

Unit Ten

Preparing
for

Post-

Secondary

Success

UNIT TEN: PREPARING FOR POST-SECONDARY SUCCESS *Suggestions for the Instructor*

Pg. 10-12 – 10-13 -- What to Expect in College

Brainstorm with students the ways in which college is different from high school, GED study and the workplace. Discuss the key differences:

- A variety of class sizes
- More emphasis on tests and less busywork
- More in-depth writing assignments and research
- More freedom and more responsibility
- Consequences for low grades

Ask students to work together to create Venn diagrams to compare and contrast the experience of learning in college with learning in high school, in the GED classroom, and on the worksite. Discuss their results.

Pg. 10-14 – 10-15 -- Words of Wisdom: Study Skills

Ask volunteers to take turns reading the quotes aloud. Ask students to pick a quote that interests them and to write about it, reflecting on:

- what they think the speaker means
- whether they agree and why or why not
- how the quote is or is not relevant to their lives
- specific examples from their lives or the lives of others which highlight its meaning

Ask students to share their reflections with the class.

Pg. 10-16 -- Steps to Achieving Post-Secondary or Post-Release Goals

Students can use this handout once they have decided on a post-secondary or post-release goal and have done sufficient research to plan the transition in specific, measurable and achievable steps. Work with students individually to decide which one (or more) of the three post-secondary options is right for them and how to find answers to the questions for each. This handout can be used as a planning sheet to be completed over a number of class periods; some of it may need to be completed after release.

Pg. 10-17 – 10-18 -- Independent Learning: Questions for Discussion

As a class, read the discussion questions about independent learning. Ask students to reflect aloud about how they feel about these topics, drawing on their own experiences.

- What is independent learning?
- What is initiative?
- What is self-discipline?
- What is persistence?
- What is interdependence?
- What role do support systems play in independent learning?
- What resources do you need?

Pg. 10-19 -- Making Time for College

Use this schedule to address how students use their time, in order to assess how their schedule might be adapted to include college work. Do they have time to attend college full time or part time? Do they have time to study approximately two hours for every hour of class? If they are in a corrections setting, ask them to imagine what their daily routine will look like upon release and how they would fit college work into this routine.

Pg. 10-20 --Typical Time Wasters

Ask students to answer questions about how they use their time on a typical day, (and if they are incarcerated, to reflect on what a typical day was like on the outside), then to share their answers with the class. Discuss their answers. Ask them to analyze which, if any, of the behaviors they may need to change to include additional college work in their routines.

Pg. 10-21 – How to Get Organized

On this handout, students are given a list of tools useful in a vocational / technical school or college classroom. In addition, they are reminded that, in order to be organized, they need to ensure that time and space are both priorities.

Pg. 10-22 -- Lulu Needs Organizational Help!!!!

On this handout, students read about Lulu, who needs organizational help. Ask students to brainstorm as a class or in small groups all the things Lulu can do differently to get her act together and successfully complete her college courses.

Pg. 10-23 - 10-26 -- How to ACE Note Taking

In order to get the most from the learning environment, there are many things that students can do. One of the best ways for students to get the most from a learning situation -- whether listening to a speaker, participating in a discussion, watching a movie or reading a text -- is to take notes.

In this handout, students learn that taking notes is a skill that takes practice, and that there are a variety of ways to take notes, and different methods are used in different situations.

Ask students to read the reasons for taking notes, then to address the questions which follow.

ACE: Abbreviate / Contemplate / Elaborate

Review the three aspects of note taking described by the acronym A.C.E. Give students the opportunity to discuss and practice these strategies.

- **Abbreviate** information; use symbols, abbreviations and acronyms
- **Contemplate** what you have learned.
- **Elaborate.** Review your notes as soon as possible and fill in any gaps.

How to ACE Note Taking: Practice

Using this handout, instructors can give students opportunities to practice various strategies for taking notes from lectures and from reading.

For this activity, you will need both an instructional video and a reading on a relevant topic, either an article from a newspaper or magazine or a chapter from a textbook, written at a GED or college level.

