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Project STEPP Transition Curriculum Materials

Module 1: High School vs. College			
Lesson Topic	Learning Objective(s)	Support Materials Included	Preparation
Lesson 1: High School vs. College Part I: General Overview	Students will identify at least 7 key differences between high school and college.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint with teacher notes • Student-Guided Notes • “What Does This Mean for Me?” Worksheet and Teacher Key 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of “What Does This Mean for Me?” Worksheet • Make blank copies of your preferred graphic organizer (not included)
Activity 1: Developing a College Transition Notebook	Students will construct a system for housing and organizing planning materials using the notebook shell described in this activity.	<ul style="list-style-type: none"> • Activity Plan/Overview • PowerPoint with teacher notes 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Instruct each student to bring in the required materials listed in the PowerPoint if the notebooks will be constructed in class. (If constructing the notebooks will be a homework activity, disregard this step)
Lesson 2: High School vs. College Part II: Classes and Instructors	Students will identify personal implications based on key differences between high school and college classes and instructors.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint with teacher notes • Student-Guided Notes • “Implications of High School vs. College Contrasts: Classes & Instructors” Worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of “Implications of High School vs. College Contrasts: Classes & Instructors” Worksheet
Activity 2: Note-Taking	Students will apply a note-taking strategy without the use of guided notes and then compare with other students and the teacher’s notes to evaluate the effectiveness of their note-taking skills.	<ul style="list-style-type: none"> • Activity Plan/Overview 	<ul style="list-style-type: none"> • Review activity plan • Select either a video or a content lecture for the activity • Create or print out model notes based on the video or content lecture chosen • Ensure students have notebook paper to write notes on
Lesson 3: High School vs. College Part III: Studying	Students will create a weekly study schedule based on a hypothetical college schedule.	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint with teacher notes • Student-Guided Notes • Blank Tree Map Worksheet • Sample Weekly Schedule Handout • Blank Weekly Schedule Worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of Blank Tree Map Worksheet • Make copies of Sample Weekly Schedule Handout • Make copies of Blank Weekly Schedule Worksheet

<p>Lesson 4: High School vs. College Part IV: Grades and Testing</p>	<p>Students will identify personal implications based on key differences between high school and college testing and grading.</p>	<ul style="list-style-type: none"> • Lesson Plan/Overview • PowerPoint with teacher notes • Student-Guided Notes • “Implications of High School vs. College Contrasts: Grades & Testing” Worksheet 	<ul style="list-style-type: none"> • Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of “Implications of High School vs. College Contrasts: Grades & Testing” Worksheet
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Objective: The student will identify at least 7 key differences between high school and college.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p>Obtain PowerPoint for Module 1 Lesson 1 and make copies of student-guided notes for each student in the class. Inform students that at the conclusion of this lesson they should be able to state 7 key differences between high school and college environments. This will be the first in a series of high school/college comparisons in Module 1.</p>	<p>Power Point File Module 1 Lesson 1</p> <p>Student-Guided Notes</p>
<p>Lesson Body</p>	<p>Teacher Input Use teacher notes (detailed) and PowerPoint slides (key ideas) to discuss general and overarching High School/College Comparisons. A summary of the 7 contrasts is listed here, but more detailed information is provided in the PowerPoint and Teacher Notes files.</p> <ol style="list-style-type: none"> 1. A high school education is free. / A college education is expensive. 2. High school attendance is mandatory. Students are required to attend until they reach a certain age. / College is voluntary. Students choose whether or not to attend. 3. Graduation requirements are similar for all students. / Graduation requirements are complex and differ by year of entry and major. 4. High school is a teaching environment. / College is a learning environment. 5. Accommodations are focused on student success. / Accommodations are focused on student access. 6. Cheating or plagiarism may be relatively common and viewed as “no big deal”. Consequences for academic dishonesty may be minor. / Professors and administrators take academic dishonestly very seriously. Students may face consequences such as probation, suspension, or expulsion. 7. Students are generally told what to do, monitored, and given frequent feedback. / Students are generally expected to find out how to accomplish a task, get it done with little to no reminders, and take responsibility for outcomes. <p>Provide examples and take questions as needed during a full group discussion of each.</p> <p>Guided Practice Pair students in groups of two, and distribute the Guided Practice handout entitled “What Does This Mean for Me?” to each pair. Give pairs time to respond to each prompt. Pull back together to form a large group and facilitate an opportunity for students to share and discuss their responses to each question. Use the teacher key, personal experience, and information you may have researched to go over these with the group.</p>	<p>PowerPoint with Teacher Notes</p> <p>Student-Guided Notes</p> <p>“What Does this Mean for Me?” Worksheet and Teacher Key</p>

<p>Extended Practice</p>	<p>Provide students with a blank graphic organizer to use in order to compare and contrast high school and college. Use the comparison/contrast graphic organizer that is standard for your class or school (e.g., Venn Diagram, Double Bubble Thinking Map[®]). Each of the 7 characteristics discussed in class should be included. Students may also add in extra contrasts that arose during the class discussions as appropriate.</p> <p>If desired, an additional extension activity could involve an opportunity for students to research answers to the application questions (What does this mean for me?) as they apply to a specific post-secondary setting that each student wishes to attend.</p> <p>Worksheet Completion Option: Students may complete the worksheet in pairs</p>	<p>Venn Diagram/ Double Bubble Thinking Map[®] Template (not included)</p>
<p>Lesson Closing</p>	<p>Review (method of your choice) the 7 basic characteristics discussed in class.</p>	





High School vs. College: A Comparison of What to Expect

Part I: General Overview



Module 1 Lesson 1

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High School	College
A high school education is free .	<p>A college education is expensive.</p> <p>Students and/or their parents may go into debt to finance it.</p>

Optional discussion points:

- How much does college cost?
 - In 2011-2012, the average yearly total for tuition/fees and room/board for full-time undergraduate students was \$17,131 for public 4-year institutions and \$38,589 for private 4-year institutions. At 2-year institutions, the total for tuition/fees (not including room/board) was \$2,963 for public schools. These totals are for one academic year. (Source: College Board <http://press.collegeboard.org/releases/2011/new-college-board-trends-reports-price-college-continues-rise-nationally-dramatic-difference>)
- What are the differences between cost at community college, public college/university, and private college/university?
 - See above statistics
- How do people pay for college?
 - Parents and/or students save money ahead of time
 - Scholarships and/or grants (do not need to be paid back; may be restrictions on receiving them)
 - Student loans and/or parent loans (do need to be paid back with interest)
 - Work-study or other student employment

High School	College
<p data-bbox="456 464 727 569">High school is mandatory.</p> <p data-bbox="407 638 776 800">Students can be forced to attend until a certain age.</p>	<p data-bbox="829 520 1230 569">College is voluntary.</p> <p data-bbox="837 638 1222 737">Students choose to attend.</p>

Optional discussion points:

Why do students choose to attend college?

- More income potential
- Personal growth / desire to learn more and become more educated
- Degree is required for many jobs / to prepare for a career
- Gain a broader perspective and exposure to new experiences and people
- It is expected of them (usually by parents)
- Other

High School	College
<p>Graduation requirements are similar for all students.</p>	<p>Graduation requirements are complex and differ by year of entry and major.</p>
<p>Students are not responsible for knowing what classes to take.</p>	<p>Students are responsible for knowing and meeting the requirements.</p>

Teacher Notes:

- High school requirements are determined by the state’s standards and the student’s track (i.e., technical, college prep, etc.)
- The student’s teachers, guidance counselors, and other school administrators are responsible for knowing which classes students must take and for enrolling them in those classes.
- College requirements vary tremendously among different majors. At many schools, there is a basic foundation curriculum that all students must complete, usually consisting of several courses in English, foreign language, science, math, and humanities. However, even within these requirements, there is often significant flexibility. Once a student completes the foundations courses, each major, minor, and concentration has different requirements and options for fulfilling them.
- A student’s advisor will help them determine which courses are required, but the ultimate responsibility for keeping up with the requirements and completing the degree program lies with the student. Advisors generally only provide limited input.

