s barriers and discuss which are most significant
   b. Provide specific coping strategies for each of the significant barriers
   _________/2
   _________/2

III. Time Management (4 points total)
   a. What was the student’s score? What techniques are currently used?
   b. Provide specific suggestions for improving time management
   _________/2
   _________/2

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

V. Note Taking and Text Marking (4 points total)
   a. What was the student’s score? What techniques are currently used?
   b. How could the student be more effective in this area?
   _________/2
   _________/2

VI. Reading (4 points total)
   a. What techniques does the student currently use?
   b. How could the student be more effective in this area?
   _________/2
   _________/2

VII. Exam Preparation (4 points total)
   a. How does the student prepare for objective and essay exams?
   b. What techniques should the student use to prepare more effectively?
   _________/2
   _________/2

VIII. Summary (3 points total)
   a. Most important findings, student’s major strengths and weaknesses
   b. Which change will make the greatest difference? Why?
   _________/2
   _________/1

Style/Grammar/Mechanics (4 points total)
   a. Did the student write in third person?
   b. Did the student use subheadings?
   c. Was the paper well organized and well written with minimal spelling and grammatical errors?
   _________/1
   _________/1
   _________/2

Total
_______/35