To practice taking notes from lectures, tell students to watch the instructional video, using active listening and taking notes on essential ideas. Ask them to share their notes and review the arguments or ideas discussed by the speaker after the movie is over.

(continued)

To practice taking notes from reading, tell students to read the article or chapter you have chosen. Ask them to use various strategies to take notes on essential ideas in order to be prepared to share their notes and review the key ideas in the reading.

You may find that note taking is a skill with which students have very little experience. Provide as many opportunities as necessary for them to practice using various note taking strategies until they are confident with their ability to take notes for information.

Pg. 10-27 - 10-30 -- Note Taking: The Folded Page System

The folded page system is a particularly recommended approach for taking notes. In this system, students write facts they think are important to the article's main idea on the left hand column of a folded, lined piece of paper. In the right hand column, they write thoughts, feelings and reactions.

Download and copy the article, "**Working Poor and Young Hit Hard in Economic Downturn**" (Erik Eckholm, New York Times, November 8, 2008) www.nytimes.com/2008/11/09/us/09young.html. Ask students to read the article individually, taking notes as they read, using the folded page system. When they have finished reading the article and taking notes, using the folded page system, have them summarize, in writing, the main themes of the article as well as their responses. Discuss the article as well as the folded page note taking method as a class.

After students have practiced the folded page system with the article provided, ask students to read articles on topics that interest them (from a newspaper, magazine or text book, written at the GED or college level) and to take notes using the folded page system. Have them summarize, in writing, the main themes of the article as well as their responses. Discuss the articles as well as the folded page note taking method as a class.

Pg. 10-31 - 10-32 -- Newspaper Article Summary Sheet

From class newspapers or articles you supply, ask students to choose an article about a topic that interests them. Have them use the handout to answer the "who / what / when / where / why" questions on the sheet. Ask them to identify new vocabulary as they read and look up its meaning in a dictionary. Have students summarize key events of the story in their own words, using complete sentences, then write any questions / thoughts / feelings they have about the story.

Pg. 10-33 --Test Taking Tips

This handout reviews basic tips for doing well on tests. Students are reminded to be confident and be prepared and to take particular actions before and during the test. After reviewing these strategies with the class, ask students to write themselves a note to remind themselves of what they need to do to do well on tests, based on their past experiences.

Pg. 10-34 - 10-35 -- Words of Wisdom: Research

Ask volunteers to take turns reading the quotes aloud. Ask students to pick a quote that interests them and to write about it, reflecting on:

- what they think the speaker means
- whether they agree and why or why not
- how the quote is or is not relevant to their lives
- specific examples from their lives or the lives of others which highlight its meaning

Ask students to share their reflections with the class.

Pg. 10-36 -- Why Do Research?

Ask students to discuss as a group:

- Have you done research before?
- Have you written a research paper before?
- What was the experience like for you?

Read the handout aloud and discuss the many reasons why learning to do research and write research papers is valuable. Then ask students to brainstorm five topics that interest them and that they would like to find out more about.

Pg. 10-37 - 10-39 -- Important Research-related Terms

If you have access to the internet, ask students to find the definition for each of these terms. Tell them to write the website address where they found the information, then copy the website definition verbatim, then paraphrase it. If they do not have access to the internet, have them use dictionaries and resource guides to complete this activity.

ANSWERS:

- Research: **Research is the detailed study of a subject, especially in order to discover information or reach a new understanding.**