Online Catalog Examples for Reference:

Community College Links –
<http://valenciacollege.edu/catalog/11-12/>
<http://catalog.waketech.edu/9courselisting/>

University Links

<http://www.registrar.appstate.edu/catalogs/undergraduate.html>
<http://www.ecu.edu/cs-acad/ugcat/index.cfm>

High School	College
<p>High school is a teaching environment.</p> <p>Teachers are responsible for making sure students learn the facts and skills they are teaching.</p>	<p>College is a learning environment.</p> <p>Students are responsible for making sure they understand the ideas the professors are presenting.</p>

Teacher Notes:

- This is a critical difference between high school and college, and many first-year students have difficulty because they do not realize that the responsibility for their learning now lies solely with them.
- Some students understand this point better when given this explanation:
 - Teachers v. Professors: There is a reason that college instructors are generally called professors instead of teachers. In high school, your teachers were responsible for directly *teaching* you things and making sure that you learned them. That's why they're called teachers. To "profess" something means to *declare* or *announce* it. In college, the professor is only responsible for *announcing* the information. It's up to you as the student to actually learn it. That's why they're called professors.
- Many professors are willing to go the extra mile with students to make sure that they are learning the information. However, because it is the student's responsibility to learn it, the student needs to seek out the professor's help. Professors are generally going to assume that students are learning what they are presenting, unless the student tells them otherwise.

High School	College
Accommodations granted by a student's IEP are designed to ensure their success in class.	Accommodations granted by Disability Support Services are designed to ensure that a student has equal access to a college education, but do not guarantee their success.

Teacher Notes:

- Services for students with disabilities are governed by different laws in high school and college.
- The laws that govern high school basically guarantee that a student with a disability must be given an education that is appropriate for them based on their abilities. Thus, a student with very severe disabilities is entitled to a public education that meets their needs. In general, if a student with a disability is putting forth their best effort in high school and working up to their potential, they will pass their curriculum. If a student is not succeeding, their services are reevaluated.
- The laws that govern college students with disabilities do not guarantee that a student will pass. Students with disabilities are guaranteed to have equal access to the college's curriculum with reasonable accommodations. However, if students put forth their best effort and work up to their potential in college, they can still fail. Colleges do not make any fundamental changes to their curricula or standards in order to accommodate students with disabilities.

High School	College
<p>Cheating or plagiarism may be relatively common and viewed as “not a big deal.”</p> <p>Consequences for academic dishonesty are usually minor.</p>	<p>Professors and administrators take academic dishonesty very seriously.</p> <p>Students caught cheating or plagiarizing may fail the assignment and the course, or face consequences such as probation, suspension, or expulsion.</p>

Teacher Notes:

- Academic dishonesty may or may not be prevalent at your high school, and different schools have different procedures and consequences for dealing with cheating and plagiarism. However, as a general rule, academic dishonesty is not taken nearly as seriously in high school as it is in college. In college, it is a **very big deal** and the excuse “I didn’t know that was plagiarism” will not fly.
- When a student gets caught cheating/plagiarizing, the consequences depend on the professor, the department/class, the assignment, the degree of academic dishonesty, and many other factors. Some students may get off with a warning, others may fail the assignment, others may fail the class, and still others may be referred to an honor council for disciplinary action. At some schools, some cases of academic dishonesty result in probation, suspension (required to take a semester off), or expulsion (cannot return to that school).

Optional Discussion Points: (Note – This topic is covered in more detail in Module 2 Lesson 3 Academic Integrity)

- What is cheating? What is plagiarism?
 - Each school generally has a slightly different definition that they use in their academic standards. You may want to pull out your school’s student behavior code for an example.
 - ECU’s student code states that “Academically violating the Honor Code consists of the following:
 - Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
 - Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.
 - Falsification. Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
 - Attempts. Attempting any act that if completed would constitute an academic integrity violation as defined herein.”
- There is often a “gray area” when talking about academic integrity. For example, is it cheating if classmates collaborate on doing a homework assignment? Some teachers would say yes, unless they had specifically given permission to work together. Other teachers would say no, as they prefer for students to collaborate. What implications does this “gray area” have for students?

Go over this with students:

Most Common Forms of Plagiarism

- Purchasing an essay or paper from a “dealer” on the Internet, an individual, or anywhere else and calling it your own.
- Borrowing another student’s paper from a previous semester and calling it your own.
- Having someone else do your work, for free or for hire. Agreeing to do someone else’s work is equally wrong.
- Claiming originality regarding material copied directly from outside sources. In other words, deliberately failing to cite sources.
- Improperly documenting quoted, paraphrased or summarized source material.
- Extending the length of a bibliography to meet project requirements by including sources not used in your research or making them up all together.
- Killing two birds with one stone. Recycling an essay or paper written for one class by using it in another class studying the same or similar material.
- Receiving help from other students on an essay or paper and turning it in under your own name as individual work.
- Collectively researching and writing a paper with other students and each turning copies into different class sections claiming it as individual work.

Activity Idea to expand this concept:

Create a short paragraph where students read and paraphrase it. Show/share examples and talk through any potential plagiarism issues.

High School	College
Students are usually told what to do, monitored to ensure that they do it, and given frequent feedback on their performance.	Students are expected to take responsibility for finding out what to do and how to do it, accomplishing the tasks , and accepting the consequences of their decisions.

Teacher Notes:

- One of the things that incoming first-year students often say they are looking forward to is increased independence. However, it often does not occur to them that along with that independence comes the need to take responsibility for aspects of their education that other people have taken care of until now.
- Students who practice taking initiative, self-monitoring, seeking out feedback, and completing tasks independently in high school are often better prepared for the responsibility they must take on in college.

Optional discussion points:

How can you start to take greater responsibility for your education while you're still in high school?



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What Does This Mean for Me?

Consider the differences between high school and college as pertains to the questions listed in below. Enter your answers for each question in the corresponding columns for high school and college.

High School	College
How much are students required to pay per year in high school?	How much might students pay for a year of in-state academic expenses at a 4-year college/university in North Carolina?
	How much might students pay for a year of academic expenses in a North Carolina community college setting?
What courses are required for me to graduate from high school on a college-preparatory track?	What courses will be required for me to graduate from college in the major of my choice?
What happens if I do not understand something in high school?	What happens if I do not understand something in college?
What accommodations do I receive in high school for my academic work?	What accommodations do I expect to receive in college for my academic work?
What happens in high school when students are caught plagiarizing?	What happens in college when students are caught plagiarizing?
How often do teachers and parents provide reminders about upcoming assignments in high school?	How often can I expect to receive reminders about upcoming assignments in college?

What Does This Mean for Me? **Teacher Key**

High School	College
<p>How much are students required to pay per year in high school? Students in the public school are entitled to a free and appropriate public education. School fees each year are minimal (e.g., often less than \$10–\$15).</p>	<p>How much might students pay for a year of in-state academic expenses at a 4-year college/university in North Carolina? This varies at each university and changes yearly. Some sample costs at one of the more inexpensive schools are: \$5,868.00 (tuition and fees) + \$4,650.00 (housing) + \$700.00 (books) = approximately more than \$11,200 per year.</p> <p>How much might students pay for a year of academic expenses in a North Carolina community college setting? This changes periodically and may be different (especially in different states). One example of a tuition charge at the time of the development of this material was a maximum of \$1,104.00 per semester for full-time in-state students.</p>
<p>What courses are required for me to graduate from high school on a college-preparatory track? Students can be given a copy of the NC high school plan of study for different graduation options, along with any information specific to your school.</p>	<p>What courses will be required for me to graduate from college in the major of my choice? This will vary by major. Students can generally access a college plan of study for the major of their choice online. College plans of study will each contain a maximum 128 required semester hours for completion. However, many students will go beyond this in college, especially if they are unsure of the major they wish to select going in or if they transfer from a different setting.</p>
<p>What happens if I do not understand something in high school? In high school, teachers monitor students and know fairly quickly if a student does not understand a concept or needs extra support. Teachers often provide direct support and deliberately work it into a student's learning schedule.</p>	<p>What happens if I do not understand something in college? In college, students are entirely responsible for monitoring their own understanding and seeking help when needed. There are often many resources on a university campus for extra support (e.g., academic advisors, tutoring centers, labs, counseling center, instructors, online resources). Many are underutilized. It is entirely up to the student to seek and utilize these resources</p>
<p>What accommodations do I receive in high school for my academic work? This would depend on a student's IEP—and these vary widely. If a student is unaware and/or unable to articulate what is on his/her IEP in terms of accommodations and/or modifications, this would be an indicator to begin helping the student understand his/her learning needs and how to self-advocate for the necessary accommodations.</p>	<p>What accommodations do I expect to receive in college for my academic work? An IEP does not carry over to the university setting. Students are responsible for taking their testing information to the Office of Disability Support Services on the university campus and, if they are eligible for services, register to receive accommodations as appropriate. These vary by student depending on the type of disability.</p>
<p>What happens in high school when students are caught plagiarizing? (Insert the policy of your school here.) In some situations, students are alerted to the fact that they plagiarized and are asked to re-do that portion of the assignment. Each school will handle this differently, often with a focus on teaching.</p>	<p>What happens in college when students are caught plagiarizing? In the university setting, students are expected to be aware of the definitions and consequences of plagiarism. Instructors can respond to plagiarism in a variety of ways. Students could be assigned a failing grade for the project, which may result in a failing grade in the class. The university Academic Integrity Board will have also established additional consequences that can ultimately result in suspension from the university if patterns of violations continue.</p>
<p>How often do teachers and parents provide reminders about upcoming assignments in high school? (Apply specifics about your setting here.) Often students are provided with daily reminders about upcoming assignments, with teachers monitoring planners and assignment sheets.</p>	<p>How often can I expect to receive reminders about upcoming assignments in college? In the university setting, students receive a syllabus on the first day of class. If the syllabus contains information about assignments and due dates, students may not be reminded throughout the entire semester about upcoming due dates. Students are expected to take responsibility for time management, short-term planning, and long-term planning.</p>



