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## Project STEPP Transition Curriculum Materials

Module 2: Planning for Academic Success			
Lesson Topic	Learning Objective/s	Support Materials Included	Preparation
<b>Lesson 1:</b> Goal-Setting for College	The student will set at least 4 goals for college.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• Power Point File with teacher notes</li> <li>• Student-Guided Notes</li> <li>• Goal-Setting Worksheet</li> <li>• Sample Completed Goal-Setting Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Goal-Setting Worksheet and Completed Sample of Goal-Setting Worksheet</li> <li>• Make copies of Student-Guided Notes</li> </ul>
<b>Lesson 2:</b> Finding and Maintaining an Academic and Social Balance	The student will develop a schedule that demonstrates an effective balance of his/her academic and social life in the college setting, including class time, study time, and budgeted time for social, health/wellness, and daily living priorities.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• Power Point File with teacher notes</li> <li>• Student-Guided Notes</li> <li>• Sample Student Schedules (day &amp; night)</li> <li>• Anne’s Sample Schedule</li> <li>• Blank Schedule Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of Blank Schedule Worksheets</li> <li>• Make copies of Sample Student Schedules (optional)</li> </ul>
<b>Activity 1:</b> The College Puzzle	The student will consider the “big picture” view of the many aspects of the college experience and develop a college “puzzle” that reflects a balanced college life.	<ul style="list-style-type: none"> <li>• Activity Plan/Overview</li> <li>• Power Point File with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “My College Puzzle” Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review activity plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “My College Puzzle” Worksheet</li> </ul>
<b>Activity 2:</b> Creating a Long-Term Planning Calendar	The student will create a long-term planning calendar to assist with planning and organization skills that contains prompts for at least three of the following: assignments and routines, extra-curricular activities, basic appointments (e.g., doctor, dentist), social engagements, and personal goals.	<ul style="list-style-type: none"> <li>• Activity Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• 2 Sample Calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Review activity plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of Sample Calendars (if desired)</li> </ul>
<b>Activity 3:</b> Calculating Grades in College Classes	Students will demonstrate understanding of grade configuration for two different classes that have different assignment types and percentages.	<ul style="list-style-type: none"> <li>• Activity Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “Grade Calculation” Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review activity plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “Grade Calculation” worksheet</li> <li>• Obtain calculators for students to use</li> </ul>
<b>Lesson 3:</b> Academic Integrity	The student will list and define at least three accurate examples of academic integrity violations in the college setting that he/she plans to attend.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• Power Point File with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “What Would You Do?” scenarios</li> <li>• “Academic Integrity Policies” worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Arrange for students to have access to computers with internet access</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “What Would You Do?” scenarios</li> <li>• Make copies of “Academic Integrity Policies” worksheet</li> </ul>

<b>Activity 4:</b> Choosing a College Major	Students will explore the topic of choosing a college major and list three potential majors that may be of interest to them.	<ul style="list-style-type: none"><li>• Activity Plan/Overview</li><li>• “Choosing a College Major” Worksheet</li><li>• “Choosing a College Major” Worksheet Answer Key</li></ul>	<ul style="list-style-type: none"><li>• Review activity plan</li><li>• Make copies of “Choosing a College Major” Worksheet</li><li>• Arrange for students to have access to computers with internet access</li></ul>
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**Objective:** The student will set at least 4 goals for college.

Lesson Element	Procedures	Materials
<b>Lesson Setup &amp; Lesson Opening</b>	<p>Ask students to think and share about times in the past when they had to set goals for themselves and work diligently to meet those goals (e.g., long-term assignment, senior project, sports championship, weight loss, fitness goals, etc). Similar to these examples, a college degree can only be earned by deliberate and consistent goal setting, followed by direct and sustained steps toward achieving those goals. Module 2 is designed to discuss ways in which students can be proactive about establishing positive goals for the post-secondary setting and different campus communities that can be a part of meeting those goals.</p> <p>All goals are based on a clear understanding of ourselves. To prime this information for students before beginning the lesson, have them brainstorm information about their personal strengths and challenges (academic and nonacademic). They can use the top two boxes of the Goal-setting Worksheet to note their ideas.</p>	<p>Power Point File Module 2 Lesson 1</p> <p>Goal-Setting Worksheet</p> <p>Sample Completed Goal-Setting Worksheet</p>
<b>Lesson Body</b>	<p><b>Teacher Input</b></p> <p>College freshmen may be taken off-guard by the amount of time and independence that they suddenly find afforded to them once they move away from home and to the college campus. Without deliberate attention to establishing some fairly clear goals along with concrete steps in a plan to accomplishing those goals, it is easy to get lost in the sea of campus opportunities. The following are several areas in which advance planning and goal setting can be beneficial. For the purpose of discussion, the goals are subdivided under four broad headings: Academic Goals, Social Goals, Health/Wellness Goals, and Daily Living Goals.</p> <p><i>Academic Goal Considerations</i></p> <ul style="list-style-type: none"> <li>• Getting started academically on campus</li> <li>• Academic campus resources( e.g. finding and utilizing disability support resources)</li> <li>• Time management and organization</li> <li>• Communication with faculty members</li> <li>• Communication with peers</li> <li>• Study skills</li> <li>• Self-advocacy</li> <li>• Other</li> </ul>	<p>Power Point with teacher notes</p> <p>Student Guided Notes</p> <p>Goal-Setting Worksheet</p> <p>Sample Completed Goal-Setting Worksheet</p>

### *Social Goal Considerations*

- Getting started socially on campus
- Social campus resources
- Communication with family
- Communication with peers
- Hobbies and interests
- Time management
- Other

### *Health/Wellness Goals*

- Getting off to a healthy start on campus
- Health and wellness campus resources
- Nutrition and healthy eating
- Sports and athletics/intramurals
- Fitness
- Spirituality
- Time management
- Other

### *Daily Living Goals*

- Getting started on campus with daily living
- Daily living campus resources
- Employment
- Money management
- Time management
- Daily tasks
- Other

Think back to your first year of college. Think aloud as you brainstorm and model for them a goal in each category that you developed or wish you had developed. Explain your rationale for each one (see example goal sheet for ideas). Think as creatively as you can to model goals that will be realistic and reasonable but also goals that the students may not think about independently. Leave the second 2 columns of the goal sheet blank. These will be addressed later in this module. Note: The sample goal sheet for Ima Student can help you generate some ideas about typical goals, plans, and resources. Throughout this module, it is *very important* to include a sample goal sheet completed only as far as the lesson or activity has gone. This can be the same goal sheet that each student will create independently. The examples should be very comprehensive. If the example has minimal information, the students will stop at minimal information.

	<p><b>Guided Practice</b> As a group, enlist the help of the students to brainstorm a second <i>typical</i> goal under each of the 4 headings (leaving the 2<sup>nd</sup> and 3<sup>rd</sup> column empty).</p>	
<p><b>Extended Practice</b></p>	<p>Give each student a copy of a blank goal sheet and ask that they fill in goals that they would set for themselves considering the post-secondary setting they plan to attend. This will be different from student to student in relation to different community college or college settings.</p>	<p>Goal Sheets for each student</p>
<p><b>Lesson Closing</b></p>	<p>Review the 4 goal categories and considerations for each. If time permits, students can share their goals with the group. This discussion may generate ideas for some students that they had not considered.</p>	

# Goal Setting for College



Getting Started with Setting Goals for College

Module 2 Lesson 1

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# Getting Started

1. Look into your crystal ball and see what you will be when you grow up.
2. Set that as your final goal and get moving!



What? No crystal ball? No clairvoyance?  
*You mean you can't see into the future at all??*  
...Oh well, on to Plan B!

## **(Lesson Setup and Opening)**

Many high school students (and college students, too!) find goal-setting to be a very daunting task. The reason is usually because they don't yet know what they want to do with their lives, and they may think that only people who already know "what they want to be when they grow up" can set clear goals.

Students need to understand that nobody expects them to know these things yet! At this point in their lives, they will probably only have a very fuzzy mental picture of what their future may look like. This will only begin to come into sharper focus as time goes on and as they start to make firmer plans over the next few years.

However, even though they don't have a clear view into the future, that doesn't mean that they can't set specific goals. In fact, setting tangible goals may be one of the things that will help them the most with their academic and personal development during college.



## Getting Started (Plan B)

- If you have a pretty clear idea of where you are headed in life...
  - That's great!
  - Skip this step and go directly to goal setting.
- If not...
  - No problem!
  - Try some of these pre-goal setting activities to get ideas about what kind of goals you may want to set.

Some students, especially those who have prior experience with goal-setting, may be able to set goals without using these preliminary activities.

The idea behind using these activities is simply to make sure that students are thinking about their goals more globally and choosing goals that relate directly to who they are, who they want to be, and what they want and need to do in their lives.

To get the students started with this type of activity, they will be writing down their strengths and weaknesses on the goal-setting worksheet (See slide 5). Some students may need more direction, in which case completing some of the following activities may be helpful.

# Pre-Goal Setting

- Your mental picture of your future may still be fuzzy at this point – that’s ok!
- You can begin the goal-setting process even if you don’t know what your final goals will be
- Choose 1 or 2 of the activities listed on the next slide
  - These will form a foundation for goal-setting by helping you gain insight into yourself and think more purposefully about yourself
  - Complete and share the activity in the format of your choice (e.g., write a list, make an audio-journal, create a collage, record a video, etc.)

For many high school and college students, the “mental picture” they have of their future is still fuzzy. They don’t necessarily have concrete ideas about what they want their life to look like in the long term. This is not at all unusual, and students need not worry if they’re unsure about their future plans. In fact, even students who do have specific ideas about their goals at this point in life often end up changing or at least revising those goals anyway.

It’s important for students to know that lacking clear picture of their aims in life is not a reason to avoid goal-setting. In fact, it opens up their options because they can explore many different possibilities and base their goals on a better understanding of themselves, instead of on a pre-defined assumption.

In the pre-goal setting exercise, each student should choose 1 or 2 of the activities listed on the next slide. These activities are not directly about setting goals, but are instead focused on letting the student think purposefully about him/herself in order to gain insight that will help lay a foundation that they can later use to set more concrete goals. The students should brainstorm and complete their chosen activity. Then they can document and share it in the format they prefer. Some suggested formats include writing it down, audio-recording it, drawing or using other visual media to create a collage, recording a video, etc.

These are just some optional activities that some of the students who are having difficulty getting started with their goals can try. Each one provides a slightly different avenue for exploring the factors that contribute to the specific goals that they would choose to set.

Some students may need additional guidance to understand how these activities relate to setting goals. Here are some specific examples:

- If a student indicates that one of the qualities they would like to work on is becoming organized, that could help them discover that an appropriate goal might be to start using a daily planner to keep track of dates.
- If a student indicates that in 20 years they would like to be the CEO of their own company, that could guide them to create a goal of shadowing a business professional for a day during their first year of college or declaring a business major.
- If a student says that one of their top 5 values is service to others, they could set a goal of volunteering for a specific organization for a certain number of hours each month.

To get started, students will do one of these (strengths/challenges) on their Goal Setting Worksheet.

## Pre-Goal Setting Activities

- What qualities do you like most about yourself? What qualities would you like to improve?
- What qualities do you admire in others? (i.e., qualities you see in specific people, and/or those you admire in general)
- Identify your top 5 values. What is most important to you? Why?
- What are you good at? (strengths) What is difficult for you? (challenges)
- Identify things you strongly like and dislike (e.g., places, activities, classes, foods, events, people, etc.) Why do you like/dislike these?
- Imagine that you're a superhero. What would your superpower be? What would your "kryptonite" (vulnerability) be?
- Picture yourself 5 years from today and consider where you would like to be, who you would like to be with, and what you would like to be doing. Then ask the same questions for 10, 20, and even 50 years down the road.
- Imagine that you have just passed away at the age of 100, and someone close to you is about to give the eulogy at your memorial service. What do you most want them to say about you?

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- If a student indicates that in 20 years they would like to be the CEO of their own company, that could guide them to create a goal of shadowing a business professional for a day during their first year of college or declaring a business major.
- If a student says that one of their top 5 values is service to others, they could set a goal of volunteering for a specific organization for a certain number of hours each month.

Students who need more brainstorming time can do more than one of these activities. Meanwhile, all students will start by doing the strengths/challenges one for their Goal Setting Worksheet.

# Goal Setting Worksheet

What are your personal strengths  
and challenges?

Include both academic *and*  
non-academic items.

Hand out the Goal Setting Worksheet to the students and have them fill out the top boxes labeled “My Strengths” and My Challenges.”

Encourage students to think beyond their academic strengths and challenges and include ones that are not related to school.

Allow several minutes for students to complete this task. Each student will need to have several strengths and challenges written down in order to complete the next step of the worksheet.

# What is a goal?

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## What are some goals you have set before?

### **(Lesson Body)**

After students have completed the strengths/challenges section, have them set the worksheet aside until later in the lecture.

Before actually setting any goals, ensure that everyone is on the same page by getting the students to talk briefly about what a goal is. If needed, provide them with some of the following keywords to help them understand the term:

- Purpose
- Objective
- Aim
- Target
- Intent
- Destination

If students bring up the meaning of a goal in the context of sports, you can use that to direct their understanding to the non-sports meaning.

Once the students have established what a goal is, have them share goals that they have set in the past. Some students may find it difficult to think of examples. Some examples that may apply to high school students include:

- Long-term assignments (reading novels, writing papers, science projects)
- Senior project
- Making a sports team or winning a game/championship
- Fitness or weight loss
- Goals related to personal hobbies or interests

After students have named some of their goals, ask: *Why did you set those goals?*

(Many students will probably provide some variation on 'because I wanted to accomplish something.' Some may articulate the idea that goals help keep them focused and make them more likely to complete a task.)

## Why is it important for college students to set goals?

- College students have more time and freedom than high school students.
- College campuses have an overwhelming number of opportunities and options.
- College academic requirements are difficult and demanding.