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- References: References are sources used by the writer to gather information, which are then credited or cited at the end of the paper in the bibliography.
- Primary source: Primary sources of information are those that provide first-hand accounts of the events the writer is researching. In general, these are documents that were created by witnesses of events at the time they occurred. Primary sources include photographs, diaries, letters, reports, or news articles.
- Secondary source: A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching. Secondary sources are generally scholarly books and articles.
- Database: A database is an internet application that manages information (data) and allows fast storage and retrieval of those data.
- Paraphrase: To paraphrase is to restate a text in one's own words.
- Citation: Citation is the act of showing where the writer got the information or the quote.
- Plagiarism: Plagiarism is the unauthorized use of another writer's words, without giving the writer credit or using quotation marks. Plagiarism is also known as literary theft.
- Verbatim: To quote something verbatim is to use the exact words.
- Bibliography: A bibliography is a list of the source materials that are used in doing research.
- Draft: The rough draft is part of the first attempt at writing a research paper. The rough draft is then revised and edited in order to prepare the final draft.
- Revise: To revise is to alter or improve something already written, paying attention to organization, clarity and word choice.
- Edit: To edit is to correct a paper for spelling, punctuation, capitalization and sentence structure.

Pg. 10-40 – 10-42 -- How to Write a Research Paper

Read this handout with the class, reviewing the key aspects of writing a research paper:

1. Ask questions.
2. Gather information.
3. Organize and present your information.

Review the steps in the research process by asking students to fill in the handout. Review their answers as a class.

ANSWERS:

To get information about a topic that interests you, you must do research. You can get information by looking at references. Try to find primary sources written by someone involved at the time of the event. Also, use secondary sources, which are documents that describe an event, person, place or thing from an outside perspective, and usually were written after the event.

You will find a lot of information, arranged for ease and speed, collected on the internet in databases.

When taking notes, avoid plagiarism by always writing in your own words. Don't copy, paraphrase, by restating information in your own words. And make sure you always give a citation to show which resource you used to get the information. List all of the sources you used in a bibliography at the end of your paper.

When you have finished writing notes and putting them all together in an organized way, write your first draft. After you have written it, read it over thoroughly in order to edit for any mistakes in grammar, spelling or punctuation and to revise for organization, clarity and meaning.

Pg. 10-43 – Don't Plagiarize: Always Write in Your Own Words!!!!!!

Use this handout to review the process of writing an original paper free of plagiarism. Stress the educational value of paraphrasing and summarizing information, always in one's own words. Emphasize the legal and disciplinary ramifications of plagiarism and the effect it can have on college careers.

Pg. 10-44 -- How to Search the Internet (Wisely)

Use this handout to review with students key points to remember in using the internet to do research. If students do not have access to the internet and will not be using it to write a practice research paper, tell students these points will be valuable to them if they plan to attend college in the future.

Pg. 10-45 - 10-48 -- Bibliography Format

From assorted texts, have students work in pairs to write correct bibliographic entries. Tell them to follow exactly the format used in the example.

Pg. 10-49 - 10-53 -- Model Research Paper

Use this model research paper about the childhood of Frederick Douglass to demonstrate what a final draft of a college level research paper might look like. Review the front page, the organization, the font and the bibliography.

Pg. 10-54 -- Research Assignment

Give students the opportunity to write a 2-3 page research paper. Carefully review with them the steps to follow to write a draft college-level research paper. Tell them to plan to write a rough draft, then revise it after reviewing it with the instructor.

Pg. 10-55 -- Research Topics

Share this list of topics with the students and encourage them to pick one of the topics, and then refine it. Discuss with them the likelihood of finding adequate information to address the topic in enough detail. If you have access to the internet, there are a wide variety of acceptable topics, but if you do not have access to the internet you will have to provide resource books and encyclopedias from which they can gather adequate material.

Pg. 10-56 -- Research Paper Checklist

Use this checklist to help students evaluate whether they have completed the assignment and what other steps they might need to follow to finish their final draft of a research paper.

Pg. 10-57 - 10-58 -- Types of College Courses

On this handout, students review key vocabulary related to college classes and credits: Transition / Developmental Courses, Credit-Bearing Courses, Mandatory (Required / Requisite) Courses, Prerequisite (Prereq.) Courses, Elective Courses.

After reviewing the terms, ask students to do research, using a college catalogue (on-line if possible), to find out what kinds of course they would need to take to earn a degree or certificate in their area of interest and the answer the questions on the handout.