Objective: Students will construct a system for housing and organizing planning materials using the notebook shell described in this activity.

Materials Needed

- 3-ring binder for each student (2” minimum)
- Dividers for each student – at least 10 per student
- Hole punch
- Module 1 Student-Guided Notes

Activity Description

In-Class Discussion

- Being organized is a key skill that most successful college students share.
- In college, much of the organization that others have done for them in the past must be done by the students themselves.
- It can be difficult to translate the goal of “getting organized” into action, so this activity gives students a specific system for organizing all the materials they will need for their transition to college.
- This notebook will contain resources from class (e.g., notes, handouts, assignments), as well as information from the students’ individual college transitions.
- The suggested categories are based on information most incoming students receive from their college. These should be modified as necessary for each student.

Student In-Class Assignment

- Label your notebook dividers to create the following sections:
- Module Notes (from classroom lectures)
- Journal/Reflections
- Admissions Information (e.g., brochures, applications, acceptance letters, etc.)
- Housing/Residence Life Information (e.g., room/roommate assignment, meal plans, etc.)
- Financial Information (e.g., tuition and fees, financial aid/scholarship awards, etc.)
- Orientation Information (e.g., schedule of events, placement testing, etc.)
- Computing Information (e.g., email address, student records log-in, computer requirements)
- Extracurricular Information (e.g., brochures or flyers for clubs, organizations, or activities on campus; athletics information; etc.)
- To-Do Lists or Notes
- Miscellaneous/Other

Developing a College Transition Notebook



Module 1 Activity 1

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Why create a transition notebook?

- Practice organizational skills that are important to succeeding in college
- Keep track of all college info and paperwork



The purpose of a college transition notebook is twofold. From a short-term perspective, this strategy provides students with a practical and effective way to keep track of the large volume of paperwork and information they accumulate in the course of researching, applying to, and enrolling in college. From a long-term perspective, though, it also gets them started with learning, implementing, personalizing, and maintaining an organizational strategy that they can continue to use and modify as needed during college. Since many students struggle to translate a goal of “getting organized” into direct actions, strategies such as this one provide a concrete framework they can utilize.

Materials

- You will need:
 - One 3-ring binder
 - Tabbed dividers (preferably with pockets)
 - Loose-leaf paper
 - Hole punch
 - Something to write with



Each student will need the materials listed on the slide to create their notebook. You may want to have them bring these supplies to class and create the notebook together or have students put it together as homework after discussing how to set it up during class.

Suggested Notebook Sections

- Module Notes
- Journal/Reflections
- Admissions
- Housing/Residence Life/Campus Living
- Finances/Money
- Orientation
- Computing
- Extracurriculars
- To-Do Lists or Notes
- Miscellaneous/Other

The categories listed here are suggested labels for the sections of your notebook. These are based on the information most incoming students receive from their colleges, but should be modified as necessary on an individual basis.

During the college search process, students may want to create notebook sections based on each school they are seriously considering. Within each section, they would keep all of that school's information, such as applications, brochures, flyers, maps, promotional materials, pros/cons lists, notes from visits, etc.

After committing to a school, the sections will likely change to reflect a greater depth of information from one specific school. The sections for that type of notebook may include those listed below and on the slide.

Suggested sections for transition notebooks:

- Module Notes (from classroom lectures)
- Journal/Reflections
- Admissions Information (e.g., brochures, applications, acceptance letters, etc.)
- Housing/Residence Life Information (e.g., room/roommate assignment, meal plans, etc.)
- Financial Information (e.g., tuition and fees, financial aid/scholarship awards, etc.)
- Orientation Information (e.g., schedule of events, placement testing, etc.)
- Computing Information (e.g., email address, student records log-in, computer requirements)
- Extracurricular Information (e.g., brochures or flyers for clubs, organizations, or activities on campus; athletics information; etc.)
- To-Do Lists or Notes
- Miscellaneous/Other

Once you're finished, file the information you already have into the appropriate sections. You'll continue adding to this notebook both in class and at home throughout the year.



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Objective: The student will identify personal implications based on key differences between high school and college classes and instructors.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 1 Lesson 2 and make copies of student-guided notes for each student in the class. Let students know that at the conclusion of this lesson they should be able to discuss differences between high school and college and identify at least one personal implication based on what is discussed. This is the second set of the High School/College Comparisons in Module 1.	Power Point File Module 1 Lesson 2 Student-Guided Notes
Lesson Body	<p>Teacher Input Use teacher notes (detailed) and PowerPoint slides (key ideas) to discuss the depicted High School/College Comparisons regarding classrooms and instructors. Provide examples and take questions as needed during a full group discussion of each.</p> <p>Lead a full group discussion on the following contrast: <i>High School: Classes do not have more than 30 to 35 students.</i> <i>College: Classes may have anywhere from 5 to more than 100 students.</i></p> <p>Facilitate a discussion around several implications of the impact of involvement in a college classroom. Some <i>sample</i> implications that you may want to ensure are mentioned (either by you or the students) are:</p> <ul style="list-style-type: none"> • Necessity for thinking carefully about where to sit in the classroom (front is best for most). Avoid temptation to sit near the back of the classroom. • Potential for more in-class distractions and methods for reducing them • Necessity for taking deliberate steps to ensure the instructor knows you as a student • Increased possibility for finding peers in the classroom with similar interests and study styles and the helpfulness of proactively establishing study groups <p>Guided Practice Group students into groups of 3 or 4. Each group should be instructed to brainstorm at least four potential implications (similar to the discussion you had as a full group) about the following contrast: <i>High School: Teachers often write information on the board or overhead projector to be copied for notes.</i> <i>College: Professors may lecture nonstop and write on the board only to support the lecture, not to summarize it. Good note-taking skills are essential.</i></p> <p>Have groups share their ideas and compile a group list on the board. Sample points that you may want to ensure are mentioned by at least one group are:</p>	PowerPoint Teacher Notes Student-Guided Notes Use the graphic organizer your school uses (not included)

	<ul style="list-style-type: none"> • Importance of strong note taking skills: several models are useful, and each person will have his/her own style. This can be researched, learned, practiced prior to beginning college • Reality that instructors will not always say something like, “this is important – write it in your notes” and that classes will often feel like casual conversations ... necessitating an understanding of key words that signal what should be noted • Helpfulness of the use of abbreviations and symbols when note taking: students can develop a system prior to entering college that they find usable and useful. • Necessity to have a “back-up” plan (e.g. to use accommodations provided by the office of Disability Support Services) such as a note taker, tape recorder, etc. 	
<p>Extended Practice</p>	<p>Each student chooses one of the following comparisons/contrasts to independently brainstorm at least 3 potential implications (use included handout if desired):</p> <p>Option 1: <i>High School: Students follow a school-directed schedule and are told how to spend their time.</i> <i>College: Students (along with their advisors) create their own schedules and manage their own time.</i></p> <p>Option 2: <i>High School: Teachers teach knowledge and facts, drawing direct connections and leading students through the thinking process.</i> <i>College: Professors expect students to think independently and connect seemingly unrelated information on their own.</i></p> <p>Option 3: <i>High School: Teachers often take class time to remind students of test dates and assignments.</i> <i>College: Professors expect students to read, save, and refer back to the course syllabus.</i></p> <p>The nature of the discussion should emphasize that one setting/form of instruction is not bad and the other good. Instead, the high school setting is designed to <i>teach</i> students the thinking skills they will need in college. Teachers model this type of thinking for students and support students in their attempts. However, students must understand the importance of watching and learning from this. When in college, they will be expected to apply what they have learned independently.</p> <p>If desired, distribute topics to ensure that each one is being addressed by one or two students.</p>	<p>“Implications of High School vs. College Contrasts: Classes and Instructors” Worksheet</p>
<p>Lesson Closing</p>	<p>Students share their ideas. If students have taken different topics, all students can fill in their empty spaces.</p>	





High School vs. College: A Comparison of What to Expect

Part II: Classes and Instructors



Module 1 Lesson 2

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Classes

High School	College
Students follow a school-directed schedule and are told how to spend their time.	Students (along with their advisors) create their own schedules and manage their own time.