Some students may feel that they have made it this far in life without ever really setting concrete goals. Although this may work in high school, college is a different situation. It is much more important for college students to set goals for the following reasons:

- First-year college students suddenly have a great deal of time on their hands and the freedom to decide how to spend it. Without having goals and a plan of action to accomplish those goals, it is very easy to waste time and end up not accomplishing much.
- College campuses are incredibly busy places awash in a sea of opportunities. Without goals to focus their attention, students can easily get lost and become overcommitted or completely overwhelmed. Goals help students focus their energies into the opportunities that are most productive and enjoyable for them.
- In order to complete the academic requirements to earn a college degree, students must consistently and deliberately set goals. College classes are difficult and require much more commitment than high school classes. Without clear goals, most students will not succeed academically.

## Good Goals Are...

- Realistic based on your abilities, interests, needs, and desires
- Specific and measurable
- Firm, but still flexible



Once students recognize that it is important to set goals, they can explore how to set “good” goals. Some students perceive a great deal of pressure to set lofty goals that they think will impress other people. It may be helpful to note that in this context, “good” means that the goal meets these criteria and is appropriate for the student. There’s no value judgment...a goal of “cure cancer” is *not* necessarily a better goal than “make a B on my next math test.”

It is very important for students to understand that goals do not simply materialize out of thin air. Good goals are based on who the student is and what they need and want. Ex: If the Cookie Monster from Sesame Street sets a goal to become a nutritionist, this is not a realistic goal because the requirements are completely opposite of his strengths and wants. A better goal for him would be one that is based on his love of cookies...become a pastry chef or own a bakery.

In order to have a reachable goal, students must be as specific as possible. “Do well in school” is not a clear goal. “Make a 3.0 GPA during fall semester” or “Earn at least 85% on all my math tests this semester” are both specific and measurable. Remember, if there is no way to measure a goal, you will not know for sure whether you have achieved it. Some students have difficulty setting goals that are focused on an *outcome* (i.e., “earn a B on geography test”). These students may have more success setting goals that are focused on a *process* (i.e., study language flashcards for one hour tonight). Both outcome and process goals are beneficial; students may use either or both, as long as they meet the other criteria.

Setting goals that are both firm and flexible sounds a little confusing at first. The point is that students should stick to their goals, but should also be able to recognize when a goal needs to be modified or changed. This is not to say that students should give up on their goals if they encounter obstacles along the way – goals should be firm enough that they can withstand challenges. However, there is also something to be said for realizing when a goal is no longer appropriate, realistic, or even desirable. This will require making changes to the goal either by changing a part of it, such as the details or timeline, or possibly replacing the goal entirely.

For example, “Taylor” entered college intending to major in nursing. After her sophomore year, she had not been able to pass organic chemistry and had a GPA much lower than the nursing program accepts. After talking to her advisor, career services, her parents, and several other people, she decided to change her major to nutrition. She will still be able to work with people and help them become healthier, which is the main reason she wanted to be a nurse. However, becoming a nutritionist is a better fit with her strengths and requires less demanding skills in her areas of challenge.

# Categories of Goals



For purposes of this activity, we're going to be placing goals in four different categories: academic, social, health/wellness, and daily living. Almost all of the goals that college students need to set should be covered by these categories.

Of course, there are many different ways to categorize goals; this is simply the system we have chosen to use because it fits well with the goals that college students are likely to set.

There may be some overlap between categories, in which case students can just use their best judgment to classify them.

For example:

- Employment goals – getting a job could go under academic (if it's an internship or closely related to their career goals) or daily living (if it's just a "pay the bills" kind of job)
- Goals about joining or participating in groups – these could fall under academic (joining a professional group for your major), social (skydiving club), or health/wellness (a religious organization)

There's no need to get too caught up in which category the goals fall under, as long as students have goals in each category



# Academic Goals

## Areas to Consider

- Getting started academically on campus
- Academic campus resources
- Time management and organization
- Communication with faculty members
- Academic collaboration with peers
- Assistive technology resources
- Study skills, habits, and strategies
- Self-advocacy
- Other



When setting goals in the area of academics, these are some of the different areas that students should consider.

## Areas to Consider

- Getting started academically on campus
  - e.g., locating and getting familiar with supports, goals that will be most pertinent at the beginning of college
- Academic campus resources
  - e.g., finding and utilizing resources such as disability supports, tutoring, etc.
- Time management and organization
  - e.g., allocating adequate time for studying, keeping up with syllabi, etc.
- Communication with faculty members
  - E.g., writing professional emails, talking to professors, finding out office hours, etc.
- Academic collaboration with peers
  - E.g., forming study groups, finding note-takers, working in group projects, etc.
- Assistive technology resources
  - E.g., finding and utilizing resources such as smart pen, speech-to-text software, audio books, etc.
- Study skills, habits, and strategies
  - E.g., learning and using strategies for reading/test-taking/etc., establishing a study schedule, etc.
- Self-advocacy
  - E.g., accessing academic supports proactively, taking initiative to speak to professors/DSS, etc.
- Other

# Social Goals

## Areas to Consider

- Getting started socially on campus
- Social campus resources
- Connecting & communicating with peers
- Communication with family
- Hobbies and interests
- Time management
- Other



When setting social goals, these are some of the different areas that students should consider.

## Areas to Consider

- Getting started socially on campus
  - e.g., locating and getting familiar with social events/supports/etc., goals that will be most pertinent at the beginning of college
- Social campus resources
  - e.g., finding and utilizing social groups, organizations, events, connections, etc.
- Connecting & communicating with peers
  - e.g., meeting new people, making friends, staying in touch with old friends, etc.
- Communication with family
  - e.g., staying connected with family members, etc.
- Hobbies and interests
  - e.g., anything related to personal interests and hobbies that students may want to continue doing or new things they'd like to try
- Time management
  - e.g., balancing social pursuits with academics, budgeting time for social events in addition to academics, etc.
- Other

# Health/Wellness Goals

## Areas to Consider

- Getting off to a healthy start on campus
- Health/Wellness campus resources
- Nutrition and healthy eating
- Sports/Athletics
- Fitness
- Spirituality
- Time management
- Other



When setting goals in the area of health and wellness, these are some of the different areas that students should consider.

## Areas to Consider

- Getting off to a healthy start on campus
  - e.g., locating and getting familiar with supports, goals that will be most pertinent at the beginning of college
- Health/Wellness campus resources
  - e.g., finding and utilizing resources such as health services, counseling center, recreation center, gym, etc.
- Nutrition and healthy eating
  - E.g., finding healthful options for food, maintaining a balanced diet, etc.
- Sports/Athletics
  - E.g., getting involved with athletic teams (competitive or non-competitive options), etc.
- Fitness
  - E.g., accessing fitness resources on campus, taking fitness classes, etc.
- Spirituality
  - E.g., connecting with a house of worship or student religious/spiritual group, exploring spirituality/faith, etc.
- Time management
  - e.g., budgeting time for health-related activities, etc.
- Other

# Daily Living Goals

## Areas to Consider

- Getting started with daily living on campus
- Daily living campus resources
- Employment options
- Money management
- Time management
- Daily tasks
- Other



When setting daily living goals, these are some of the different areas that students should consider.

If in doubt, goals that don't fit neatly into the other categories can probably be classified as daily living goals.

## Areas to Consider

- Getting started with daily living on campus
  - e.g., locating and getting familiar with supports, goals that will be most pertinent at the beginning of college
- Daily living campus resources
  - E.g., finding and utilizing resources such as dining hall, housing/maintenance, transportation, etc.
- Employment options
  - E.g., finding a job, interviewing, etc.
- Money management
  - E.g., budgeting, banking options, etc.
- Time management
  - E.g., budgeting time to complete daily living tasks while balancing other aspects of life
- Daily tasks
  - E.g., specific tasks that need to be completed for successful independent living, etc.
- Other



**(Modeling)**

At this point, provide the students with one example of a goal that you set (or that you wish you had set) in each category when you were a college student. For each goal, give a brief explanation of how you arrived at that goal. (i.e., what is it about your strengths/challenges, wants/needs, preferences/interests, etc. that made that an appropriate goal for you to set?) Try to keep the goals as realistic and reasonable as possible, but still creative.

If you need suggestions, here are a few sample goals:

Academic: During the first week of school, meet at least one other student in each class and exchange phone #s or email addresses so you can contact each other in case one of you misses a class.

Social: Email or call younger sibling at least once a week to keep in touch during my first year at college.

Health/Wellness: Eat breakfast no later than 10 am every day.

Daily Living: Wash all my dirty dishes within an hour of using them, instead of leaving them in the sink for days.

**(Guided Practice)**

After you have given the class examples, have them brainstorm as a group to come up with at least one sample goal for each category. Once you are satisfied that they understand the fundamentals of setting good goals, move on to the independent practice.

# Goal Setting Worksheet

- Use what you have learned to fill in the “Goals” column on your worksheet.
- Set goals for yourself that are specific to what you want to accomplish during your first year of college.

## **(Extended Practice)**

Students may do this as an in-class activity or as a homework assignment.

Be sure that students understand that they are supposed to be setting their own personal goals for their first year of college, so each person’s will be different based on who they are, what they want to accomplish, and where they plan to go to school.

\*\*The students only need to complete the “Goals” column of the sheet now. The remainder of the sheet will be completed later in the module.



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# Goal-Setting Worksheet

Student: \_\_\_\_\_

Date: \_\_\_\_\_

My Strengths	My Challenges

## Goals:

Strand	Goal(s)	Plan	Resources
Academic Goals			
Social Goals			
Health and Wellness Goals			
Daily Living Goals			







**Objective:** The student will develop a schedule that demonstrates an effective balance of his/her academic and social life in the college setting, including class time, study time, and budgeted time for social, health/wellness, and daily living priorities.

Lesson Element	Procedures	Materials
<p><b>Lesson Setup &amp; Lesson Opening</b></p>	<p>Review and allow students to share the goals they set for themselves in Module 2 Lesson 1. Even though up to now, students have been brainstorming equal amounts of goals in each of the four “sections,” not all “pieces of the pie” should be equal amounts of time. Academic work will be a top priority for a successful first-year student. This lesson is about maintaining a focus on academic priorities.</p>	<p>Power Point File Module 2 Lesson 2</p> <p>Students’ copies of their Goal Setting Worksheets from Module 2 Lesson 1</p>
<p><b>Lesson Body</b></p>	<p><b>Teacher Input</b> It is easy for first-year students to unintentionally shift priorities from an academic focus when exposed to all of the opportunities on a college campus. A college campus is full of experiences, and it is beneficial for students to establish a well-rounded routine. If a student is to feel connected to the campus community (and therefore be more likely to stay and graduate), some level of social involvement (e.g., participation in one or two campus organizations) is important. However, it is not necessary or beneficial to dive into the “full” college experience during the <i>first semester</i> of the first year. A balance is critical at this time.</p> <p>Example: A student who is interested in music and dance might want to attend meetings of a student organization that is focused on that topic, and possibly even join the student organization. However, the student would probably want to hold off on running for an office in the organization or making commitments of involvement beyond what would be expected of the general membership. A higher level of involvement (and possibly even leadership positions) can come in the years to come. Bring out student schedule for Example 1: Show how this students schedule reflects a balance between the different goals set by the student. All goal “colors” are represented demonstrating that the student is not letting one area completely consume the others, but academic pursuits do take the majority of the weekdays. Share with the students that having this expectation prior to leaving for college, and having the commitment to maintain that balance will go a long way in being able to have the necessary self-discipline when actually on campus with the responsibility of managing time.</p> <p>Students must work diligently during the first year to ensure they develop a clear understanding of how to navigate the academic expectations and supports in their post-secondary setting. This is especially true of students with disabilities. They often must work longer and harder (than nondisabled peers) in the high school setting to achieve their academic goals. This will be no different in college. With a strong GPA in place the first year, students can then branch out more and get involved in different ways in ongoing semesters.</p> <p>The “rule of thumb” at a college or university is to spend 3 weekly hours on coursework outside of class for every</p>	<p>Sample student schedule</p> <p>Annie’s sample schedule for her freshman year.</p>

	<p>semester hour (s.h.) of your schedule. So, a 3 s.h. class should require 9 hours of outside work (i.e., preparation, reading, studying, homework, etc.) each week. Therefore students with a minimum full-time schedule of 12 hours should spend approximately 36 hours studying and working on academic tasks during the week (above and beyond time spent in class). Most students take more than 12 hours. If so, the out-of-class time should increase accordingly. This “rule of thumb” is for students in general; a student with a disability will most likely need to devote even more time each week to academic pursuits.</p> <p>It is the student’s responsibility to create and stick with a weekly/daily schedule. If this does not happen, what <i>feels like</i> “free time” will pass by quickly leaving the student ill-prepared for class.</p> <p><b>Guided Practice</b> Read Annie’s description to the group. This represents an example of a student who has gotten herself off track. Ask the class to <i>rewind</i> to Annie’s first year and develop a balanced schedule for her first semester that might have produced better long term results. Show students her sample daily schedule. Give each student a copy of this schedule and brainstorm ways that she could have made her first year more successful. Either as a class or working in small groups, have the students rearrange her schedule to ensure that the final organizer maintains a clear priority of academic success by having a balanced schedule that reflects a realistic week. A blank weekly planner is included if students prefer to start from scratch.</p> <p><b>Annie</b> Annie wants to major in Exercise and Sports Science. Her university requires that she have a 2.5 cumulative GPA to declare that major. However, she only has a 1.5 GPA with 24 semester hours earned. In order to increase this to the necessary 2.5, she has to earn a 3.6 GPA with at least 15 s.h. of coursework. Moreover, if she does not earn at least a 3.0 with at least 12 s.h. of coursework, she will not even be able to return the following semester because she will be on academic probation for the university (that requires a cumulative 2.0 GPA to remain in good standing). That puts a great deal of pressure on her to perform – pressure she would not have felt if she had done better during her freshman year. In fact, if she had simply raised her grade in one class each semester during her freshman year from a D to a C, she would only need to make a 2.5 GPA this semester in order to be able to declare her major. Thus, she would not need to work quite as hard to achieve the same result and could save herself some significant stress.</p>	
<b>Extended Practice</b>	Bring back out the weekly schedule/planner from Module 1 and build in two additional opportunities and a couple of tutoring opportunities. Evaluate your balance.	Student copies of their weekly schedule from Module 1
<b>Lesson Closing</b>	Review the following key ideas from the lesson: (1) 3 s.h. rule for out-of-class work time; (2) Purpose for being in college is primarily academic (to earn a degree); (3) Social and extracurricular activities are important, but a balance is necessary. Share sample student schedules as desired.	



