

I. Consider creating a “College Protocol” assignment that will help first-year students understand some of the differences between high school and college.

Understanding College Culture

Wittenberg classes may seem different from what you were used to in high school. List as many differences as you can between learning in college and learning in high school. (If you’ve been out of high school for a while, list some of the differences between college and what you’ve been doing in the meantime).

What do you think will be your most difficult academic adjustment to Wittenberg?

Unwritten Rules

Your professors will try to be clear with you about their academic expectations and strategies for success. But there are “unwritten rules” for success in college too. Over the next few days try to discover some of these rules by talking with other Wittenberg students. Ask each of three older students to name one unwritten rule for academic success.

1. _____
2. _____
3. _____

Evaluating Your Classroom Savvy

Put a plus sign (+) beside behaviors you already do well and a minus sign (-) beside the ones you need to improve (-).

- ___ 1. Participate in class discussions.
- ___ 2. Come to class prepared.
- ___ 3. Meet with your professor outside of class.
- ___ 4. Take careful notes.
- ___ 5. Maintain your energy level.
- ___ 6. Make friends with classmates.
- ___ 7. Make eye contact during lectures and discussions.
- ___ 8. Practice empathic listening.
- ___ 9. ?

(Adapted from Carolyn Hopper, *Practicing College Study Skills* (Boston : Houghton Mifflin, 1999))

II. Consider creating a “Time Management” assignment that will help students set priorities, understand the work rhythms of college life, and control their time.

Time Log Exercise

Carefully fill in the following 5-day chart to account for what you did each hour. In addition to noting the activity, indicate your alertness by using the following symbols:

- + “I really feel sharp”
- 0 “I’m functioning normally”
- “I feel pretty sluggish”

Time	Day 1	+	Day 2	+	Day 3	+	Day 4	+	Day 5	+
		0		0		0		0		0
		-		-		-		-		-
7-8am										
8-9										
9-10										
10-11										
11-12										

Follow-Up. Do a written analysis of your time log: at what times of the day were you feeling “sharp”? At what times were you feeling “sluggish”? What did you discover about your use of time during the exercise?

Other Possibilities:

- Have students create “master schedules” for themselves for a week and write a follow-up analysis on how well they were able to maintain their schedules.
- Have students purchase a semester calendar and record major exams and essays for the term.
- Photocopy pages from your daily calendar and explain your principles of time management.
- Have students take the Virginia Tech “Time Management Quiz” and report on the results: <http://www.ucc.vt.edu/stdysk/stdyhelp.html>
- Have students view the Dartmouth College “Time Management” Video and report on what they learn: http://www.dartmouth.edu/~acskills/videos/video_tm.html

III. Consider creating a “Note-Taking” assignment that will help students understand how to process information during lectures and discussions.

The Cornell Note-Taking System (Record, Reduce, Recite, Reflect)

<p>Recall Column (after the lecture)</p> <ul style="list-style-type: none"> ➤ jot down key words that capture each core idea 	<p>Class Notes Column (during the lecture)</p> <ul style="list-style-type: none"> ➤ use a standard, lined notebook ➤ capture core ideas ➤ listen for “word signals” (“There are at least two points of view on . . .”) ➤ write in paragraph form and leave white space to mark the end of topics ➤ use abbreviations ➤ write legibly and leave extra white space on the page ➤ reread class notes later and fill in the gaps
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Other Possibilities:

- Arrange for a 25-minute lecture from your WittSem professor (something that’s very content rich) and take careful notes during the lecture. Then, using a document camera, invite students to project their notebooks onto a screen and compare their note-taking styles with yours. Finally, invite the WittSem professor to use the document camera to project his or her lecture notes and compare those notes with student notebooks. (Adapted from Dr. Tim Lewis).
- Try the same document camera exercise with a class discussion.
- Have students view the Dartmouth College “Note-Taking” video and report on what they learn: <http://rave.ohiolink.edu/dmc/video/1842349>