Time management is one of the most important skills for college students to learn.

Most high school students are provided with a great deal of guidance on developing and following a daily schedule. (i.e., what they should be doing and when). With numerous activities, events, and assignments vying for their time in college, it's easy for students to fall behind very quickly due to poor time management.

High School	College
Classes are determined by state/district requirements.	Classes are determined by field of study.
All students follow a similar curriculum.	Requirements may vary widely among majors.

- This allows for much greater flexibility in selecting classes, which is beneficial for students who have a particular subject that they dislike or have difficulty with.
- However, most schools still have requirements that all students must take – usually English, science, math, foreign language, etc. The good news is that there is often still some element of choice within these requirements – for example, if you don't want to take biology, you can take geology instead, or you can choose to take Chinese instead of Spanish.
- Students should be aware of the requirements of their chosen major. Depending on the school and the major, you may have greater or less flexibility in selecting your courses. For example, a degree in physics might require a specific sequence of math courses, whereas a degree in philosophy might allow you to substitute logic courses for math.

High School	College
Class attendance is mandatory and monitored .	Attendance policies vary by professor.

- Many incoming and first-year college students are under the impression that students do not need to attend classes in college because professors don't take attendance.
- However, many colleges have an official attendance policy, and professors may choose to follow that attendance policy or to set their own. In many college classes, students are allotted a specific number of absences for the semester, and students who exceed that number of absences fail the class. In addition, professors generally don't offer make-up tests and are unlikely to review the information that you missed by not attending class.
- College attendance is actually more challenging than high school attendance because the student must be accountable, and it can be tempting to skip classes where the professor does not take attendance.

High School	College
Classes usually do not have more than 30–35 students.	Classes may have anywhere from 5 to more than 100 students.

- The size of your classes often depends on the size of your college. Smaller colleges usually have smaller classes, while the largest colleges often have very large classes.
- Introductory classes in the sciences, humanities, and social sciences are usually the biggest classes. At some schools it is not unusual to have 200 students in one of these classes.
- All schools also have smaller classes. In general, the higher level the class, the smaller it will be. Some senior-level classes (even at large schools) have fewer than 10 students.
- Class size is a big consideration for some students with disabilities. If you know that you need smaller class sizes, you should take that into consideration when selecting a college and a major.
- **Take the time to introduce yourself to the professor of each class you take!**
- Many large classrooms are using “clickers” to engage students.
<http://www.youtube.com/watch?v=EMhJcwvmamY&feature=rclist&playnext=1&list=PL1D084014175F46A1>

High School	College
Textbooks are usually free or provided at little expense.	Students must buy textbooks, which can be expensive . (Average cost is \$200–\$400 per semester)

- Although high school students have to pay for school supplies and may have to buy some books (usually novels for English classes), in college, textbooks are a major expense.
- Students may also be required to purchase course packs, supplies for lab courses, or supplemental instructional materials.
- Buying used textbooks can save students money; however students should be wary of relying on the highlighting or other markings in used books.
- Renting textbooks is also an option; however students who prefer to highlight or write in their texts will probably not want to go this route.
- Many college students sell their books back at the end of the semester to recoup some of their costs.

High School	College
Students spend approximately 6 hours per day (30 hours per week) in class and proceed directly from one class to the next.	Students spend only 12–16 hours per week in class and often have several hours between classes.

- The structure of a student's class schedule is a major difference between high school and college.
- Many students assume that because they only spend about 15 hours a week in class, that this translates to having lots of free time. In reality, though, students need to spend a great deal more time studying outside of class in college. Many students get off track because they waste the time between classes, which adds up to a lot of time.
- This is where time management skills become critical for college students.

Instructors

High School	College
Teachers check and grade completed homework.	Professors seldom check or grade homework but assume that students have completed it and are able to perform the same tasks on a test.

- High school students are held accountable for doing their homework because their teachers collect and grade it.
- College students must hold themselves accountable for doing their homework because the professor doesn't usually collect it. Some students assume that if the homework is not going to be graded, it is not important to complete it. This is false, because professors often make assignments that cover material that wasn't fully covered in class, so if students do not complete the assignments then they will be lacking in a skill that they will be tested on.

High School	College
Teachers may remind students of incomplete assignments.	Professors usually do not remind students of incomplete work. It is the student's responsibility to ensure requirements are being met.

College students are expected to know what is due and when it is due and to turn it in on time. Even if the professor doesn't mention the assignment, the student is still expected to turn it in on the due date, which is usually listed in the syllabus.

High School	College
<p>Teachers often write information on the board or overhead projector to be copied for notes.</p>	<p>Professors may lecture nonstop and write on the board only to support the lecture, not to summarize it.</p> <p>Good note-taking skills are essential.</p>

- High school students are often accustomed to *copying* notes instead of *taking* notes.
- College students need to *listen* to the lecture, *understand* the material, *evaluate* what information is important, and *write* coherent notes.
- Some college professors may simply lecture and occasionally jot something down. Other professors may use an outline or a PowerPoint presentation, but students are expected to write down more than just the information on the slides. These are intended as a skeleton around which students build their notes, not as comprehensive notes.

High School	College
Teachers often take class time to remind students of test dates and assignments.	Professors expect students to read, save, and refer back to the course syllabus.

Test dates and assignments may be written on the board or mentioned in class in high school. This is not possible in college because classrooms are shared and class time is devoted to lecture. The course syllabus is the student's contract with the professor for that class, so students are expected to keep up with it and refer to it often.

High School	College
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their area of research and may never have been taught “how to teach.”

- Many professors are excellent teachers. However, for college professors, it is more important for them to know their subject area extremely well than for them to know about teaching methods. This goes back to the idea from earlier that the professor’s role is to “profess” the subject, while the teacher’s role is to “teach” the subject.
- Students who have difficulty learning from a professor in college must take steps on their own to learn the material, whether it’s from a classmate, a tutor, or independently. Some professors will adapt their teaching style if a student indicates they are having difficulty, but most will not.

High School	College
Teachers teach knowledge and facts, drawing direct connections and leading students through the thinking process.	Professors expect students to think independently and connect seemingly unrelated information on their own.

- A fairly drastic difference between many high school and college courses is the amount and depth of independent and critical thinking required of students.
- In many high school classes, students are simply expected to take in what they are told. When critical thinking skills are required, the teacher often walks the students through the process and draws the connections for them as needed.
- However, college professors are more likely to simply present the information without making the connections for the students – assuming that the students will use their study time outside of class and critical thinking skills to independently draw connections and reach conclusions themselves.

High School	College
Teachers often approach a student if they believe the student needs help in the class.	Professors expect the student to initiate contact if the student is struggling in the class.

- Once again, this is an example of where the student must take responsibility for their own education in college.
- High school teachers not only know where most students stand in the class at any given point, but they also are more likely to reach out to a student who is struggling.
- In contrast, a college professor may have hundreds of students and is less likely to keep a running mental list of which students may be currently doing poorly. As a result, the student needs to take the initiative to seek out contact and ask for support if it's needed.

High School	College
Teachers are often available for conversations before, during, or after class.	Professors expect students to attend their scheduled office hours if they need to talk to them. Professors often have somewhere else to be before and after class and won't take time away from the lecture for conversations.

- High school teachers will often take time to meet with students who need help either before, during, or after class. Their schedule may be more flexible and they may have time built into the class for questions or issues that are not directly related to that day's lesson.
- College professors all have scheduled office hours during the week. Students who need to meet with a professor about a grade, assignment, or any issue not directly related to that day's lecture are expected to attend the office hours and not to interrupt class.