# Finding and Maintaining an Academic and Social Balance



Module 2 Lesson 2

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## Mini-Review

What goals did you set for yourself?

---

What are your plans for reaching the goals?

---

What campus resources will you need to access?

### **(Lesson Setup and Opening)**

To begin this lesson, have the students take out their goal setting sheets that they started in Lesson 1 and continued in Lesson 2 and Activity 2.

Give the students an opportunity to *briefly* review their goals, plans, and resources, just as a reminder.

If time allows, have the students share with each other and compare notes about their goals and resources.

## Goal Setting Categories

- You have set goals in four different categories:
  - Academics
  - Social
  - Daily Living
  - Health/Wellness
- Do you have more goals in one category than in the others? Which one?
- Which category do you think will require more goals for college students?

As students review their goals, a pattern is likely to emerge – most students will probably have many more NON-academic goals than academic goals. The goal-setting worksheet is set up in a way that places equal emphasis on each of the four types of goals – this is done in order to make sure that students realize that they need to set goals in every area of their lives, not just the academic area. However, in this lesson, students will be guided to understand that for successful college students, academics are generally the biggest “piece of the pie,” so to speak. Students will learn to create a balanced schedule that includes time for all areas, but focuses on academic priorities.

## Balancing Priorities

- Academics is the #1 priority of successful college students, but it's not the *only* priority.
- Having a full college experience is great, but starting out **slowly** will lead to better results.
- The main priority for your first year **must** be establishing a solid academic foundation.



### (Lesson Body)

A well-rounded routine is beneficial for students. Research shows that students who are involved in more than academics do better in their classes, feel more connected to the college community, and are more likely to stay and graduate.

However, with all the opportunities available on a college campus, it is easy to unintentionally shift priorities and lose focus on the fundamental reason for attending college, which is to get an education.

Thus, in the first year of college, especially during the first semester, it's not necessary (and it's generally not beneficial) to dive directly into the "full" college experience.

It is much more important for first-year students to focus on establishing a solid academic foundation. The idea is to build a strong academic foundation the first year in order to be able to stay in college long enough to enjoy the full college experience. Students need to develop a clear understanding of how to navigate the academic expectations and supports of their college. After establishing that solid academic foundation, students can branch out more and get involved in different ways in subsequent semesters.

## Example: Rob's Plan

- Rob is a first-year college student who is interested in music and dance.
- His college campus has a student organization in the fine arts department.
- Rob's Plan:
  - Fall semester: Attend meetings and participate in 1–2 events
  - Spring semester: Officially join the organization and continue to participate in events
  - Sophomore year and beyond: Pursue a leadership position and/or volunteer to organize events

### Example:

Rob is a first-year student who is interested in music and dance. He may want to attend the meetings of a student organization in the fine arts department, and maybe even join the organization. However, he would probably want to hold off on making commitments of involvement beyond what would be expected of the general membership, such as running for office or organizing a fundraiser, etc. Increased involvement, including possibly a leadership position, can come later, after he has established a solid academic foundation.



## Academic Time Commitment

How much time do you currently spend on academics outside of school?

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How much time do you think college students need to spend on academics outside of class?



For students with disabilities, this is particularly important. Students with disabilities often must work harder and longer in order to achieve the same academic results as students without disabilities. Just as in high school, this will be true in college. Even students with disabilities who don't require extensive assistance in high school will probably find that their college work requires a significant increase in focus and dedication in order to achieve their goals.

It can be difficult for new college students to know how much time they should be spending on academics in order to create a balanced schedule. Because high school students spend more time in class than college students and many high school courses require minimal studying and preparation outside of the classroom, lots of students don't have a feel for the time commitment required for successful college academics.

## Academic Time Commitment

- In general, college academics require about **3 hours of work outside of class each week for every semester hour of classes.**
- This includes all course-related tasks (e.g., reading, homework, studying, writing papers, etc.)
- This means:
  - One 3-hour class requires about 9 hours of outside work per week
  - A *minimum* full-time course load (12 hours) requires about 36 hours per week
  - A *typical* full-time course load (15 hours) requires about 45 hours per week

Time commitments will vary by student, college, major, etc., but the general “rule of thumb” for university students is that they should be spending approximately 3 hours each week on coursework outside of class for every semester hour of your schedule. Thus, a 3 semester hour class would require 9 hours of outside work each week (preparation, reading, studying, homework, etc.) in addition to the 3 hours spent in class. Students who are taking a minimum course load of 12 semester hours should be spending about 36 hours per week on schoolwork, in addition to the 12 hours they spend in class. Students should keep in mind that most college students take more than 12 hours each semester, so the total time should increase accordingly. In addition, students with disabilities often need to spend more time on schoolwork than their peers, so the number of hours they spend doing coursework per semester hour may be higher. (4 hours, 5+...depends on the student and the class)

## Keep in Mind

- These totals do not include the hours you spend in class each week.
- Students with disabilities often need to spend more time on schoolwork than their peers, so your totals may be higher.
- Time commitments will vary by class.
  - Organic Chemistry: Increased commitment likely
  - Intro to Yoga: Decreased commitment possible

It's important to keep in mind that these totals are in addition to the hours that you spend in class each week. Thus, the 12-hour course load with the 36 hours of studying actually adds up to a total of 48 hours per week spent on academics. These totals may be surprising to students, as they quickly add up to a time commitment that is actually greater than a full-time job. If this sounds overwhelming, it may help to put it in the perspective of being broken down into amount of time spent per day. To reach 36 hours per week, a student would need to plan for about 6 hours of study time on 6 days of the week, or a little more than 5 hours per day if spread out across all 7 days of the week.

## Creating a Balanced Schedule

- Most of your time in college is unstructured. You must structure it yourself by creating a weekly schedule.
- Your schedule should provide you with time for each of your goal categories.
- More time should be devoted to your higher priorities (i.e., academics).

Because students spend less time in class, first year college students often feel like they have a great deal of “free time” on their hands; however all that “free time” passes very quickly, and without good time management skills, students often end up not having adequately prepared for class. In order to succeed, students must harness all that unstructured time by creating and sticking with a weekly/daily schedule.

When creating your schedule, you need to be sure that the way you spend your time reflects your goals and your priorities. In other words, you need to ensure that you create a balanced schedule that provides you with time for each of your goal areas, but that devotes more time to the areas that are a higher priority for you. (For college students, this area should generally be academics.)

While some students to legitimately prefer to study at night, remind students to be careful about getting into the habit of sleeping too much during the day and counting too much on studying all in the evening. The dorms are not generally conducive to studying.

Another thing to consider is balancing your time to avoid overloading any one day of the week, especially with academic goals. It’s often tempting for students to plan “marathon” study sessions in order to free up larger blocks of time or even entire days for non-academic tasks. However, not only does this run the risk of backfiring if the student gets sick or otherwise has to cancel that “marathon” session, but it also often leads to less effective studying than spacing out academic tasks would.

## Sample Balanced Schedule

- All goal categories are represented.
- No one area completely consumes the others.
- Academics are the biggest commitment.
- The student treats school like a full-time job; it is expected to take up most of his/her time.

Here is an example of a balanced schedule for a first-year college student. Notice that all of the goal colors are represented, which demonstrates that the student is not letting one area completely consume the others. However, also notice that academic pursuits do take the majority of the weekdays.

If you start out with this expectation\* before you even leave for college, and commit to maintaining that balance, this will go a long way toward having the necessary self-discipline to manage your time effectively once you're actually on campus.

\*(that academics are going to take up the largest chunk of your time, and that other pursuits are generally going to be lower priorities than schoolwork)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast
8:00-8:30	English Class	Math Class	English Class	Math Class	English Class
8:30-9:00					
9:00-9:30	Study English (select topic, make outline/graphic organizer for brainstorming)	Study Psychology (read second half of weekly assigned reading & make notecards)	Study English (read paper sources & create annotated bibliography)	Study Geography	Study English (make outline for paper)
9:30-10:00	Study Psychology (read first half of weekly assigned reading & make notecards)		Study Psychology (review practice test questions in textbook's online resource)		Study Psychology (study for today's quiz)
10:00-10:30	Study English (find sources for paper)		Art Class		Study Psychology (integrate notes from this week into notes from readings)
10:30-11:00	Art Class	Lunch with friends	Psychology Class	Lunch	Psychology Class
11:00-11:30					
11:30-12:00	Psychology Class				
12:00-12:30	Geography Class	Study Psychology (work on homework problems)	Geography Class	Study Art (read weekly readings and take notes)	Geography Class
12:30-1:00					
1:00-1:30	Lunch	Study Geography (read weekly assigned reading and take notes)	Lunch	Study English (read paper sources & create annotated bibliography)	Lunch
1:30-2:00					
2:00-2:30	Study Art (work on assigned project)		Study Math (review with math tutor on campus)		Study English (read paper sources & create annotated bibliography)
2:30-3:00	Gym	Gym	Gym	Gym	Gym
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-6:00	Relax	Study Art (work on assigned project)	Study Geography (work on assigned project)	Attend club meeting on campus	Study Math with a classmate Work on Art Project

Color code:

- Blue = academics
- Red = social
- Green = health/wellness
- Purple = daily living

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-6:30	Dinner	Dinner	Dinner	Dinner	Dinner
6:30-7:00					
7:00-7:30	Hang out with friends			Study Math (attend review session offered by instructor)	Service-learning event with student organization
7:30-8:00		Recreational reading	Study Art (work on project)	Do laundry	
8:00-8:30		Watch favorite TV shows with roommate			
8:30-9:00					
9:00-9:30	Attend residence hall social	Watch favorite TV shows with roommate		Bowling at student recreation center	Movie with friends
9:30-10:00			Recreational reading		
10:00-10:30			Call or email friends/family		
10:30-11:00					
11:00-11:30	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep
11:30-12:00					
12:00-					

Color code:

- Blue = academics
- Red = social
- Green = health/wellness
- Purple = daily living

## Annie's Unbalanced Schedule

- Sophomore at "Eastern North Carolina College (ENCC)"
- 1.5 GPA and 24 semester hours earned
- Desired major: Exercise and Sport Science  
Requires a 2.5 cumulative GPA to declare major
- **To declare her major at the end of this semester, Annie must earn a 3.6 GPA and 15 semester hours!**

### (Guided Practice)

Now that we have seen what a balanced schedule looks like, this is a group activity to help the students practice creating a balanced schedule.

Some students may tend to tune out this example because it has a lot of numbers and calculations in it, and they may find that intimidating. However, the actual numbers are not the most important part of the example. The point is that when a student doesn't establish a solid academic foundation at the very beginning of their college career, they are going to spend the rest of their time playing catch-up and worrying about whether they can make grades high enough to keep progressing through their curriculum.

In contrast, a student who starts out on the right foot academically will have a great deal less pressure on them. College is difficult enough without having to spend time worrying about whether you will be kicked out of school next semester due to low grades!

Note that in order to declare her major, Annie will have to earn a 3.6 while taking 15 semester hours. If Annie only takes 12 hours per semester (which is what she did freshman year), she will not be able to earn a high enough GPA to declare the major at the end of this semester. (It would have to be a 4.5 with 12 hours...not going to happen on a 4.0 scale!)



## Annie's Unbalanced Schedule

- Furthermore, ENCC requires a 2.0 cumulative GPA to remain in good academic standing.
- **Therefore, Annie must earn at least a 3.0 and 12 semester hours in order to avoid academic probation and return to ENCC the following semester!**



In addition to worrying about whether she can declare her major, Annie needs to consider whether she will be put on academic probation if she doesn't improve her grades. All universities have minimum GPA requirements – if a student's grades fall below the minimum requirement, the student takes a "mandatory vacation" from school for at least one semester. This is generally a new concept for high school students, as most high schools do not suspend students due to low grades.

Because Annie's grades are so low, she won't even be allowed to stay in school unless she earns a 3.0 in 12 semester hours. (If she takes 15 hours this semester, she only needs to make a 2.8.)

## Save This Student!

- Annie is now stressed out! Because she did poorly her freshman year, she is now under pressure to earn very high grades this semester.
- If she had raised her grade from a D to a C in *one* class each semester last year, she would only need to earn a 2.5 and 12 semester hours in order to stay at ENCC.

If Annie had established even a slightly more solid academic foundation last year (raising 2 grades from D's to C's) then she would not need to work quite as hard this semester. But because she earned a 1.5, she now has to work harder this semester in order to achieve the same results.

## Save This Student!

- *Rewind* Annie's freshman year.
- Collaborate to develop a balanced schedule for her first semester of college that is more likely to produce better long-term results.
- As a group, fill in a blank organizer.  
Remember: your final product should clearly reflect that academic success is Annie's priority.



Clearly, Annie has gotten herself off-track somewhere during her first year of college. We created a sample schedule that incorporates some of the mistakes that college students tend to make. We know that if she had designed a balanced schedule that addressed all of her goals and maintained a clear focus on academics, her results may have been different.

Starting with "Annie's Sample Schedule," have the entire class work together (or in small groups) to create a schedule that is balanced and reflects academics as Annie's #1 priority. If students prefer, they can make the changes on Annie's Sample Schedule or they can use the blank schedule to start from scratch.