Pg. 10-59 -- Ask an Instructor

Arrange to have a professor or instructor from the local community college visit the class. Before the visit, ask students to work in small groups to develop a set of questions to ask the visiting professor about what to expect from a college class. They may ask about the content of his or her course, what a syllabus for the class looks like, how he or she determines grades, what kinds of tests she gives, etc. Have students use this handout to take notes.

Pg. 10-60 - 10-62 -- Sample College Syllabus

Share with students a typical college syllabus in order to acquaint them with the kinds of expectations, assignments and grading policies they may encounter in a college setting. Review all the key aspects of the syllabus with the students. Review terms and address any questions they may have:

Pg. 10-63 -- Sample College Essay Exam

Use this handout to acquaint students with the kinds of essays they may be expected to write in a typical college English composition class.

**Pg. 10-64 - 10-66 -- Strategies for Success in College:
Reflection / Discussion Guide**

Ask students to review the list of suggestions for success in college. Ask them to write in answer to the questions which follow the suggestions. Discuss their answers as a class.

Unit Ten

Preparing for Post-Secondary Success

Student Activities

What to Expect in College

College is different from high school. College study can be very dissimilar from study for the GED. What instructors expect in college is quite unlike what is expected in the workplace. After reading the information below, use the Venn diagram on the following page to compare and contrast college with high school, GED classes, and work.

A variety of class sizes

College classes can have anywhere from fifteen to a thousand students. Depending on the college and the program of study, students may be in small seminars or large lecture halls. Professors may know everyone by name in small classes or, in large classes, may not take attendance.

More emphasis on tests and less busywork

Most college coursework will be done outside of class. Students are expected to take notes in class to prepare for mid-term and final exams and to study on their own time. Homework grades often make up only a small part of a student's grade, and midterms and final exams may make up most of a student's final grade.

More in-depth writing assignments and research

Many college classes require students to write research papers. Students are expected to know how to find information, develop an organized essay on a topic, write clearly, and support their ideas with research-based evidence. Written assignments may be a few or many pages long and usually must follow a specific format.

More freedom and more responsibility

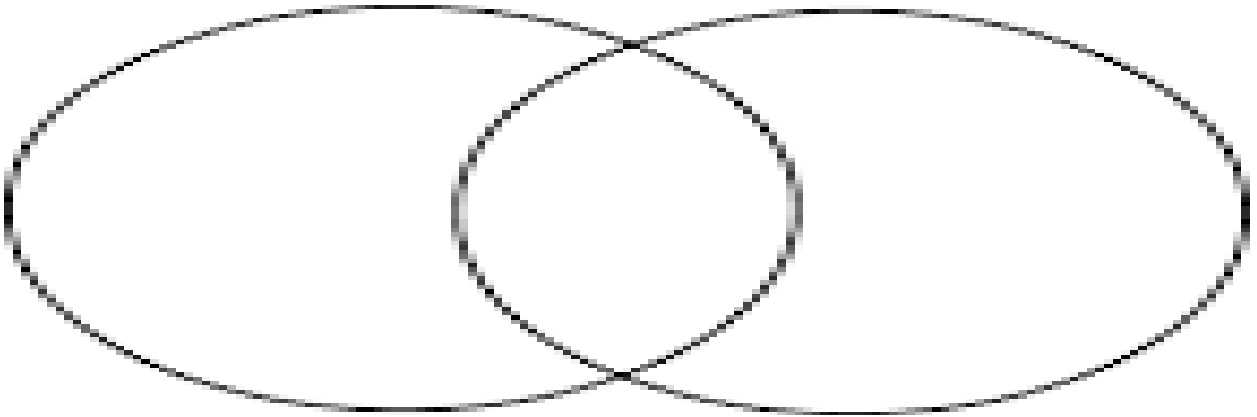
In college, students have a lot of freedom. No one monitors if students go to class or do their assignments. Students are expected to manage their own time, study about two hours for every hour of class, complete assignments, come to class regularly and prepare for tests independently. Students are expected to take initiative to ask for help if they need it. Students are responsible for their own academic progress.