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Name: _____

Date: _____

Implications of High School vs. College Contrasts: Classes & Instructors

Choose one of the following high school/college contrasts and brainstorm at least 3 potential implications for you and your studies in college:

Contrast	Implications
<p>High School: Students follow a school-directed schedule and are told how to spend their time.</p> <p>College: Students (along with their advisors) create their own schedules and manage their own time.</p>	<ol style="list-style-type: none">1.2.3.
<p>High School: Teachers teach knowledge and facts, drawing direct connections and leading students through the thinking process.</p> <p>College: Professors expect students to think independently and connect seemingly unrelated information on their own.</p>	<ol style="list-style-type: none">1.2.3.
<p>High School: Teachers often take class time to remind students of test dates and assignments.</p> <p>College: Professors expect students to read, save, and refer back to the course syllabus.</p>	<ol style="list-style-type: none">1.2.3.



Objective: Students will apply a note-taking strategy without the use of guided notes and then compare with other students and the teacher's notes to evaluate the effectiveness of their note-taking skills.

Materials Needed

- Transition Notebook
- Video or materials for content lecture
- Model notes for the video or content lecture used

Activity Description

Select a video (or provide a lecture) related to either a content course or more of the upcoming lessons in this curriculum. Have students use normal notebook paper to take notes by applying a note-taking strategy instead of using guided notes. Students will then compare notes with a classmate and with a sample provided by the teacher to determine how effective their note-taking strategy is and what content may have been missed.

Partner Activity

With a partner, compare the notes taken and see what each of you missed.

Class Discussion

- What do students need to work on when taking notes?
- What kind of pace is needed for students to take good notes?
- What about assistive technology (AT)? What type of AT will help students take notes in a college class?

Objective: The students will create a weekly study schedule based on a hypothetical college schedule.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 1 Lesson 3 and make copies of student-guided notes for each student in the class. Let students know that at the conclusion of this lesson they should be able to develop a study schedule similar to what they will use in college. This will be the third in a series of high school/college comparisons in Module 1.	PowerPoint File Module 1 Lesson 3 Student-Guided Notes
Lesson Body	<p>Teacher Input Use teacher notes (detailed) and PowerPoint slides (key ideas) to discuss the High School/College Comparisons depicted about studying and study schedules. Provide examples and take questions as needed during a full group discussion of each. This should be a fairly short discussion as the extended practice of this lesson will be more time-consuming than usual.</p> <p>Guided Practice Show a sample student schedule (12–15 semester hours) and have students complete the tree map that depicts the different time considerations they will need to consider when scheduling (e.g., class time, study time, recreation, daily living).</p>	PowerPoint with Teacher Notes Student-Guided Notes Sample Weekly Schedule Blank Tree Map
Extended Practice	Provide a blank weekly calendar to each student. Students develop a weekly schedule for themselves that takes into consideration all the time considerations listed in the guided practice but includes student preferences regarding timing of each activity.	Sample Weekly Schedule Blank Weekly Schedule
Lesson Closing	Review key comparison/contrast points regarding college study practices. Students share their schedules with the group	





High School vs. College: A Comparison of What to Expect

Part III: Studying



Module 1 Lesson 3

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High School	College
<p>Study time outside of the classroom varies and may be as little as 1–3 hours per week per class.</p>	<p>Students generally need to study at least 2–3 hours outside of class for each hour in class.</p>
<p>Some classes only require last-minute test preparation to succeed.</p>	<p>With a 12-hour course load, that means 24–36 hours of studying per week.</p>

- In high school, most learning occurs in the classroom. Students are generally not expected to spend a large amount of time on schoolwork outside of class.
- In college, most learning occurs outside of the classroom. Students are generally expected to spend at least 2-3 hours studying and preparing for tests for every hour spent in class. (And that 24-36 hours of studying is on top of the 12 hours spent in class, for a total of 36-48 hours spent on schoolwork each week.)
- Students who follow this rule of thumb actually spend a lot more time on schoolwork than they did in high school, even though they are spending less time in class.

High School	College
Students are expected to read short assignments that are discussed and retaught in class.	Substantial amounts of assigned reading may never be directly addressed in class.

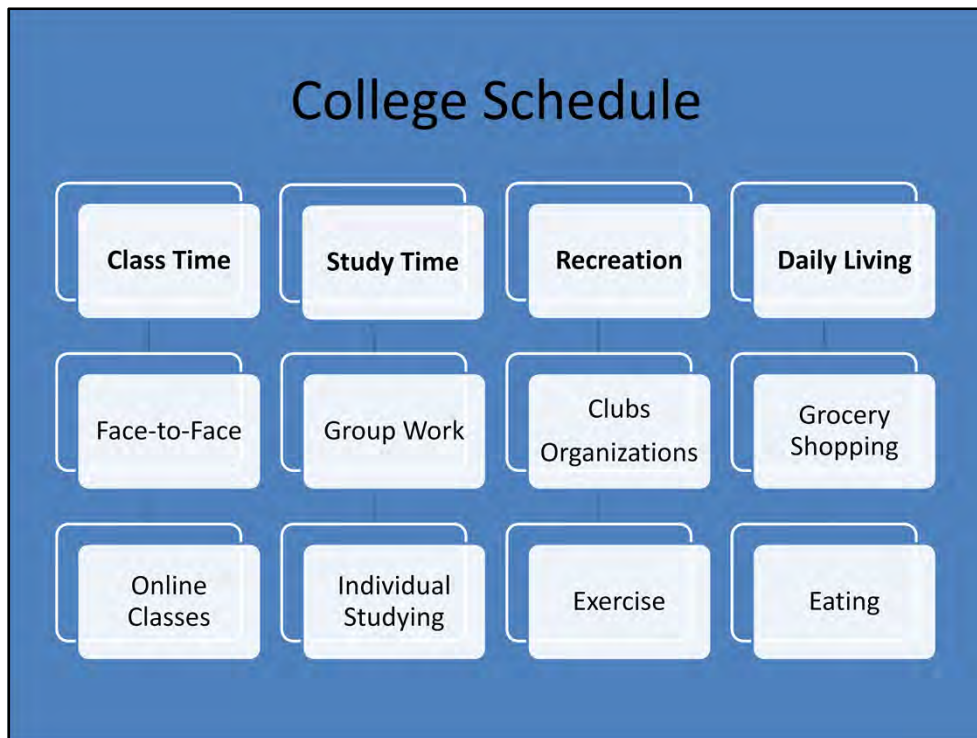
Students sometimes fall into the trap of thinking that if a topic was not addressed in class, they are not responsible for it. Although this may be true in high school, it is not true in college. Professors may assign supplemental reading that will appear on a test even though they never lecture on it. In addition, some supplemental reading may never appear on a test in that class, but it may be critical to understanding concepts in a later course that builds upon the current class.

High School	College
Students seldom need to read anything more than once , and sometimes just listening in class is enough.	Students need to review class notes and reading assignments regularly .

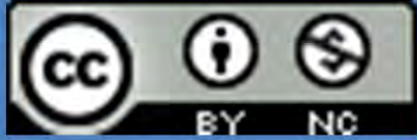
- This goes along with the need to spend 2-3 hours studying for every hour in class.
- Students generally have much better results when they study each subject a little bit every day. Spreading out the review for a class is called “distributed practice,” in contrast to “mass practice,” in which students attempt to study for the class in one marathon session. Distributed practice is much more effective for long-term retention of information.

High School	College
Students are usually explicitly told what they should be learning from assigned readings.	It is up to the student to read the assigned material and draw conclusions from it. Professors lecture and make assignments based on the assumption that students have already done so.

- Students are required to be independent learners in college. It is up to the student to figure out what is important in the lecture and reading and to use their critical thinking skills to analyze it.
- College professors will assume that students have already read and understand the material before class, and students who have not done so are likely to be at a significant disadvantage in class.