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	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					
11:30–12:00					
12:00–12:30					
12:30–1:00					
1:00– 1:30					
1:30–2:00					
2:00–2:30					
2:30–3:00					
3:00–3:30					
3:30–4:00					
4:00–4:30					
4:30–5:00					

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00–8:00	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast
8:00–8:30	English Class	Math Class	English Class	Math Class	English Class
8:30–9:00					
9:00–9:30	Study English (select topic, make outline/graphic organizer for brainstorming)	Study Psychology (read second half of weekly assigned reading & make notecards)	Study English (read paper sources & create annotated bibliography)	Study Geography	Study English (make outline for paper)
9:30–10:00					
10:00–10:30	Study Psychology (read first half of weekly assigned reading & make notecards)	Study English (find sources for paper)	Study Psychology (review practice test questions in textbook's online resource)		Study Psychology (study for today's quiz)
10:30–11:00					
11:00–11:30	Art Class	Art Class	Art Class	Study Psychology (integrate notes from this week into notes from readings)	Art Class
11:30–12:00					
12:00–12:30	Psychology Class	Lunch with friends	Psychology Class	Lunch	Psychology Class
12:30–1:00					
1:00–1:30	Geography Class	Study Psychology (work on homework problems)	Geography Class	Study Art (read weekly readings and take notes)	Geography Class
1:30–2:00					
2:00–2:30	Lunch	Study Geography (read weekly assigned reading and take notes)	Lunch		Lunch
2:30–3:00					
3:00–3:30	Study Art (work on assigned project)	Study Math (review with math tutor on campus)	Study English (read paper sources & create annotated bibliography)	Study Geography (blend notes from text & this week's classes)	
3:30–4:00					
4:00–4:30	Gym	Gym	Gym	Gym	Gym
4:30–5:00					
5:00–6:00	Relax	Study Art (work on assigned project)	Study Geography (work on assigned project)	Attend club meeting on campus	Study Math with a classmate Work on Art Project



	Monday	Tuesday	Wednesday	Thursday	Friday
6:00–6:30	Dinner	Dinner	Dinner	Dinner	Dinner
6:30–7:00					
7:00–7:30	Hang out with friends			Study Math (attend review session offered by instructor)	Service-learning event with student organization
7:30–8:00		Recreational reading	Study Art (work on project)		
8:00–8:30		Watch favorite TV shows with roommate		Do laundry	
8:30–9:00					
9:00–9:30	Attend residence hall social	Watch favorite TV shows with roommate		Bowling at student recreation center	Movie with friends
9:30–10:00			Recreational reading		
10:00–10:30			Call or email friends/family		
10:30–11:00					
11:00– 11:30	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep	Bedtime routine and sleep
11:30–12:00					
12:00–					



	Monday	Tuesday	Wednesday	Thursday	Friday
7:00–8:00	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast	Shower, prepare for the day, eat breakfast
8:00–8:30	English Class	Math Class	English Class	Math Class	English Class
8:30–9:00					
9:00–9:30	Take a nap	Study whatever deadline is approaching	Take a nap	Take a nap	Take a nap
9:30–10:00					
10:00–10:30					
10:30–11:00	Study Math	Study English (find sources for paper)	Art Class	Meet friends	Art Class
11:00–11:30					
11:30–12:00	Art Class				
12:00–12:30	Psychology Class	Lunch with friends	Psychology Class	Lunch	Psychology Class
12:30–1:00					
1:00– 1:30	Geography Class	Hang out with friends	Geography Class	Watch TV	Geography Class
1:30–2:00					
2:00–2:30	Lunch	Study whatever deadline is approaching	Lunch		Lunch
2:30–3:00					
3:00–3:30	Study Art (work on assigned project)		Study Math	Study English (read paper sources & create annotated bibliography)	Study Geography (blend notes from text & this week's classes)
3:30–4:00					
4:00–4:30	Gym	Gym	Gym	Gym	Gym
4:30–5:00					
5:00-6:00	Relax	Relax	Relax	Attend club meeting on campus	Relax





**Objective:** The student will consider the “big picture” view of the many aspects of the college experience and develop a college “puzzle” that reflects a balanced college life.

### Materials Needed

- PowerPoint with teacher notes
- Transition Notebook
- Puzzle Worksheet
- Pen/Pencil
- Colored pencils or markers/highlighters for color-coding

### Activity Description

#### In-Class Discussion

- In this module, students have learned about setting goals and balancing the different aspects of their life in order to achieve those goals. In this activity, they will visually represent their activities and priorities to create their own “college puzzle.”
- See PowerPoint for discussion.

#### Student Assignment

- Based on the lessons in this module, brainstorm a list of all the different “pieces” that you expect to be part of your life in college. Be as specific as possible.
- Once you have a list of components, fit each one into one of the four categories from the Goal Setting sheet: academic, social, health and wellness, and daily living. (Some may fit into multiple categories.)
- Write each activity on one of the pieces on the blank puzzle sheet.
- Color-code each puzzle piece according to the category it belongs to. If you would prefer for all students’ color codes to match, here is a key to use:
  - Blue = Academic; Red = Social; Green = Health and Wellness; Purple = Daily Living
- Look over your college puzzle. Are your categories represented in a proportion that fits with your goals? Are any of your categories over-represented or under-represented? What changes (if any) would you need to make in order to bring your college puzzle into balance?

\*Search Google for *Make Your Own Virtual Puzzles* sites to add a technology component to the activity.

# The College Puzzle



## Module 2 Activity 1

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## The Jigsaw Puzzle

Imagine that I have just handed you a box containing a 1,000-piece jigsaw puzzle, and you are going to assemble it.



What is the *very first step* you will take?

### (In-Class Discussion)

Have the students give their suggestions for the first step.

(The answer you are looking for is: “look at the box to see what the picture is”)

Most students will probably offer answers such as sorting by color or finding all the edge pieces...but they usually gloss over the very first thing most of them would actually do, which is to figure out what the puzzle is supposed to look like when it’s done.

What is the picture on the box?

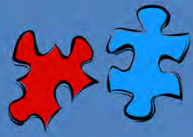
Now imagine that you  
look at the box...  
but there's no picture!



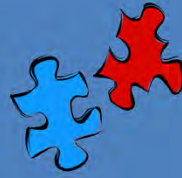
**How does that change the situation?**

Ask for students' suggestions on how not having a picture changes the situation.

The most basic difference is that not having a picture to look at makes the task more difficult. You would rely on the picture to guide you, but now you cannot do that. It's not impossible to complete, but it does make it more challenging.



## The College Puzzle



In some ways, college life is a lot like assembling a large jigsaw puzzle.

To be a successful college student, you have to fit together all the pieces of your life, such as friends, classes, activities, hobbies, etc.

## The College Puzzle

Just like with a real jigsaw puzzle, it is easier to figure out where each piece belongs if you have an idea of what the end result is supposed to look like.



## The College Puzzle

To create your own “puzzle picture,” you just need to know what your big goals are and have a sense of what is important to you so that you can tell whether you are putting each piece in the right place.



The important thing for the students to understand about this analogy is that they are not expected to have a detailed mental picture of their future yet. They don't need to have all the details worked out yet (even in college, this picture will still be a work in progress). They simply need to have a general idea of where they are headed and what their priorities are in order to ensure that they are pointed the right direction and making good choices.

## Creating Your College Puzzle

1. Brainstorm the different “pieces” that you expect to be part of your college life. Examples of possible “pieces” in each category include:
  - Academic: Attending classes, homework/studying, tutoring, organization/time management, etc.
  - Social: Friends, family, hobbies/interests, events and entertainment, campus organizations, etc.
  - Health/Wellness: Sports, fitness, activities and interests, religion/spirituality, etc.
  - Daily Living: Chores, errands, employment, money management, eating, sleeping, hygiene, etc.

### **(Student Assignment)**

Based on the lessons in this module, students will create a college puzzle that allows them to see the “big picture.”

In step 1, students can pull some of this information from their goal-setting worksheet. This will have some of the components listed, but there will still be many others that won't be listed. They can brainstorm to fill in the rest.



## Creating Your College Puzzle

2. Decide how you will arrange your pieces and enter them on your puzzle grid.
3. Color code according to each piece's goal category.
  - Academic = Blue
  - Health/Wellness = Green
  - Daily Living = Purple
  - Social = Red



Students will fill in each piece of the puzzle with one component. Depending on how many they have listed (i.e., how detailed they made their list), they may want to group some of them together on one piece.

Color code each piece based on which goal category it falls into:

Academic – blue

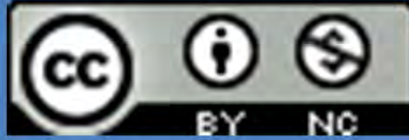
Social – red

Health/Wellness – green

Daily Living – purple

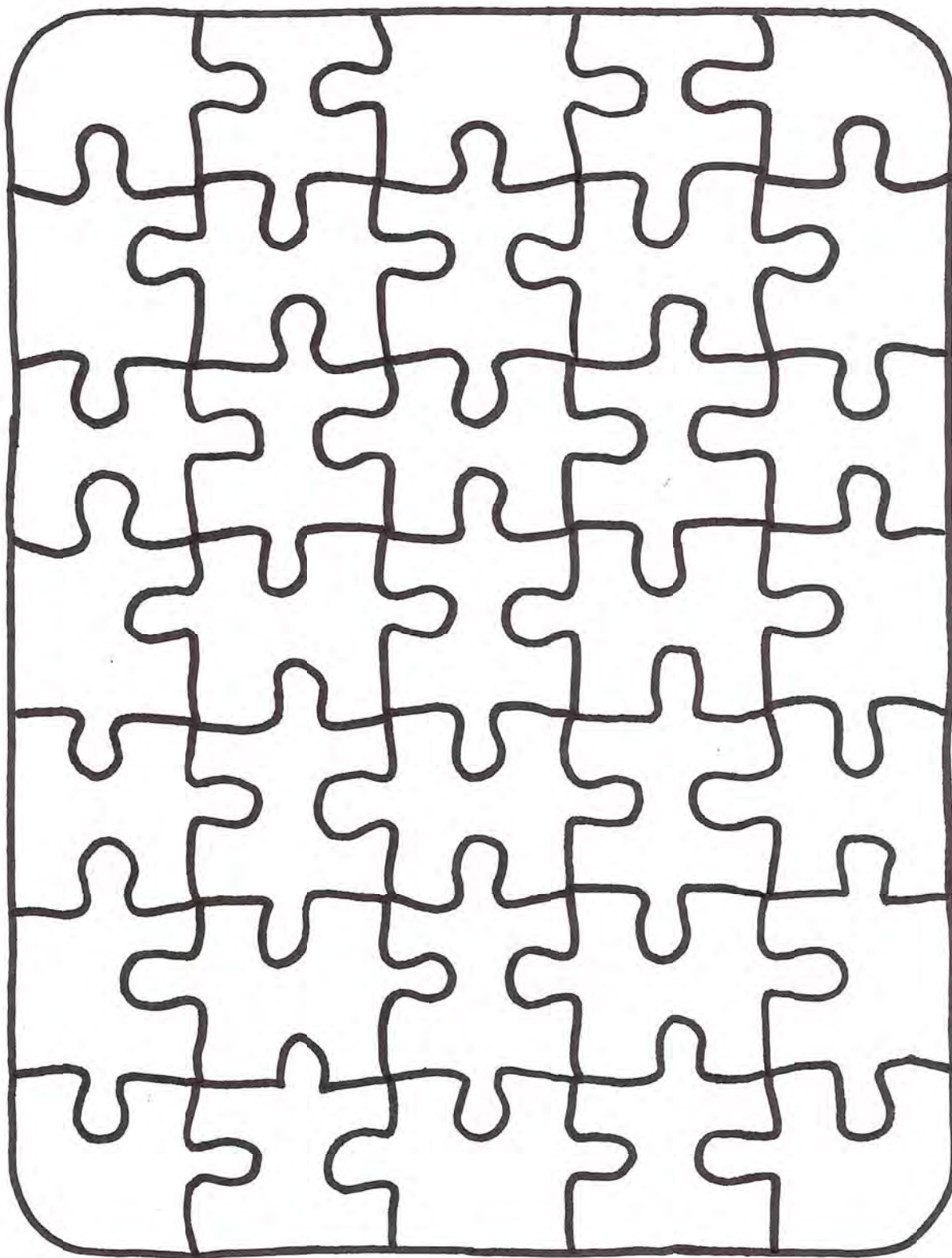
## Creating Your College Puzzle

4. Step back and look at your puzzle. Have you achieved a good balance?
  - Are your categories represented in a proportion that fits with your goals?
  - Are any of your categories over-represented or under-represented?
  - What changes (if any) would you need to make in order to bring your college puzzle into balance?



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# My College Puzzle



**Objective:** The student will create a long-term planning calendar to assist with planning and organization skills that contains prompts for at least three of the following: assignments and routines, extra-curricular activities, basic appointments (e.g., doctor, dentist), social engagements, and personal goals.

### **Materials Needed**

- PowerPoint file with teacher notes
- Long-term calendar in preferred format (e.g., day planner, smart phone, online, paper calendar, etc.)

### **Activity Description**

#### **In-Class Discussion**

- Use the detailed notes on the notes pages of the PowerPoint file to lead a class discussion about creating a long-term planning calendar.
- Show students the sample calendars provided, as well as any sample calendars you have available.

#### **Student Homework Assignment**

- Using the tips and guidelines given in class, create a long-term calendar to track your responsibilities. You can use whatever format you choose as long as you can demonstrate that it is effective and you can keep up with it. Include all the information you have available through the end of the school year. You will add information to the calendar as you continue through the year, so it will likely include more details only for the short-term, and less detail continuing several months into the future.

# Creating a Long-Term Planning Calendar



## Module 2 Activity 2

In this activity, we will discuss the basics of how to set up a long-term calendar that will help you plan effectively. Although you may or may not need to use a planner to keep track of things in high school, consistently using a planning tool like this is essential to success in college. There are many ways you can complete this activity, so you will have a good deal of flexibility in deciding the specifics of how your planning calendar will look. However, first we will discuss the key elements of planning with a long-term calendar.

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What is the purpose  
of a calendar?

---

Why might it be important  
for a college student  
to use a calendar?

Have the class brainstorm and discuss the purpose of a calendar and why they believe using one may be important in college. Potential discussion points may include...

Purpose: stay organized, track due dates and exam dates, plan your time, remember events and activities, etc.

Importance: prevents missing deadlines, makes sure you're in the right place at the right time, helps you prioritize based on what's coming up next, helps you see whether you're overcommitted or have time available, helps you remember things when people aren't reminding you, etc.

As a segue into the next slide, lead the students into a discussion about a calendar's purpose to **remind** people about things. Since college students have many things to remember and will not have parents there to constantly remind them about those things, the reminder function is an important purpose that their calendars will need to fulfill

## What do you need reminders for?

- Homework assignments
- Upcoming tests
- Paper due dates
- Sports practice
- Permission forms
- Extracurricular activity meetings and events
- Taking daily medication
- Taking care of pets
- Club meetings
- Application deadlines
- Medication refills
- Work schedule
- Special events
- Other



***On the first click, this slide will pop up with only the question visible. The next click will make the left column visible, and the third will make the right column visible.***

Have students brainstorm the types of things that they may need reminders for, especially those that may be listed on a long-term or daily calendar/planner. Encourage them to consider all the different activities, assignments, and events that students need to be reminded to attend, to work on, to complete, to turn in, etc.