Consequences for low grades

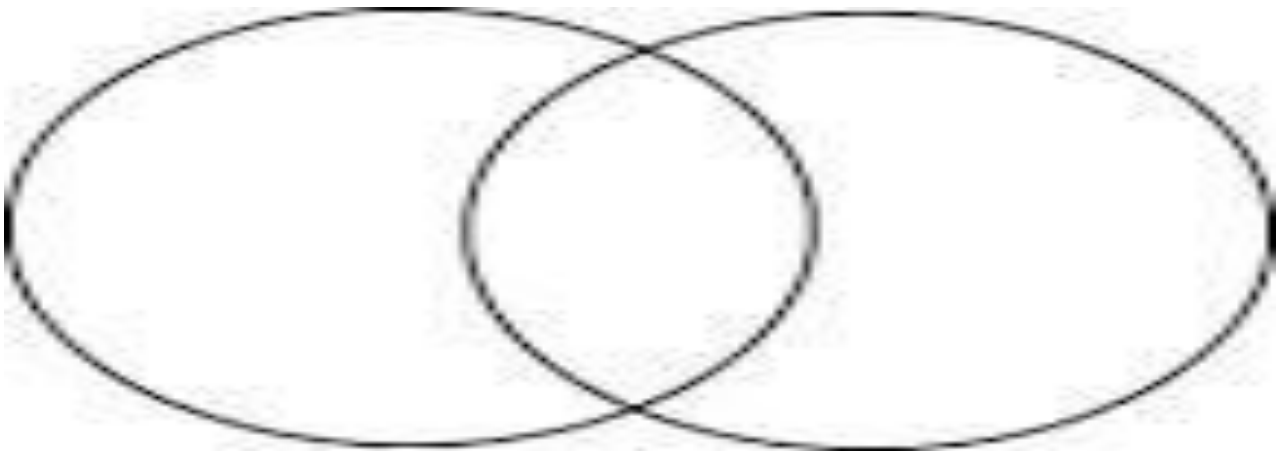
All colleges have academic requirements. Students must meet these requirements in order to be kept off of academic probation. If they don't bring their grades up by the end of the next term, they may be withdrawn from school.

What to Expect in College, cont.

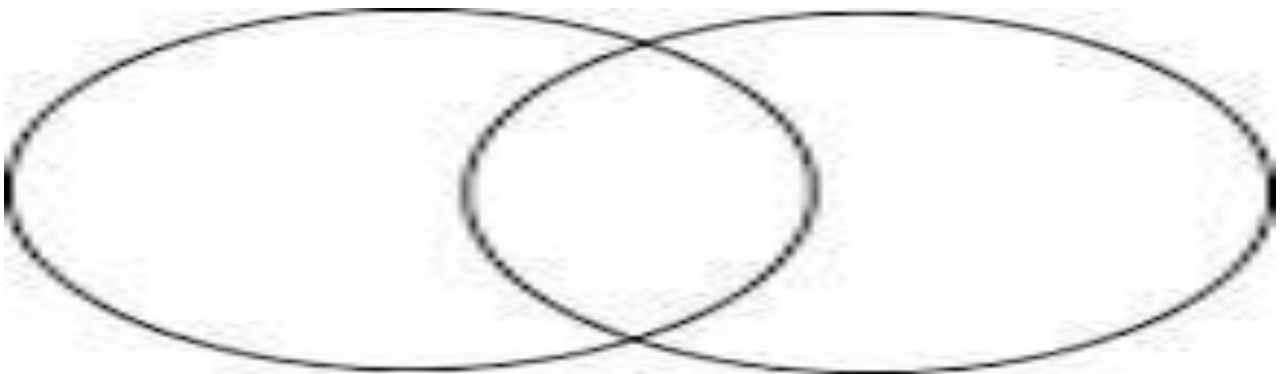
Use Venn Diagrams to Compare and Contrast



How are college and high school similar? How are they different?