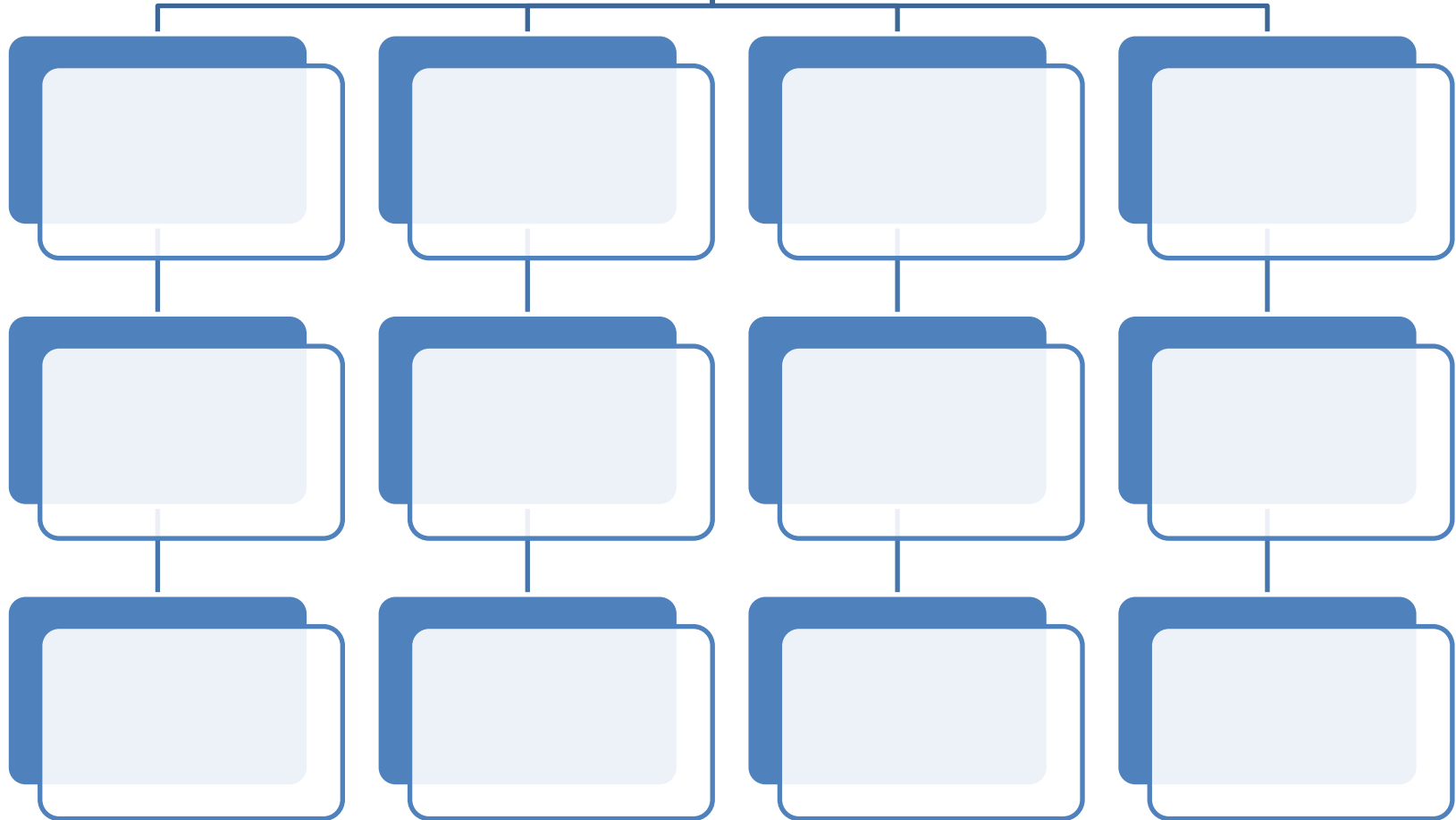


- Give students the blank tree maps and have them fill them out while you go over the information provided.
- See if they can brainstorm any additional ideas under each heading.



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College Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:30	ENGL 1100	Math	ENGL 1100	Math	ENGL 1100
8:30–9:00					
9:00–9:30	Study		Study		Study
9:30–10:00		Study		Study	
10:00–10:30					
10:30–11:00	Brunch/Lunch		Brunch/Lunch		Brunch/Lunch
11:00–11:30	XXXX Class		XXXX Class		XXXX Class
11:30–12:00					
12:00–12:30	PSYC 1000	Lunch	PSYC 1000	Lunch	PSYC 1000
12:30–1:00					
1:00–1:30	GEOG	Study	GEOG	Study	GEOG
1:30–2:00					
2:00–2:30	Study		Study		Study
2:30–3:00					
3:00–3:30					
3:30–4:00	Part-Time Job Social Time		Part-Time Job Social Time		Part-Time Job Social Time
4:00–4:30	Or Gym	Gym	Or Gym	Gym	Or Gym
4:30–5:00					



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:30					
8:30–9:00					
9:00–9:30					
9:30–10:00					
10:00–10:30					
10:30–11:00					
11:00–11:30					
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2:00–2:30					
2:30–3:00					
3:00–3:30					
3:30–4:00					
4:00–4:30					
4:30–5:00					



Objective: The students will identify personal implications based on key differences between high school and college testing and grading.

Lesson Element	Procedures	Materials
<p>Lesson Setup & Lesson Opening</p>	<p>Obtain PowerPoint for Module 1 Lesson 4 and make copies of student-guided notes for each student in the class. Let students know that at the conclusion of this lesson they should be able to discuss differences between high school and college and identify at least one personal implication based on what is discussed. This is the final set of the High School/College comparisons in Module 1.</p>	<p>Power Point File Module 1 Lesson 4</p> <p>Student-Guided Notes</p>
<p>Lesson Body</p>	<p>Teacher Input Use teacher notes (detailed) and PowerPoint slides (key ideas) to discuss the depicted High School/College Comparisons regarding testing and grading. Provide examples and take questions as needed during a full group discussion of each.</p> <p>Lead a full group discussion on the following contrast: <i>High School: Homework, quizzes, projects, and extra credit often raise a student’s overall grade when test grades are low because many assignments are averaged into the final grade.</i> <i>College: Test grades usually carry a great amount of weight in the final grade. Homework may be ungraded and extra credit is rarely available. Tests or papers are often the only grades students get in a class.</i></p> <p>Facilitate a discussion around several implications of the impact from involvement in a college classroom. Some sample implications that you may want to ensure are mentioned (either by you or the students) are:</p> <ul style="list-style-type: none"> • Understanding that homework and activities – even if ungraded – are designed to contribute to necessary knowledge and proficiency for cumulative tests. Therefore, it is important to complete these activities even if a grade is not received and even if they are not checked in class. • Necessity of attending all classes if possible as attendance does often influence grades • Necessity of establishing and following a consistent study schedule which attempts to touch on each class each day • Helpfulness of using services at the university’s Office of Disability Support Services early each semester. Supports can be faded later in the semester if needed, but it is best to begin using all available supports early (even if those same supports were not used in the high school setting) and then eliminate what is not needed. <p>Guided Practice Group students in groups of 3 - 4. Each group should be instructed to brainstorm at least four potential implications (similar to the discussion you had as a full group) about the following contrast: <i>High School: Tests are usually frequent and cover small amounts of material.</i> <i>College: Tests are generally infrequent and cover large amounts of material. A course might only have 2 or 3 tests in a</i></p>	<p>PowerPoint with Teacher Notes</p> <p>Student-Guided Notes</p>

	<p><i>semester. Tests may also be cumulative, meaning that students are asked about material from the entire semester (even if it has already been addressed on an earlier test).</i></p> <p>Have groups share their ideas and compile a group list on the board. You may want to ensure that points such as the following are mentioned by at least one group.</p> <ul style="list-style-type: none"> • Necessity for developing and sticking to a daily study schedule that “touches” each class each day and provides a vehicle for mastering small bits of information day by day (rather than cramming) • Necessity for keeping up with information and interacting with it (both from text and class notes) all during the semester and having it on hand to study for tests <p>Importance of reading over notes after a class and filling in any information that may have been left out or written unclearly, filling in examples from class or the text, reorganizing if needed, etc.</p>	
<p>Extended Practice</p>	<p>Each student chooses one of the following comparisons/contrasts to independently brainstorm at least 3 potential implications (use included handout if desired):</p> <p>Option 1: <i>High School: Teachers will usually try to help students in many ways to keep their grades up.</i> <i>College: Students with poor grades must seek help from the professor and other resources. Student can be put on academic probation for poor grades.</i></p> <p>Option 2: <i>High School: Teachers tell students when a test is coming up and remind them frequently.</i> <i>College: Professors put test dates in the syllabus and may never mention it again until the day of the test.</i></p> <p>Option 3: <i>High School: Report cards and progress reports are sent home to inform parents or guardians of a student’s grades.</i> <i>College: The university will not inform parents of grades.</i></p> <p>Option 4: <i>High School: Teachers often rearrange test dates to avoid conflicts with school events or tests in other classes.</i> <i>College: Professors usually schedule tests and assignments without regard to the demands of other courses or outside activities and are unlikely to reschedule a test date due to a student conflict.</i></p> <p>If desired, distribute topics to ensure that each one is being addressed by one or two students.</p>	<p>“Implications of High School vs. College Contrasts” Worksheet</p>
<p>Lesson Closing</p>	<p>Students share their ideas. If students have taken different topics, all students can fill in their empty spaces.</p>	





High School vs. College: A Comparison of What to Expect

Part IV: Grades and Testing



Module 1 Lesson 4

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Grades

High School	College
Grades are given for most, if not all, assigned work.	Professors may assign work and expect it to be completed but never collect or grade it.