A few possible answers are listed here.

Most high school students have begun to take on the responsibility for remembering some of these on their own and may be able to keep up with their assignments and responsibilities without written reminders. However because of the increased demands and workload, along with the lack of supervision in college, having a backup reminder system (like a planner/calendar) is extremely important. "I don't need to write it down; I'll remember" is often the precursor to a college student missing a meeting, missing a deadline, or forgetting to turn in an assignment. These are the types of things you may want to include on your planning calendar.



## Tips for Effective Calendars

- The type of calendar you use is much less important than how effectively you use it. A calendar only works when you're consistent about updating and using it.
- Keep only one calendar & put everything on it
- If in doubt, include it...even if you think you'll remember it!
- Color code



When creating your calendar, keep in mind that the type of calendar you use is not really important. What matters is how effectively and consistently you use it. Using a slick calendar app on your smartphone isn't necessarily more effective than a simple sheet of paper with the month printed on it. You need to take into consideration what you will be most comfortable with, most likely to remember, and most likely to use. For example...

- If you're not really into technology, steer clear of apps, PDAs, and online calendars; but if you have your phone by your side 24/7 then an app might be perfect.
- If you tend to lose everything that isn't glued to your hands, an online calendar that can't be misplaced may be your best bet.
- If you like to have complete flexibility in the format of your calendar, printing your own planning pages or customizing a printable calendar in a word-processor or online program will allow you to personalize more.

Don't keep multiple calendars. Have one master calendar where you enter every piece of information you need so that you only need to keep up with one item. For example, if your part-time job gives you a copy of your schedule each week, enter that information into your calendar and throw away the schedule. The same goes for sports practices, reminder cards about appointments, and any other information you have floating around. The idea is to ensure that everything you need to know is kept in one location.

On a related note, ensure that everything you need to know is included on the calendar. Don't rely on your ability to remember. Even people with excellent memories get distracted or forget sometimes, so get in the habit of writing things down, even if you probably won't need a written reminder.

Since you'll have everything written down in one place, color coding is a great way to differentiate between types of activities, events, deadlines, etc. Again, the specifics of how you do this aren't what matters – the important thing is that you are consistent and that your color coding system makes sense to you.

Monday April 8	Tuesday April 9	Wednesday April 10	Thursday April 11	Friday April 12	Saturday April 13
gov't quiz (amendments)	Key Club meeting 7:30-8:15 am bring canned good for service project	scholarship application due	turn in permission slip for field trip	math test (ch.7)	mom's birthday  Soccer game @ 9am  work 12-3
finish scholarship application essay	English paper draft due			edit English paper	mom's surprise party – 7pm
soccer practice 4-5:30	dentist appt 3:15	soccer practice 4-5:30	soccer practice 4-5:30	call Nana to remind her about mom's party tomorrow	volunteer shift @ church nursery 8:30-10:30
		my turn to put out trash cans & recycling	math tutoring 7-7:30	work 5-8	finish final draft of English paper
Color Code: School Work/Volunteer Home Extracurriculars College Other					<b>Sunday April 14</b>

### Sample Calendar 1

Here's an example of a calendar that is set up to include one week at a time and is color coded. It includes some details about specific things to complete as well as events, activities, and due dates.

January 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day No school	2 No school	3 bball practice 5-7	4	5
6	7 bball practice 5-7	8	9 Student Council mtg @ 3:30	10 Janey's birthday bball practice 5-7	11 English paper due bball game @ CHS 7:00	12
13	14 Algebra 2 exam Art project due bball practice 5-7	15 ECU application deadline bball game @ home 7:00	16 US History exam	17 bball practice 5-7	18	19
20	21 No school-MLK day bball practice 5-7	22 bball game @ home 7:00	23	24 bball practice 5-7	25 Speech due	26
27	28 bball practice 5-7	29 bball game @ WHHS 7:00	30 Student Council mtg @ 3:30	31 FAFSA due bball practice 5-7		

### Sample Calendar 2

Here's another example of a sample calendar. This one is set up to include an entire month at a time. It also uses a color code, but this one codes by importance instead of by type of activity. In addition, this one has less detail than the other one, which may mean that it's planning further into the future – before the student knows all the details of his schedule for certain activities like studying. Or it may also be that this student simply includes less detail on his calendar by preference.

## Create Your Calendar

- Using the tips and guidelines discussed in class, create your own long-term planning calendar
- You may use any format you prefer, as long as you can demonstrate that it is effective
- Include as much information as you have available for the remainder of the school year

Show the students the sample calendar provided and/or any samples you have before having them create their own calendars.



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Monday April 8	Tuesday April 9	Wednesday April 10	Thursday April 11	Friday April 12	Saturday April 13
<p>gov't quiz (amendments)</p> <p>finish scholarship application essay</p> <p>soccer practice 4-5:30</p>	<p>Key Club meeting 7:30-8:15 am bring canned good for service project</p> <p>English paper draft due</p> <p>dentist appt 3:15</p>	<p>scholarship application due</p> <p>soccer practice 4-5:30</p> <p>my turn to put out trash cans &amp; recycling</p>	<p>turn in permission slip for field trip</p> <p>soccer practice 4-5:30</p> <p>math tutoring 7-7:30</p>	<p>math test (ch.7)</p> <p>edit English paper</p> <p>call Nana to remind her about mom's party tomorrow</p> <p>work 5-8</p>	<p>mom's birthday</p> <p>Soccer game @ 9am</p> <p>work 12-3</p> <p>mom's surprise party – 7pm</p>
					<p><b>Sunday</b> April 14</p> <p>volunteer shift @ church nursery 8:30-10:30</p> <p>finish final draft of English paper</p>

Color Code: School Work/Volunteer Home Extracurriculars College Other

# January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day No school	2 No school	3 bball practice 5-7	4	5
6	7 bball practice 5-7	8	9 Student Council mtg @ 3:30	10 Janey's birthday bball practice 5-7	11 English paper due bball game @ CHS 7:00	12
13	14 Algebra 2 exam Art project due bball practice 5-7	15 ECU application deadline bball game @ home 7:00	16 US History exam	17 bball practice 5-7	18	19
20	21 No school-MLK day bball practice 5-7	22 bball game @ home 7:00	23	24 bball practice 5-7	25 Speech due	26
27	28 bball practice 5-7	29 bball game @ WHHS 7:00	30 Student Council mtg @ 3:30	31 FAFSA due bball practice 5-7		

**Objective:** Students will demonstrate understanding of grade configuration for two different classes that have different assignment types and percentages.

### Materials Needed

- PowerPoint with teacher notes
- Transition Notebook

### Activity Description

#### **Teacher Input**

Using the accompanying PowerPoint facilitate a class discussion about college grading, including instructions on how to calculate grades for both a points-based grading system and a percentage-weight-based grading system.

#### **Activity**

Walk students through the provided examples of calculating grades. Then distribute the Grade Calculation worksheet and have students calculate the grades for both situations listed on the worksheet. Review the steps as needed to help students reach an accurate result.



# Calculating Grades in College Classes



## Module 2 Activity 3

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## College Grading

- Calculating your grade in college courses can sometimes seem challenging
- Each course may have a different configuration of tests and assignments, with each weighted differently in your final grade
- However, professors usually outline their grading structure in the course syllabus

When faced with columns of numbers, calculating grades can seem like a daunting task to college students. This is complicated by the fact that each course you will take will likely have a different combination of tests, projects, assignments, etc. and each item or category may be worth a different percentage or point value. However, college instructors generally spell out their grading structure in the course syllabus, so students will know from the first day of class how much each item is worth and how to accurately calculate their final grade or current standing in the class.

## College Grading

- Some courses may weight assignments by percentage  
For example...
  - Test 1 is worth 40% of your grade
  - Test 2 is worth 40% of your grade
  - Paper 1 is worth 20% of your grade
- Others may use a points system  
For example...
  - Test 1 is worth 100 points
  - Test 2 is worth 100 points
  - Paper 1 is worth 50 points



Students may encounter professors who weight assignments by either percentage or by points.

In both of these examples, the corresponding assignments actually carry the same weight. (i.e., 100 points out of 250 total points is 40%, 50 points out of 250 points is 20%)

## Points-Based Grading

- Add up total points earned and divide by total points possible.
- Multiply by 100 for the final grade expressed as a percentage.

<u>Assignment</u>	<u>Points Possible</u>	<u>Points Earned</u>
Test 1	100	75
Test 2	100	90
Paper 1	50	45
<b>Total:</b>	<b>250</b>	<b>210</b>

$$210 \div 250 = .84 \quad .84 \times 100 = 84\% \text{ Final Grade}$$

Points systems are often easier for students to calculate because the weights are built into the point values. All they have to do is add up the total number of points they have earned and divide by the total number of points possible to earn in the class. Then multiply the result by 100 to get the final grade expressed as a percentage.

In this example, the student scored 75/100 on Test 1; 90/100 on Test 2; and 45/50 on Paper 1. This gives her a total of 210 points earned out of a possible 250 points.  $210/250$  is .84, which is a final grade of 84% in this course.

# Percentage-Based Grading

- For each assignment, divide points earned by points possible. Multiply by 100 for the assignment grade expressed as a percentage.
- Then multiply each assignment grade by the percentage that specific assignment is weighted in the total grade.
- Last, add up all the weighted grades to get the final grade expressed as a percentage.

Assignment	Points Possible	Points Earned	Calculations of Grade Earned	% Weight	Calculations of Weighted Grade
Test 1	40	30	$30 \div 40 = .75 \times 100 = 75$	40%	$75 \times .40 = 30$
Test 2	80	72	$72 \div 80 = .9 \times 100 = 90$	40%	$90 \times .40 = 36$
Paper 1	10	9	$9 \div 10 = .9 \times 100 = 90$	20%	$90 \times .20 = 18$
					$30 + 36 + 18 = 84$
					84% Final Grade

Percentage-based grading involves a few more steps to calculate, but still follows the same basic idea.

Where it can get a bit more complicated is when assignments aren't necessarily all graded on the same scale or on a 100-point scale. Students who are accustomed to seeing grades only on a 100-point/percentage scale may need to be reminded that they cannot directly compare grades that aren't on the same scale. For example, a 50/60 is actually 2 full letter grades higher than a 50/75, despite both having a raw score of 50.

To calculate the final grade in terms of a percentage/100-point scale like students are accustomed to, you need to start by converting the individual assignment grades to a percentage value. Divide the points earned by the points possible and then multiply by 100 for each individual assignment. (This is reflected in the "calculations of grade earned" column of the chart.)

Because items are weighted differently, you cannot find the average by simply adding these totals and dividing by the number of assignments. Instead, you need to first multiply each grade by its weighted percentage of the final grade in the course. This will yield a weighted total of points for each assignment, which you can then simply add together to get the final grade in the course as expressed as a percentage/out of 100.

Note: Some students may point out that you can get the same answer by using the following calculations instead:

Assignment	Pts Possible	Pts Earned	Grade Earned Calc.	% Weight	Weighted Grade Calc.
Test 1	40	30	$30 \div 40 = .75$	40%	$.75 \times 40 = 30$
Test 2	80	72	$72 \div 80 = .9$	40%	$.9 \times 40 = 36$
Paper 1	10	9	$9 \div 10 = .9$	20%	$.9 \times 20 = 18$
					$30 + 36 + 18 = 84$
					84% Final Grade

The advantage of calculating it this way is simplicity; it skips the step of multiplying the individual grades by 100 and doesn't require you to convert the percentage to a decimal. However, since many high school students are accustomed to seeing and being able to compare individual grades on a 100 point/percentage scale, they might prefer to use the steps listed on the slide.

## Watch Your Weights!

- Sometimes, each individual assignment grade will be weighted
- Other times, the average of a group of assignments will be weighted
- This may mean that a large number of grades actually have little impact on your final grade

<u>Tests 50%</u>	<u>Quizzes 10%</u>	<u>Participation / Attendance 10%</u>		
Test 1 = 50/100	Quiz 1 = 9/10	Jan. 15 = 2/2	Feb. 19 = 2/2	Apr. 2 = 2/2
Test 2 = 60/100	Quiz 2 = 8/10	Jan. 17 = 2/2	Feb. 21 = 2/2	Apr. 4 = 2/2
	Quiz 3 = 8/10	Jan. 22 = 2/2	Feb. 26 = 2/2	Apr. 9 = 2/2
<u>Papers 30%</u>	Quiz 4 = 9/10	Jan. 24 = 2/2	Feb. 28 = 2/2	Apr. 11 = 2/2
Paper 1 = 30/50	Quiz 5 = 7/10	Jan. 29 = 2/2	Mar. 5 = 2/2	Apr. 16 = 2/2
Paper 2 = 15/50		Jan. 31 = 1/2	Mar. 7 = 1/2	Apr. 18 = 2/2
		Feb. 5 = 2/2	Mar. 19 = 2/2	Apr. 23 = 2/2
		Feb. 7 = 2/2	Mar. 21 = 2/2	Apr. 25 = 2/2
		Feb. 12 = 2/2	Mar. 26 = 2/2	
		Feb. 14 = 2/2	Mar. 28 = 2/2	

New college students can often fall into the trap of assuming that having a large number of high grades means that they are doing well in the class – regardless of what those grades are on. Some students will say things like, “I don’t understand why my midterm grade is a D. I made 100 on all of my homework. The only bad grade I have is an F on the first test.”

However, as this example shows, it’s important to understand the weights of each assignment and how they are calculated in order to accurately determine your grade in a class.

In this example, there are 37 individual grades in the course: 2 tests, 2 papers, 5 quizzes, and 28 participation/attendance grades. However, only 4 grades account for 80% of the student’s final mark in the class. The other 33 grades have a much more negligible impact on the overall grade.