- Just because a professor does not collect or grade an assignment does not mean that the student does not need to complete it.
- The information may appear on a test, or it may be important to understand as background information for later lectures.

High School	College
Homework, quizzes, projects, and extra credit often raise a student's overall grade when test grades are low because many assignments are averaged into the final grade.	Test grades usually carry a great amount of weight in the final grade. Homework may be ungraded and extra credit is rarely available. Tests or papers are often the only grades students get in a class.

In high school, grades on individual assignments are less important because there are generally a large number of assignments factored into the final grade. In college, there may be only a few grades, so each individual grade carries a lot more weight.

High School	College
Teachers inform students when they are doing poorly and often provide opportunities to catch up.	Professors expect students to keep up with their own grades.

College professors will not spontaneously approach students and say “Hey, I noticed you’re doing poorly; here’s how you can improve your grade.” Professors expect you to know how you are doing in class at any given time and to approach them if you need assistance.

High School	College
<p>Effort often counts, and students who put forth good effort may get a higher grade even if their performance does not meet the teacher's standards.</p>	<p>Putting forth good effort is important in regard to the professor's willingness to help a student achieve a better grade, but effort will not substitute for performance in the grading process.</p>

In college, you must meet the professor's standards in order to earn a passing grade. If you do not learn the information or complete the work, it does not matter how hard you tried. The only way that effort affects college grades is if a professor sees how hard you are working and is willing to help you learn the information or connect you with additional resources. In this way a lack of effort can hurt you because professors rarely go the extra mile for students who do not seem to be putting forth their best effort. Furthermore, the students who put forth strong effort are – in most cases – going to have a much better chance of understanding the material and therefore meeting the professor's standards.

High School	College
Report cards and progress reports are sent home to inform parents or guardians of a student's grades.	The university will not inform parents of grades.

This is often a contentious point between college students and their parents. Parents want to be kept in the loop, and those who are paying for college often feel that they have the right to access their student's grades. This is something that you need to work out with your parents before you go to college. You need to know their expectations for being informed about your grades and they need to know about your expectations about privacy. It is also a really good idea to keep your parents informed throughout the semester, because most students who do poorly in a class report that it is much more difficult to tell their parents about their grades if they wait until the end of the semester to drop the bomb.

High School	College
<p>Teachers will usually try to help students in many ways to keep their grades up.</p>	<p>Students with poor grades must seek help from the professor and other resources.</p> <p>Students can be put on academic probation for poor grades.</p>

- In high school, the teacher is generally the first (and sometimes the only) resource students seek out if they are having difficulty in a class.
- In college, students should seek help from many other resources in addition to the professor. Most colleges have tutoring centers, and many departments offer additional resources to help students. A class may have a graduate assistant or teacher's assistant, and classmates are often a valuable resource.
- In high school, regardless of how bad a student's grades are, they will continue to attend school. In college, students who do not maintain a certain grade point average are placed on academic probation or suspension. Keeping a minimum GPA is essential to continuing to attend school.

High School	College
Students can graduate as long as they have passed all required courses with a grade of D or higher.	Students can graduate only if their grade point average meets the departmental standard (usually a 2.0 or C).

Again, the grade standards are lower for graduating from high school than for graduating from college. Simply passing your courses is not usually enough – for courses in your major, many schools require a grade of C for that class to fulfill your requirements.

Testing

High School	College
Tests are usually frequent and cover small amounts of material .	Tests are generally infrequent and cover large amounts of material . A course might only have 2 or 3 tests in a semester. Tests may also be cumulative , meaning that students are asked about material from the entire semester (even if it has already been addressed on an earlier test).

- Having less frequent tests that cover more material can be particularly challenging for students with disabilities. To improve their performance, students need to use the “spaced practice” approach to studying mentioned earlier. Attempting to cram for tests with a great deal of information on them is not likely to be effective.
- Cumulative tests also benefit from spaced practice because students are more likely to retain the information for longer. Students should also be aware that they may need to review information from the entire semester for every test in addition to learning new material.

High School	College
Teachers tell students when a test is coming up and remind them frequently.	Professors put test dates on the syllabus and may never mention it again until the day of the test.

This was mentioned earlier in talking about the differences between high school and college instructors. As a reminder, the syllabus is a student's contract with the professor, and the excuse "I didn't know that we had a test" is not going to fly.

High School	College
<p>Teachers almost always tell students what they need to study for the test and often conduct review sessions to point out the most important material.</p>	<p>Professors may or may not give students a study guide and will probably not tell them exactly what to study.</p> <p>If a professor offers a review opportunity, students are expected to come prepared with questions.</p>

- In college, it is usually up to the student to determine which information the professor thinks is important enough to be asked on the test. College professors generally do not specifically mention which material will be on the test. Thus, paying attention to the professor's cues in lecture about what information is important is essential to knowing what to study. Students who do not pay attention to these cues are often the ones who walk away from a test saying "I studied all the wrong things."
- In high school, review sessions often consist of the teacher telling the students what questions to expect and how to answer them. In college, review sessions usually consist of the professor answering questions that the students bring and clarifying information that the students indicate they do not understand.

High School	College
Teachers often rearrange test dates to avoid conflicts with school events or tests in other classes.	Professors usually schedule tests and assignments without regard to the demands of other courses or outside activities and are unlikely to reschedule a test date due to a student conflict.

- In most cases, it will not matter to a professor what other events or tests are occurring on the same day as their test. Many professors follow a similar schedule, so it is common for college students to have no tests for several weeks, and then a test in 3 or 4 classes all within one or two days.
- Because you have had the syllabus since the beginning of the semester, students generally know when tests are coming up in each class and should be able to plan ahead accordingly by studying well in advance when tests are clustered together.

High School	College
Makeup tests are often available.	Makeup tests are not usually given. If they are, the student needs to request them.

Makeup test policies vary by professor in college. Some will not allow any makeups, others will allow them only in certain cases (e.g., illness with doctor's note, death in the family, etc.), and others may have a more relaxed makeup policy. However one consistency is that if you miss a test, you must request the makeup test. Professors will not automatically assume that you want to take one.

High School	College
A low grade on the first test may not have a significant impact on the student's final grade.	A low grade on the first test may substantially impact a student's final grade. Performing well on the first test may be very important to succeeding in the class.

Because there are so few grades in college, the first test is often a crucial litmus test of how well a student will perform in the class. Earning a low grade on the first test can make it very difficult to raise your final grade in the class, so it is important to take the first test very seriously and overprepare for it.

High School	College
<p>Students are often expected to reproduce what they were taught in the same way it was presented to them.</p> <p>When taking a test, students must usually solve the same kinds of problems they were shown how to solve.</p>	<p>Students are often expected to apply what they have learned to new situations or to solve new kinds of problems when taking a test.</p>

- This is a fundamental difference between the expectations of high school and college that many first-year students have difficulty adjusting to.
- In high school, students are often expected to regurgitate what they have been told. For example, an English teacher may work with a class on interpreting a poem, and then the students will be expected to explain that same interpretation on a test. Or, a math teacher might show students how to solve a certain kind of equation and then present the same kind of equation with different numerical values on the test.
- In college, students are expected to apply what they have learned instead of just repeating what they've been told. So an English professor might ask a student to interpret a poem they have never read before on a test, or a math teacher might give a problem to be solved that requires the student to integrate two formulas they have learned or to apply the principles of the formula in a different way to get the correct answer.
- Some first-year students walk out of tests saying "I don't know why that was on the test. We didn't learn that in class." These students don't realize that although they didn't learn that exact thing, they learned the tools to be able to solve that thing. They weren't just being tested on whether they learned the idea; they were being tested on whether they understood the idea well enough to be able to apply it in a new situation.