## Watch Your Weights!

Assignment	Points Possible	Points Earned	Calculations of Grade Earned	% Weight	Calculations of Weighted Grade
Tests	200	110	$110 \div 200 = .55 \times 100 = 55$	50%	$55 \times .50 = 27.5$
Papers	100	45	$45 \div 100 = .45 \times 100 = 45$	30%	$45 \times .30 = 13.5$
Quizzes	50	41	$41 \div 50 = .82 \times 100 = 82$	10%	$82 \times .10 = 8.2$
Participation /Attendance	56	54	$54 \div 56 = .96 \times 100 = 96$	10%	$96 \times .10 = 9.6$
					$27.5 + 13.5 + 8.2 + 9.6 = 58.8$
					59% Final Grade

- Most (80%) of a student's final grade in this course is based on grades on the tests and papers
- Even though there are many more grades in the categories of quizzes and participation/attendance, all of those together are only worth 20%

In this example, strong grades on quizzes and participation/attendance are not enough to balance out low grades on tests and papers. As a result, the student fails the class despite having an A average in the participation/attendance category and a B average in the quiz category.

If all of these areas had been weighted equally (25% each), the student would have earned a 69.5% in the course – assuming the professor had rounded up to 70, that's the difference between an F and a C- at many schools. This is one of the reasons why knowing how to correctly calculate grades is so important to college students; without constant feedback from instructors like they often have in high school, students are on their own to figure out where they stand in a course. Mistakenly calculating their standing wrong can potentially lead to prioritizing their studying/assignments poorly or even to getting a huge shock/disappointment when grades are posted.

## Tips for Watching Your Weights

- Pay careful attention to the weights of assignments in calculating your overall grade.
  - Find this information in your syllabus for each course
  - If it's not listed, ask your professor
- Use this information to prioritize and manage your time.
  - Give the most attention to assignments that have the most impact on your grade
  - e.g., spend the time to revise your paper (15% of grade) before taking an online quiz (2% of your grade)

For every class, you should be aware of what graded assignments will be given, when each is due, and how much of your final grade each of these will account for. Many professors outline all of this information in their syllabus, so you will have it from the first day of class. However, if you can't find it, take the initiative to ask the instructor.

This information is also useful in prioritizing tasks. In the example given on the previous slides, it would be wise to spend more time revising one of the papers in that class, which is worth 15% of your grade. That should take priority over taking one of the online quizzes, which are each worth only 2% of your grade.

However, it's worth noting that another aspect of college time management (and an advantage of having a syllabus for each class at the beginning of the semester) is learning to budget your time such that you don't have to make choices about prioritizing during a "crunch time." It is not ideal to need to skip or cut corners on any assignment, regardless of its overall value, as the smaller-value assignments do also add up to make a difference in the end. Even in this example, consistently needing to cut corners on quizzes in order to prioritize other assignments could end up meaning a full letter grade difference in a student's final grade.



## Practicing Calculating Grades

- Using the examples on the worksheet, calculate the final grades for both classes listed.
- Then discuss the following questions:
  - What are the main differences between the two classes?
  - Why is it important to keep track of your grades in each class?



Hand out the “Calculating Grades” worksheet to the students. You may want to have them complete the worksheet individually, in pairs/small groups, or all together as a class.

Now that you’ve learned how to calculate grades, you can practice with these examples. Calculate the final grades for both classes listed and then discuss the questions listed here.



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## Grade Calculation Worksheet

Examples of two classes are listed below. The professors have different assessment requirements and weight the grades differently.

<u>Psychology 1000</u>				<u>English 1100</u>			
Assignment	Points Possible	Grade	%	Assignment	Points Possible	Grade	%
Test 1	100	84	30%	Online Journals	100	95	10%
Test 2	100	90	30%	Paper 1	100	80	20%
Exam	100	88	40%	Paper 2	100	84	20%
				Paper 3	100	90	25%
				Discussion Board	25	23	5%
				Exam	100	88	20%

**Directions:** Calculate the final grade in each course based on the two examples above. Please use the space below to complete your work.

Final Grade for Psychology 1000 \_\_\_\_\_

Final Grade for English 1100 \_\_\_\_\_



**Objective:** The student will list and define at least three accurate examples of academic integrity violations in the college setting s/he plans to attend.

Lesson Element	Procedures	Materials
<b>Lesson Setup &amp; Lesson Opening</b>	<p>Obtain the PowerPoint file with teacher notes and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about academic integrity and the policies set by their college or university.</p>	<p>Power Point File Module 2 Lesson 3</p> <p>Student-Guided Notes</p>
<b>Lesson Body</b>	<p><b>Teacher Input</b> Use teacher notes found in the PowerPoint file to discuss academic integrity.</p> <p><b>Guided Practice</b> Group students into pairs or small groups and give each group a scenario card. They will work together to form a response to the scenario. When all the groups are finished, have each one share their scenario and their response. Discuss each one and talk about different ways to handle the situations. Some groups may have the same scenarios. If this happens, let the groups go back-to-back to see the different ways they would respond.</p>	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p> <p>“What Would You Do?” Scenarios</p>
<b>Extended Practice</b>	<p>Students will go to the website of the school they plan to attend. They will look up that school’s academic integrity policy and list at least three components of it. They will also include the consequences of breaking the school’s honor code.</p>	<p>Internet access</p> <p>“Academic Integrity Policies” Worksheet</p>
<b>Lesson Closing</b>	<p>Review the main points regarding academic integrity.</p>	
<b>Homework</b>	<p>Journal: Have you ever cheated on something, such as a test, project, homework, or game? Why did you make that choice? What did you learn from the situation? Thinking about it now, would you do it again? What would your response be now if you were put in a similar situation?</p>	<p>Transition Notebook</p>

# Academic Integrity



Module 2 Lesson 3

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What is integrity?

What do you think  
“academic integrity”  
means?

Before delving into this lesson, have students do a brief think/pair/share about the definition of the word integrity and what they think the phrase academic integrity may refer to. Regroup and have students briefly discuss what they came up with.

Integrity – “adherence to moral and ethical principles; soundness of moral character; honesty” (Source: Dictionary.com)

Knowing that definition of integrity, we can extrapolate that “academic integrity” refers to honesty, morality, and ethicality in school-related activities and situations.

## Academic Integrity

- Principles (values, morals, ethics) to which one is held regarding academics
- Most colleges have a clearly defined academic integrity policy, although the details vary at different schools
  - Formal name (e.g., Honor Code, Honor System, Academic Integrity Policy, Code of Conduct, etc.)
  - Specific regulations (e.g., types of violations, process for reporting violations, etc.)
  - Consequences (e.g., types of sanctions, severity of sanctions, etc.)

Academic integrity refers to the principles students are expected to follow in the course of their education at that college. These policies provide the guidelines to help students and faculty make responsible, moral, and ethical decisions related to all aspects of their association with the university.

Every university has a policy outlining these principles, and most have a very clearly defined official policy. However, the details do vary from school to school.

- Although not every school uses the same formal name for this policy, if it has one of these key words in it, it's probably the same type of policy: "honor", "conduct", or "integrity"
- The specific regulations tend to differ, but there are many commonalities amongst schools. In a few minutes, we'll talk about some of those common regulations in more detail.
- The consequences for violating the policy also differ from school to school, but there are many commonalities here as well.

Since each school differs somewhat, we won't be able to cover every possible term or violation you might encounter. We'll discuss the most common kinds of academic misconduct in written campus policies. Keep in mind that the terms used in this lecture are fairly common terms, but different colleges/universities will vary.

## Honor Code / Code of Conduct

- Set of rules and expectations governing students and faculty
- Defines honorable/acceptable behavior and dishonorable/unacceptable behavior
- Communicates importance of academic integrity to the school community
- May include non-academic expectations in addition to academic-related rules

The Honor Code or Code of Conduct is the document that specifically outlines the academic integrity rules and expectations for that school. Its purpose is to communicate both the meaning and the importance of academic integrity to all members of the school community.

Some of these policies are limited to academic rules, while others also include stipulations about student behavior both on and off campus. (This depends heavily on the school. In general, schools that have a religious or military affiliation are the most likely to include more in-depth and rigorous non-academic expectations.)



# Academic Integrity Violations



To give you a clearer understanding of what constitutes an academic integrity violation in college, we'll discuss some of the most common violations. The definitions we'll use come from a couple of specific universities, so be aware that you'll need to learn the specific definitions your college uses and abide by those, not these examples.

Keep in mind that a lot of these categories can overlap and may be either separate or lumped together depending on the college's policies.

Source of academic integrity violation descriptions:

- UNC-Chapel Hill <http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/Fall2012Print.pdf>
- East Carolina University [http://www.ecu.edu/cs-studentlife/policyhub/academic\\_integrity.cfm](http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm)
- Brigham Young University <http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/AcademicHonesty.php>

# Cheating

- Using unauthorized materials or methods
- Receiving (or giving) unauthorized assistance
- Receiving (or giving) unfair advantage
- Can apply to any requirement, not just tests
- Examples
  - Copying homework or worksheet
  - Referring to textbook during online quiz
  - Telling a friend what's on a test you took early

Cheating refers to any kind of unauthorized materials, methods, assistance, or advantage. It's most common to think of cheating in the context of the person who is receiving the help, but the person who is giving the help is just as much in violation as well.

It's important to note that cheating doesn't only apply to tests and quizzes. At some schools, cheating even applies to assignments or requirements that are not graded, such as a survey you might take or homework that is done only for practice and won't be collected.

Examples of cheating can include

- Copying answers for anything, such as homework, a worksheet, a lab report, etc.
- Consulting a textbook or your notes during an online quiz or an in-class quiz. Many students assume that if a professor uses an online platform like Blackboard for quizzes or tests, that the assessments completed through it must be open-book or open-notes. Although it's true that there's often no way to monitor whether a student takes the test with unauthorized materials when it's not proctored in person, you need to be aware that unless you are explicitly told that you can use something, you should assume that you can't.
- Students with disabilities often take their exams at a different time than the rest of the class since they're often using extended time and testing at the disability support office instead of in class. When this happens, it's possible that one person may have completed the test before anyone else has taken it. In these cases, it would fall under the category of cheating to tell other students anything about the test, even general information like length, types of questions, or general content areas.

# Plagiarism

- Representing another person's work as your own; can apply to:
  - Ideas, thoughts
  - Language, direct quotes, phrasing
  - Structure, organization
- You must attribute everything you use that's not original and cite the source
- Universities are increasingly using technology to detect and prevent plagiarism

Plagiarism is a serious problem in colleges and universities around the country. Vigorous writing requirements from colleges/universities have increased the amount of writing intensive courses required in college. As a result, students are required to do a lot of writing and research but many are not clear on exactly what is required in order to avoid plagiarism. In fact, a lot of plagiarism is actually unintentional and stems from poor understanding of what really needs to be attributed instead of intentional malice or misrepresentation. Ultimately many schools do not distinguish between intentional and unintentional plagiarism, so it's critically important to understand what needs to be cited and how to do so.

One thing that often stymies students is the idea that you need to attribute ideas in addition to quotes. Although you may have only needed to cite sources for direct quotes in high school, in college you need to attribute the source every time you refer to something that is not your own personal idea.

- Direct plagiarism is copying verbatim from a source without citing it
- Paraphrased plagiarism is using the same ideas restated in different words without acknowledging the source
- Mosaic plagiarism is blending together your own words or ideas with someone else's words or ideas without acknowledging the source
- Insufficient acknowledgement – partial or incomplete attribution
- (The 4 types listed above come from the BYU website source. See slide 5's notes for the site link.)
- Self-plagiarism – It is actually possible to plagiarize yourself, and this is one of the most misunderstood types of plagiarism for many college students. If you write a paper for one class and later on have a similar assignment in another class, turning in the same paper the second time around is technically an academic integrity violation at some schools. Although it can

seem nonsensical to students sometimes, the principle behind this policy is generally that it's unfairly awarding double credit for work and misses the point of the assignment if some students can get out of doing the work for that class simply by virtue of having done something similar before. If you ever have an assignment that you think you could recycle a previous paper for, it's extremely important to ask your professor if you're allowed to use anything from that previous paper. Professors vary in whether they allow this, and it's certainly not worth risking earning an F by plagiarizing your own work!

Many colleges have in-depth resources for helping you better understand how to avoid plagiarism. These are often available through either the library or the academic integrity office. Take advantage of these resources to ensure that you stay on the right side of this policy.

Keep in mind that although the internet is a valuable resource for research and writing, it is far too easy to look something up on the internet, copy and paste, and forget to cite the source (or "forget" to cite the source). There are also very tempting websites full of sample papers that some students will either use heavily or turn in as their own work. However, colleges are getting better and better at catching plagiarism through technology. Some colleges require students to submit papers through a service like "TurnItIn" or "SafeAssign" which are plagiarism prevention and detection software. Additionally, veteran teachers are often quite good at spotting when something in a paper seems out of place as compared to the rest of the document, or when a paper as a whole seems more advanced than reasonable for a student. Don't risk it!

## Falsification

- Spoken or written untruths
- a.k.a. fabrication or misrepresentation
- Applies to coursework, emails, conversations, documents, and more



All of these are fancy words for lying. Regardless of the details, it's a violation of the honor code at most schools to make anything up and represent it as the truth.

Be aware that this doesn't only apply directly to coursework. Examples include:

- Signing someone else's name on an attendance sheet in class
- Telling a professor that you missed class because you were sick when you weren't
- Making up a source for information in a paper
- Using someone else's login/password, ID card, key, access card, etc.
- Forgery could also fall into this category (although some schools would list it as an entirely separate category)

## Other Violations

- Unauthorized collaboration
- Compromising the security or integrity of an exam, assignment, or grading process
- Helping others to violate a policy in the code
- Failure to report a known violation
- Attempting to violate a policy in the code

Here are some other violations that may be included in your college's academic integrity policy.

- Unauthorized collaboration (which may be classified under cheating at your school)  
Working together on any assignment without permission to do so  
This can be a confusing issue.  
Although policies can vary from professor to professor, this is often linked to the university culture or the culture of your academic department. Many schools/departments/professors expect and encourage students to work together in the process of learning material for the course. However, they may make a distinction between collaboration for the purposes of studying and collaboration on any assignment that will be graded or turned in.  
In college, the safest course of action is to assume that you must do all your work independently unless otherwise given permission to collaborate with classmates.  
Naturally, this wouldn't apply to certain things, such as clarifying the instructions for an assignment or asking if a classmate could help you understand a certain point from the lecture or textbook.  
In addition, it generally would not apply to specific types of university-provided resources such as tutoring centers, math labs, writing centers, etc. The staff in these centers are generally trained on acceptable ways to assist students without violating the honor code. However, it never hurts to double-check with each professor at the beginning of the semester about what types of assistance are acceptable in that course. This can be a gray area sometimes. For example, if you are allowed to take an online quiz using open-book and open-notes, are you also allowed to take it sitting next to a classmate and discussing the questions and answers? If you are attending tutoring, are you allowed to get help on the specific math problems you need to turn in for a homework grade, or are you only allowed to get help on similar problems and then need to complete the actual homework problems independently? These are questions that you aren't expected to know the answers to right now, as they will

depend on your college, department, professor, etc.

- **Compromising security or integrity**  
This is another topic that could fall under cheating, falsification, or another area. Examples of this would include telling a friend who is in a different section of the class (but has the same professor) what was on the quiz, or even simply telling someone that it's important to be in class today because there will be a pop quiz or unexpected extra credit. Another example would be giving someone your completed workbook at the end of the semester because they're taking the class next semester or handing over your old tests to someone about to take the class. It can also apply to more egregious violations like stealing a test, but those would be extremely rare.
- **Helping others to violate a policy**  
Anytime you assist someone else in committing a violation, you are also culpable and can be held responsible.
- **Failure to report**  
At many schools, students who know about someone else's violation, even if they themselves had nothing to do with it, can be held responsible if they don't report it. Although some students still view this as "tattling" or "snitching," it reflects the idea that academic integrity is everyone's responsibility and actions taken by others impact the entire university community. As a result, working together as a community is necessary and desirable in order to hold all its members accountable, maintain high standards, and keep the value of the degree being earned high.
- **Attempts**  
Finally, be aware that at many schools, you do not have to actually go through with the violation in order to be held responsible. For example, if a professor discovered you texting a classmate during a test asking for an answer, you could be charged with an attempting to cheat violation even if you hadn't pressed "send" yet, or if you had sent the message but didn't receive a reply. In other words, you don't have to succeed in breaking the rule to be sanctioned for it.

## Possible Sanctions

- Sanctions may come from the professor and/or the university
- Failing grade (on assignment and/or in course)
- Educational assignment/program
- Loss of privileges
- Community service
- Counseling
- Probation, suspension, or expulsion

“Sanctions” means consequences or punishments

Depending on the situation and the school’s guidelines/process, the professor may have the option to keep the matter internal to the class or department or to refer it to the university’s judicial board/department. In some cases, a student may receive sanctions from both sources; sometimes just one or the other.

Sanctions for academic integrity violations vary from college to college and, of course, based on the violation. Here are some of the possibilities:

- Failing the assignment/test/ etc.
- Failing the course entirely
- Completing an educational assignment or program. E.g., writing a report on the types of plagiarism and how to avoid them; researching cheating scandals and presenting your findings to a group; etc.
- Depending on the context of the violation, you could potentially be barred from certain privileges. For example, if you falsified records as part of a leadership position within a student organization, you might be removed from that leadership position or kicked out of the organization
- Community service – this is more likely to happen for a conduct violation than an academic one, but it’s a possibility
- Counseling – again, more likely for conduct than academic integrity, but still possible. This happens frequently for drug/alcohol violations on campus – students may be required to attend specific counseling for a required number of sessions.
- Finally, for severe or repeated violations, the school may impose sanctions of probation (any more violations will result in steeper penalties), suspension (have to sit out a semester or more), or expulsion (can’t come back)





In Module 1, when learning about the contrasts between high school and college, one of the items mentioned was the difference in how seriously academic misconduct is taken. In general, colleges and universities take academic integrity very seriously. At many schools, students can even be expelled for certain severe violations or for repeated less-severe violations. As you can see from the violations and sanctions we discussed, this is not something that colleges take lightly.

This raises the question: Why it is such a big deal?

[Allow students to brainstorm aloud and discuss as a class possible reasons why academic integrity is so important in the university setting.]



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## Academic Integrity Scenarios: What Would You Do?

Use the worksheet below to take notes on the class discussion of the academic integrity scenarios.

A classmate says she did not have time to finish an assignment that is due today. She asks you what your answers to the last two questions were. The assignment is only worth a small percentage of the final grade, so it doesn't seem like a big deal. What would you do?

A group research project is due tomorrow, but your group has been unable to gather all of the data you need. One group member says that he read some statistics a while back that would support your thesis, but he can't remember the statistics precisely or what the source was. He suggests using what he remembers and crediting an author he thinks might have written it. Another student in the group agrees because she thinks the instructor rarely checks sources anyway. The last group member thinks you should include the information but not cite a source since you're not sure which one it is. What would you do?

A friend keeps looking over at your paper during a test. You feel uncomfortable but don't want to hurt your friend's feelings. What would you do?

You just completed a final exam. Your friend is scheduled to take the same test from the same instructor two hours later. She asks you what to expect on the test. What would you do?

You need to write argumentative essays for both your English composition course and your political science course. Although the political science course has a specific topic, the English paper can be on any topic. It seems to make sense to only write one essay and submit the same one to both courses. What would you do?

You were sick yesterday and missed your psychology class. This is a huge lecture class with 250 students taught by a graduate assistant. She gives extra credit for attendance on certain days by passing around a sheet of paper that everyone must sign their name on. Your roommate, who is also in that class, tells you that yesterday was an extra-credit day, and he signed your name on the attendance sheet for you. What would you do?



**Discuss the following scenario with your group/partner and be prepared to share your response with the class.**

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## **Academic Integrity Policies**

Visit the website of the school you plan to attend and look up their academic integrity policies. List and define the major components of their honor code/policies and the potential consequences for violations.

Name of School: \_\_\_\_\_

### **Academic Integrity Requirements / Types of Violations**

### **Potential Consequences for Violations**

**Objective:** Students will explore the topic of choosing a college major and list three potential majors that may be of interest to them.

### Materials Needed

- “Choosing a College Major” worksheet
- Internet access
- Transition Notebook

### Activity Description

Students will access the following website, read the articles listed, and complete the “Choosing a College Major” worksheet. Students should be prepared to discuss upon completion of the activity.

### Website

<https://bigfuture.collegeboard.org/explore-careers/college-majors>

### Articles

- **The College Major: What It Is and How to Choose One**
- **College Majors: FAQs**
- **8 Video Tips for Finding Majors and Careers** (This article is presented as a slide show of videos. You will need to use the small arrows on the sides of the video window to navigate to all 8 videos. At minimum, you need to read all 8 tips listed on the slides. However, watching the full videos is recommended, and you can read the transcripts if the videos won’t load on your computer.)

### Questions

- What did you learn about when students should decide on or declare a major?
- What did you learn about how students should choose a major?
- What did you learn about changing your major?
- What did you learn about the relationship between your college major and your career/job after college
- Based on what you learned from these articles and what you already knew about college majors, list 3 areas you would like to explore to determine whether a major in that field would be a good fit for you.

## Choosing a College Major

Visit <https://bigfuture.collegeboard.org/explore-careers/college-majors> and read the articles listed below:

- **The College Major: What It Is and How to Choose One**
- **College Majors: FAQs**
- **8 Video Tips for Finding Majors and Careers** (This article is presented as a slide show of videos. You will need to use the small arrows on the sides of the video window to navigate to all 8 videos. At minimum, you need to read all 8 tips listed on the slides. However, watching the full videos is recommended, and you can read the transcripts if the videos won't load on your computer.)

**Then answer the following questions:**

What did you learn about when students should decide on or declare a major?

What did you learn about how students should choose a major?

What did you learn about changing your major?

What did you learn about the relationship between your college major and your career/job after college?

Based on what you learned from these articles and what you already knew about college majors, list 3 areas you would like to explore to determine whether a major in that field would be a good fit for you.





## Choosing a College Major Answer Key

Visit <https://bigfuture.collegeboard.org/explore-careers/college-majors> and read the articles listed below:

- **The College Major: What It Is and How to Choose One**
- **College Majors: FAQs**
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**Then answer the following questions:**

**The notes in purple below are based on the information found in the articles but do not represent a comprehensive list of appropriate answers to these questions.**

What did you learn about when students should decide on or declare a major?

It's ok to be undecided. You don't need to know your major before enrolling. At many colleges, you have until the end of sophomore year to declare a major. Some programs require you to start working on your major courses in sequential order very early on, so declaring later may delay your graduation. You can take courses in a major before declaring it to prevent this.

What did you learn about how students should choose a major?

Take a wide variety of courses that appeal to you. Think about what inspires you, what motivates you, and what feels like a good fit. Be open to trying out new fields; you may find a perfect fit in something unexpected. See if you can individualize or build your own major if you don't find your fit. Ask people about their careers and how they got there to explore your possibilities. Advisors can help you choose a major.

What did you learn about changing your major?

You can change your major. Most students change majors at least once. Many switch majors several times. Even if you think you know what you want to major in, keep an open mind and don't assume you will never change majors.

What did you learn about the relationship between your college major and your career/job after college?

A liberal arts major gives you general training so you can adapt to many different careers. Some majors train you for a specific career. Others prepare you for a range of careers. Talking to people about their careers and what they majored in can help you determine what major will help you reach your career goals.

Based on what you learned from these articles and what you already knew about college majors, list 3 areas you would like to explore to determine whether a major in that field would be a good fit for you.

Answers will vary but should include at least 3 college majors, fields of study, or career paths.



# Planning for Academic Success

## Goal Setting: Getting Started with Setting Goals for College

### A. Getting Started

- 1. Look into your crystal ball and see what you will be when you grow up.
- 2. Set that as your final goal and get moving!
- What? No crystal ball? No clairvoyance? You mean you can't \_\_\_\_\_ at all?? Oh well, on to Plan B!

### B. Getting Started (Plan B)

- If you have a pretty clear idea of \_\_\_\_\_...
  - That's great!
  - Skip this step and go directly to goal setting.
- If not...
  - No problem!
  - Try out some of these \_\_\_\_\_ to get some ideas about \_\_\_\_\_ you may want to set.

### C. Pre-Goal Setting

- Your mental picture of your future may still be fuzzy at this point – that's ok!
- You can begin the goal-setting process even if you don't know \_\_\_\_\_.
- Choose 1 or 2 of the activities listed on the next slide
  - These will form a foundation for goal-setting by helping you gain \_\_\_\_\_ into yourself and think more \_\_\_\_\_ about yourself.
  - Complete and share the activity in the format of your choice (e.g., write a list, make an audio-journal, create a collage, record a video, etc.)

### D. Pre-Goal Setting Activities

- What qualities do you like most about yourself? \_\_\_\_\_
-

What qualities would you like to improve? \_\_\_\_\_

\_\_\_\_\_

- What qualities do you admire in others? (i.e., qualities you see in specific people, and/or those you admire in general) \_\_\_\_\_

\_\_\_\_\_

- Identify your top 5 values. What is most important to you? Why?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- What are you good at? (strengths) \_\_\_\_\_

\_\_\_\_\_

What is difficult for you? (challenges) \_\_\_\_\_

\_\_\_\_\_

- Identify things you strongly like and dislike (e.g., places, activities, classes, foods, events, people, etc.). Why do you like/dislike these? \_\_\_\_\_

\_\_\_\_\_

- Imagine that you're a superhero. What would your superpower be? \_\_\_\_\_

\_\_\_\_\_

What would your "kryptonite" (vulnerability) be? \_\_\_\_\_

\_\_\_\_\_

- Imagine that you have just passed away at the age of 100, and someone close to you is about to give the eulogy at your memorial service. What do you most want them to say about you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Picture yourself 5 years from today and informally write, draw, or think about where you would like to be, who you would like to be with, and what you would like to be doing. Then ask the same questions for 10, 20, and even 50 years down the road.

	5 years	10 years	20 years	50 years
<b>Where</b> do I want to be?				
<b>Who</b> do I want to be with?				
<b>What</b> do I want to be doing?				

E. Goal Setting Worksheet (Write your answers on your worksheet.)

- What are your personal strengths and challenges? Include both academic **and** non-academic items.

F. Goal Setting

- What is a goal? \_\_\_\_\_  
\_\_\_\_\_
- What are some goals you have set before? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

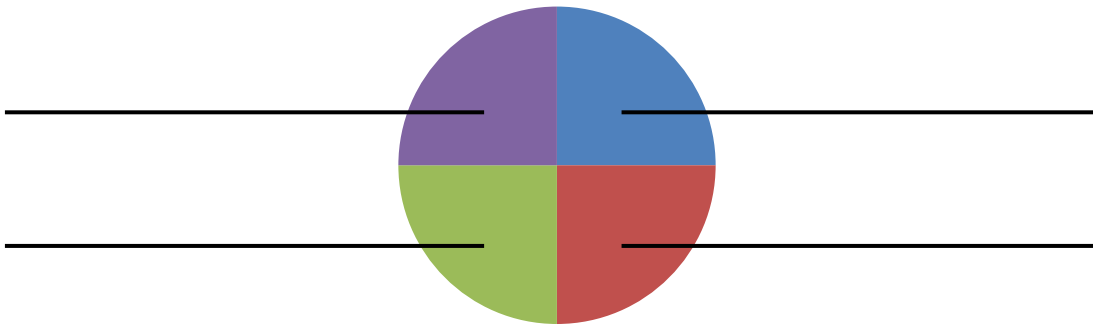
G. Why is it important for college students to set goals?

- College students have more \_\_\_\_\_ than high school students.
- College campuses have an overwhelming number of opportunities and \_\_\_\_\_.
- College academic requirements are \_\_\_\_\_.

H. Good Goals Are:

- \_\_\_\_\_ based on your \_\_\_\_\_, interests, needs, and desires.
- \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_, but still \_\_\_\_\_.