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Name: _____

Date: _____

Implications of High School vs. College Contrasts: Testing & Grading

Choose one of the following high school/college contrasts and brainstorm at least 3 potential implications for you and your studies in college:

Contrast	Implications
<p>High School: Teachers will usually try to help students in many ways to keep their grades up.</p> <p>College: Students with poor grades must seek help from the professor and other resources. Student can be put on academic probation for poor grades.</p>	<ol style="list-style-type: none">1.2.3.
<p>High School: Teachers tell students when a test is coming up and remind them frequently.</p> <p>College: Professors put test dates on the syllabus and may never mention it again until the day of the test.</p>	<ol style="list-style-type: none">1.2.3.
<p>High School: Report cards and progress reports are sent home to inform parents or guardians of a student's grades.</p> <p>College: Most universities will not inform parents of grades.</p>	<ol style="list-style-type: none">1.2.3.
<p>High School: Teachers often rearrange test dates to avoid conflicts with school events or tests in other classes.</p> <p>College: Professors usually schedule tests and assignments without regard to the demands of other courses or outside activities. They are unlikely to reschedule a test date due to a student conflict.</p>	<ol style="list-style-type: none">1.2.3.



High School vs. College: A Comparison of What to Expect

High School vs. College Part I: General Overview

High School	College
A high school education is _____.	A college education is _____. Students and/or their parents may _____ to finance it.
High school is _____. Students _____ until a certain age.	College is _____. Students _____.
Graduation requirements are _____ for all students. Students _____ for knowing what classes to take.	Graduation requirements are _____ and differ by _____ and _____. Students are responsible for _____ and _____ the requirements.
High school is a _____ environment. _____ are responsible for making sure students learn the facts and skills they are teaching.	College is a _____ environment. _____ are responsible for making sure they understand the ideas the professors are presenting.
Accommodations granted by a student's IEP are designed to _____ in class.	Accommodations granted by Disability Support Services are designed to ensure that a student has _____ to a college education, but do not guarantee their success.
Cheating or plagiarism may be relatively common and viewed as "not a _____." Consequences for academic dishonesty are usually _____.	Professors and administrators take academic dishonesty _____. Students caught cheating or plagiarizing may _____, or _____ face consequences such as _____.
Students are usually _____ what to do, _____ to ensure that they do it, and given _____ on their performance.	Students are expected to take responsibility for _____ what to do and how to do it, accomplishing the tasks, and accepting the _____ of their decisions.

Developing a College Transition Notebook

A. Why create a transition notebook?

- Practice _____ skills that are important to succeeding in college
- Keep track of all _____

B. Materials

- You will need:
 - One 3-ring binder
 - Tabbed dividerd (preferably with pockets)
 - Loose-leaf paper
 - Hole punch
 - Something to write with

C. Suggested Notebook Sections

- Module Notes
- Journal/Reflections
- Admissions
- Housing/Residence Life/Campus Living
- Finances/Money
- Orientation
- Computing
- Extracurriculars
- To-Do Lists or Notes
- Miscellaneous/Other

High School vs. College Part II: Classes and Instructors

High School	College
Students follow a _____ schedule and are told how to spend their time.	Students (along with their advisors) _____ and _____ their own time.
Classes are determined by _____. All students follow a _____ curriculum.	Classes are determined by _____. Requirements may _____ among majors.
Class attendance is _____ and _____.	Attendance policies _____ by professor.
Classes usually do not have more than _____ students.	Classes may have anywhere from _____ students.
Textbooks are usually _____ or provided at little expense.	Students must buy textbooks, which can be _____. (Average cost is _____ per semester.)
Students spend approximately 6 hours per day (_____ hours per week) and proceed directly from _____.	Students spend only _____ hours per week in class and often have _____.
Teachers _____ completed homework.	Professors _____ check or grade homework but assume that students have completed it and are able to perform the same tasks on a test.
Teachers may _____ of incomplete assignments.	Professors usually do not remind students of _____. It is the _____ responsibility to ensure requirements are being met.
Teachers often write information on the board or overhead projector to be _____ for notes.	Professors may lecture nonstop and write on the board _____. _____. Good _____ skills are essential.

<p>Teachers often _____ to remind students of test dates and assignments.</p>	<p>Professors expect students to _____ _____ the course syllabus.</p>
<p>Teachers have been trained in _____ to assist in imparting knowledge to students.</p>	<p>Professors have been trained as experts in their area of research and may never have been taught “_____.”</p>
<p>Teachers teach knowledge and facts, _____ and _____ through the thinking process.</p>	<p>Professors expect students to _____ and _____ seemingly unrelated information on their own.</p>
<p>Teachers often _____ if they believe the student needs help in the class.</p>	<p>Professors expect the student to _____ if the student is struggling in the class.</p>
<p>Teachers are often available for conversations _____.</p>	<p>Professors expect students to attend their _____ if they need to talk to them. Professors often have somewhere else to be before and after class and won't take time away from the lecture for conversation.</p>

High School vs. College Part III: Studying

High School	College
<p>Study time outside of the classroom varies and may be as little as _____ hours per week per class.</p> <p>Some classes only require _____ test preparation to succeed.</p>	<p>Students generally need to study at least _____ hours outside of class for _____ in class.</p> <p>With a 12-hour course load, that means _____ hours of studying per week.</p>
<p>Students are expected to read short assignments that are _____ in class.</p>	<p>Substantial amounts of assigned reading may never be _____ in class.</p>
<p>Students _____ need to read anything more than once, and sometimes just _____ is enough.</p>	<p>Students need to _____ and _____ regularly.</p>
<p>Students are usually explicitly told what they should be learning from assigned readings.</p>	<p>It is up to the student to read the assigned material and _____ from it.</p> <p>Professors lecture and make assignments based on the assumption that students _____.</p>

High School vs. College Part IV: Grades and Testing

High School	College
Grades are given for _____, if not all, assigned work.	Professors may assign work and expect it to be completed, but never _____.
Homework, quizzes, projects, and extra credit often raise a student's overall grade when test grades are low because _____ are averaged into the _____.	Test grades usually carry a great amount of weight in the final grade. Homework may be ungraded and extra credit is rarely available. _____ are often the only grades students get in a class.
Teachers _____ students when they are doing poorly and often provide opportunities to catch up.	Professors expect students to _____.
_____, and students who put forth good effort may get a higher grade even if their performance does not meet the teacher's standards.	Putting forth good effort is important in regard to the professor's willingness to help a student achieve a better grade, but _____ in the grading process.
Report cards and progress reports are sent home to _____ of a student's grades.	The university _____ of grades.
Teachers will usually try to help students in many ways to keep their grades up.	Students with poor grades must _____ from the _____ and other resources. Students can be put onto academic probation for _____.
Students can graduate as long as they have passed all required courses with a grade of _____.	Students can graduate only if their grade point average meets the departmental standard (usually a 2.0 or _____).
Tests are usually _____ and cover _____ amounts of material.	Tests are generally _____ and cover _____ amounts of material. A course might only have _____ tests in a semester. Tests may also be cumulative,

	meaning that students are asked about material from _____ (even if it has already been addressed on an earlier test).
Teachers tell students when a test is coming up and remind them frequently.	Professors put test dates on the _____ and may never mention it again until the day of the test.
Teachers almost always tell students what they need to study for the test and often _____ to point out the most important material.	Professors may or may not give students a study guide and will probably not tell them _____. If a professor offers a review opportunity, students are expected to come prepared with _____.
Teachers often _____ test dates to avoid _____ with school events or tests in other classes.	Professors usually schedule tests and assignments without regard to the demands of other courses or outside activities and are unlikely to reschedule a test date due to _____.
Makeup tests are often available.	Makeup tests are not usually given. If they are, the student needs to _____.
A low grade on the first test may not have a significant impact on the student's _____.	A low grade on the first test may substantially impact a student's final grade. Performing well on the first test may be very important to _____.
Students are often expected to reproduce what they were taught _____ it was presented to them. When taking a test, students must usually solve _____ they were _____ shown how to solve.	Students are often expected to _____ what they have learned to _____ or to solve _____ when taking a test.