I. Categories of Goals



J. Academic Goals: Areas to Consider

- Getting started academically on campus
- Academic campus resources
- \_\_\_\_\_ and organization
- Communication with faculty members
- Academic collaboration with \_\_\_\_\_
- Assistive technology resources
- \_\_\_\_\_
- Self-advocacy
- Other

K. Social Goals: Areas to Consider

- Getting started socially on campus
- Social campus resources
- Connecting and communicating with peers
- Communication with \_\_\_\_\_
- \_\_\_\_\_ and interests

- Time management
- Other

L. Health/Wellness Goals: Areas to Consider

- Getting off to a healthy start on campus
- Health/Wellness campus resources
- Nutrition and \_\_\_\_\_
- Sports/Athletics
- \_\_\_\_\_
- Spirituality
- Time management
- Other

M. Daily Living Goals: Areas to Consider

- Getting started with daily living on campus
- Daily living campus resources
- Employment options
- \_\_\_\_\_
- Time management
- Daily tasks (examples: \_\_\_\_\_)
- Other

N. Sample Goals

- Academic: \_\_\_\_\_
- Social: \_\_\_\_\_
- Health/Wellness: \_\_\_\_\_
- Daily Living: \_\_\_\_\_

O. Goal Setting Worksheet

- Use what you have learned to fill in the “Goals” column on your worksheet. Set goals for yourself specific to what you want to accomplish during your first year of college.

## Finding and Maintaining an Academic and Social Balance

### A. Mini-Review (Refer to Goal Setting Worksheet)

- What goals did you set for yourself? What are your plans for reaching your goals?  
What campus resources will you need to access?

### B. Goal Setting Categories

- You have set goals in four different categories:

\_\_\_\_\_

\_\_\_\_\_

- Do you have more goals in one category than in the others? Which one?

\_\_\_\_\_

- Which category do you think will require more goals for college students?

\_\_\_\_\_

### P. Balancing Priorities

- Academics is the \_\_\_\_\_ of successful college students, but it is not \_\_\_\_\_.
- Having a full college experience is great, but starting out \_\_\_\_\_ will lead to better results.
- The main priority for your first year **must** be \_\_\_\_\_.

### Q. Example: Rob's Plan

- Rob is a first-year college student who is interested in music and dance.
- His college campus has a student organization in the fine arts department.
- Rob's Plan:
- Fall Semester: \_\_\_\_\_
- Spring Semester: \_\_\_\_\_
- Sophomore year and beyond: \_\_\_\_\_

## R. Academic Time Commitment

- How much time do you currently spend on academics outside of school?  
\_\_\_\_\_
- How much time do you think college students need to spend on academics outside of class? \_\_\_\_\_
- In general, **college academics require about \_\_\_\_\_ hours of work outside of class each week for every semester hour of classes.**
- This includes \_\_\_\_\_ (e.g., reading, homework, studying, writing papers, etc.)
- This means:
  - One 3-hour class requires about \_\_\_\_\_ hours of outside work each week.
  - A *minimum* full-time course load (12 hours) requires about \_\_\_\_\_ hours per week.
  - A *typical* full-time course load (15 hours) requires about \_\_\_\_\_ hours per week.

## S. Keep in Mind

- These totals do not include the hours you spend \_\_\_\_\_.
- \_\_\_\_\_ often need to spend more time on schoolwork than their peers, so your totals may be higher.
- Time commitments will vary by class
  - Organic Chemistry: \_\_\_\_\_ commitment likely
  - Intro to Yoga: \_\_\_\_\_ commitment possible

## T. Creating a Balanced Schedule

- Most of your time in college is \_\_\_\_\_; you must structure it yourself by creating a \_\_\_\_\_.
- Your schedule should provide you with time for each of your goal categories.
- More time should be devoted to your higher priorities (i.e., \_\_\_\_\_)

## U. Sample Balanced Schedule

- All goal categories are represented.
- No one area completely consumes the others.



- \_\_\_\_\_ are the biggest commitment.
- The student treats school like \_\_\_\_\_; it is expected to take up most of his/her time.

#### V. Annie's Unbalanced Schedule

- Sophomore at "Eastern North Carolina College (ENCC)"
- 1.5 GPA and 24 semester hours earned
- Desired major: Exercise and Sport Science (requires a 2.5 cumulative GPA to declare major)
- **To declare her major at the end of this semester, Annie must earn a 3.6 GPA and 15 semester hours!**
- Furthermore, ENCC requires a 2.0 cumulative GPA to remain in good academic standing.
- Therefore, **Annie must earn at least a 3.0 and 12 semester hours in order to avoid academic probation and return to ENCC the following semester!**

#### W. Save this Student!

- Annie is now stressed out! Because she did poorly her freshman year, she is now under pressure to earn very high grades this semester.
- If she had raised her grade from a D to C in **one** class each semester last year, she would only need to earn a 2.5 and 12 semester hours in order to stay at ENCC.
- **Rewind** Annie's freshman year.
- Collaborate to develop a balanced schedule for her first semester of college that is more likely to produce better long-term results.
- As a group, rewrite Annie's daily schedule. You can use the framework from her sample schedule or start from scratch with a blank schedule. Remember: your final product should clearly reflect that academic success is Annie's priority.

## The College Puzzle

### A. The Jigsaw Puzzle

- Imagine that I have just handed you a box containing a 1,000-piece jigsaw puzzle, and you are going to assemble it?
- What is the **very first step** you will take? \_\_\_\_\_

### B. What is the picture on the box?

- Now imagine that you look at the box...but there's no picture?
- How does that change the situation? \_\_\_\_\_

### C. The College Puzzle

- In some ways, \_\_\_\_\_ is a lot like assembling a large jigsaw puzzle.
- To be a successful college student, you have to fit together all the pieces of your life, such as \_\_\_\_\_, etc.
- Just like with a real jigsaw puzzle, it is easier to figure out where each piece belongs if you have an idea of what the \_\_\_\_\_ is supposed to look like.
- To create your own "puzzle picture," you just need to know what your \_\_\_\_\_ are and have a sense of \_\_\_\_\_ so that you can tell whether you are putting each piece in the right place.

### D. Creating Your College Puzzle

1. Brainstorm the different "pieces" that you expect to be part of your college life.

Examples of possible "pieces in each category include:

- Academic: Attending classes, homework/studying, tutoring, organization, time management, etc. \_\_\_\_\_

- Social: Friends, family, hobbies/interests, events, entertainment, campus organizations, etc. \_\_\_\_\_

- Health/Wellness: Sports, fitness, activities and interests, religion/spirituality, etc. \_\_\_\_\_  
\_\_\_\_\_
- Daily Living: Chores, errands, employment, money management, eating, sleeping, hygiene, etc. \_\_\_\_\_  
\_\_\_\_\_

2. Decide how you will arrange your pieces and enter them on your puzzle grid.
3. Color code according to each piece's goal category.
  - Academic = Blue
  - Health/Wellness = Green
  - Daily Living = Purple
  - Social = Red
4. Step back and look at your puzzle. Have you achieved a good balance?
  - Are your categories represented in a proportion that fits with your goals?
  - Are any of your categories over-represented or under-represented?
  - What changes (if any) would you need to make in order to bring your college puzzle into balance?

## Creating a Long-Term Planning Calendar

A. What is the purpose of a calendar? \_\_\_\_\_

Why might it be important for a college student to use a calendar? \_\_\_\_\_

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B. What do you need reminders for?

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

C. Tips for Effective Calendars

- The \_\_\_\_\_ of calendar you use is much less important than \_\_\_\_\_. A calendar only works when you're \_\_\_\_\_ about updating and using it.
- Keep only \_\_\_\_\_ calendar and put \_\_\_\_\_ on it
- If in doubt, \_\_\_\_\_...even if you think you'll remember it!
- Color code

D. Create Your Calendar

- Using the tips and guidelines discussed in class, create your own long-term planning calendar.
- You may use any format you prefer, as long as you can demonstrate that it is effective.
- Include as much information as you have available for the remainder of the school year.

## Calculating Grades in College Classes

### A. College Grading

- Calculating your grade in college courses can sometimes seem challenging
- Each course may have a different configuration of tests and assignments, with each \_\_\_\_\_ differently in your final grade
- However, professors usually outline their grading structure in the course \_\_\_\_\_
- Some courses may weight assignments by \_\_\_\_\_. For example...
  - Test 1 is worth 40% of your grade
  - Test 2 is worth 40% of your grade
  - Paper 1 is worth 20% of your grade
- Others may use a \_\_\_\_\_ system. For example...
  - Test 1 is worth 100 points
  - Test 2 is worth 100 points
  - Paper 1 is worth 50 points

### B. Points-Based Grading

- Add up total points earned and divide by total points possible
- Multiply by 100 for the final grade expressed as a percentage

<u>Assignment</u>	<u>Points Possible</u>	<u>Points Earned</u>
Test 1	100	75
Test 2	100	90
<u>Paper 1</u>	<u>50</u>	<u>45</u>
Total:	250	210

$$210 \div 250 = .84 \quad .84 \times 100 = 84\% \text{ Final Grade}$$

### C. Percentage-Based Grading

- For each assignment, divide points earned by points possible. Multiply by 100 for the assignment grade expressed as a percentage.

- Then multiply each assignment grade by the percentage that specific assignment is weighted in the total grade.
- Last, add up all the weighted grades to get the final grade expressed as a percentage.

Assignment	Points Possible	Points Earned	Calculations of Grade Earned	% Weight	Calculations of Weighted Grade
Test 1	40	30	$30 \div 40 = .75 \times 100 = 75$	40%	$75 \times .40 = 30$
Test 2	80	72	$72 \div 80 = .9 \times 100 = 90$	40%	$90 \times .40 = 36$
Paper 1	10	9	$9 \div 10 = .9 \times 100 = 90$	20%	$90 \times .20 = 18$

$$30 + 36 + 18 = 84$$

$$84\% \text{ Final Grade}$$

#### D. Watch your Weights!

- Sometimes, each individual assignment grade will be weighted
- Other times, the average of a group of assignments will be weighted
- This may mean that a \_\_\_\_\_ number of grades actually have \_\_\_\_\_ impact on your final grade.

<u>Tests 50%</u>	<u>Quizzes 10%</u>	<u>Participation / Attendance 10%</u>		
50/60	9/10	2/2	2/2	2/2
60/100	8/10	2/2	2/2	2/2
	8/10	2/2	2/2	2/2
<u>Papers 30%</u>	9/10	2/2	2/2	2/2
30/50	7/10	2/2	2/2	2/2
15/50		1/2	1/2	2/2
		2/2	2/2	2/2
		2/2	2/2	2/2
		2/2	2/2	2/2

Assignment	Points Possible	Points Earned	Calculations of Grade Earned	% Weight	Calculations of Weighted Grade
Tests	200	110	$110 \div 200 = .55 \times 100 = 55$	50%	$55 \times .50 = 27.5$
Papers	100	45	$45 \div 100 = .45 \times 100 = 45$	30%	$45 \times .30 = 13.5$
Quizzes	50	41	$41 \div 50 = .82 \times 100 = 82$	10%	$82 \times .10 = 8.2$
Participation/ Attendance	56	54	$54 \div 56 = .96 \times 100 = 96$	10%	$96 \times .10 = 9.6$

$$27.5 + 13.5 + 8.2 + 9.6 = 58.8$$

$$59\% \text{ Final Grade}$$

- Most (80%) of a student's final grade in this course is based on grades on the \_\_\_\_\_.
- Even though there are many more grades in the categories of quizzes and participation/attendance, all of those together are only worth \_\_\_\_\_%

#### E. Tips for Watching Your Weights

- Pay careful attention to the weights of assignments in calculating your overall grade.
  - Find this information on your \_\_\_\_\_ for each course
  - If it's not listed, \_\_\_\_\_
- Use this information to \_\_\_\_\_ and manage your time.
  - Give the most attention to assignments that have the most impact on your grade
  - e.g., spend the time to revise your paper (15% of grade) before taking an online quiz (2% of grade)

#### F. Practicing Calculating Grades

- Using the examples on the worksheet, calculate the final grades for both classes listed.
- Then discuss the following questions:
  - What are the main differences between the two classes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - Why is it important to keep track of your grades in each class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Academic Integrity

A. What is integrity? \_\_\_\_\_

What do you think "academic integrity" means? \_\_\_\_\_

\_\_\_\_\_

B. Academic Integrity

- \_\_\_\_\_ ( \_\_\_\_\_ ) to which one is held regarding academics
- Most colleges have a clearly defined academic integrity policy, although the details vary at different schools
  - \_\_\_\_\_ (e.g., Honor Code, Honor System, Academic Integrity Policy, Code of Conduct, etc.)
  - Specific \_\_\_\_\_ (e.g., types of violations, process for reporting violations, etc.)
  - \_\_\_\_\_ (e.g., types of sanctions, severity of sanctions, etc.)

C. Honor Code / Code of Conduct

- Set of \_\_\_\_\_ governing students and faculty
- Defines honorable/ \_\_\_\_\_ behavior and \_\_\_\_\_ / unacceptable behavior.
  - Communicates importance of academic integrity to the school community
  - May include \_\_\_\_\_ expectations in addition to academic-related rules

D. Academic Integrity Violations

- Cheating
  - Using unauthorized \_\_\_\_\_
  - Receiving (or giving) unauthorized \_\_\_\_\_
  - Receiving (or giving) unfair \_\_\_\_\_
  - Can apply to any requirement, not just tests



○ Examples

- Copying homework or worksheet
- Referring to textbook during online quiz
- Telling a friend what's on a test you took early

● Plagiarism

○ Representing \_\_\_\_\_ as your own; can apply to:

- \_\_\_\_\_, thoughts
- Language, \_\_\_\_\_, phrasing
- Structure, organization

○ You must \_\_\_\_\_ everything you use that's not original and \_\_\_\_\_

○ Universities are increasingly using \_\_\_\_\_ to detect and prevent plagiarism

● Falsification

○ Spoken or written \_\_\_\_\_

○ a.k.a. fabrication or \_\_\_\_\_

○ Applies to coursework, \_\_\_\_\_, \_\_\_\_\_, documents, and more

● Other Violations

○ Unauthorized \_\_\_\_\_

○ Compromising the security or integrity of an exam, assignment, or grading process

○ \_\_\_\_\_ to violate a policy in the code

○ Failure to \_\_\_\_\_ a known violation

○ \_\_\_\_\_ to violate a policy in the code

E. Possible Sanctions

- Sanctions may come from the \_\_\_\_\_ and/or the university

- \_\_\_\_\_ (on assignment and/or in course)
- Educational assignment/program
- Loss of privileges
- Community service
- \_\_\_\_\_
- Probation, suspension, or \_\_\_\_\_

F. Why is academic integrity important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