How are college classes and GED classes alike? How are they different?



How are college and work similar? How are they different?

WORDS OF WISDOM: STUDY SKILLS



I will study and get ready and perhaps my time will come.
Abraham Lincoln

The bitterness of studying is preferable to the bitterness of ignorance.
Anonymous

You learn to speak by speaking, to study by studying, to run by running, to work
by working; in just the same way, you learn to love by loving.
Anatole France

Excellence is a better teacher than mediocrity.
The lessons of the ordinary are everywhere.
Truly profound and original insights are to be found only in
studying the exemplary.
Warren Bennis

We all learn best in our own ways. Some people do better studying one subject at
a time, while some do better studying three things at once. Some people do best
studying in a structured, linear way, while others do best jumping around,
"surrounding" a subject rather than traversing it. Some people prefer to learn by
manipulating models, and others by reading.
Bill Gates

Seeing much, suffering much, and studying much
are the three pillars of learning.
Benjamin Disraeli

Are you willing to spend time studying the issues, making yourself aware, and
then conveying that information to family and friends?
Ronald Reagan



∞ ∞ STUDY SKILLS ∞ ∞
Reflections

Pick a quote that intrigues you. Write about the quote, reflecting on:

- *what you think the speaker means*
- *whether you agree and why or why not*
- *how the quote is or is not relevant to your life*
- *specific examples from your life or the lives of others which highlight its meaning*



Steps to Achieving Post-Secondary Goals

After you have identified your post-secondary goals, take note of the steps involved in achieving those goals. Which of the following steps have you already accomplished? Which can you begin while you are incarcerated? Use this chart to help you plan your transition to post-secondary success.

Job / Career	Technical School	College / University
___ Complete a job / career readiness portfolio (Florida CHOICES)	___ Identify your program choice:	___ Identify your program choice:
___ Establish a transportation plan	___ Find out the start date:	___ Find out the start date:
___ Establish a budget plan	___ Identify how many hours the program requires:	___ Identify how many credit hours the program requires:
___ Make a time management plan	___ Identify the program cost:	___ Identify the program cost:
___ Identify job search strategies	___ Establish a budget plan	___ Establish a budget plan
___ Set academic goals: <ul style="list-style-type: none"> • TABE scores • GED 	___ Make a time management plan	___ Make a time management plan
___ Make a plan for achieving academic goals	___ Achieve required TABE scores	___ Pass GED test and submit scores
	___ Pass GED test and submit Scores	___ Take relevant entrance exams (Pert or ACT / SAT)
	___ Take a campus tour	___ Take a campus tour
	___ Meet student services	___ Meet student services
	___ Complete application	___ Complete application
	___ Complete financial aid application	___ Complete financial aid application

Independent Learning

Questions for discussion

In small groups, discuss the questions about independent learning. Reflect aloud with the group how you feel about these topics, drawing from your own experience.

What is independent learning?

- What is independence?
- What qualities does an independent person possess?
- What is self-directedness?
- What societal factors might interfere with self-directedness?
- Are independence and self-directedness the same thing?
- Does being independent and self-directed mean one must work or study alone? Does being independent mean being lonely?

What is initiative?

- What are the benefits of initiative?
- Give an example of a time you or someone you know took initiative.
- How did you or the other person feel? How did other people react?

What is self-discipline?

Achieving personal goals requires self-discipline and the ability to delay pleasure in the short term for satisfaction of a goal in the long term. Self-discipline means drawing on inner strength to accomplish difficult or tedious tasks, because you have a stake in the results.

- When in your life have you exercised self-discipline? Have you ever quit smoking, given up or limited your use of drugs or alcohol, regularly come to school or work on time, given up fighting or cursing, exercised regularly, lost weight or changed your diet, learned to drive or swim or fish or read or do fractions? How did it feel? What were the results?
- What strategies did you use to accomplish these goals? How might these strategies be applied to academic or career goals?
- Are there goals you have not achieved because you haven't yet cultivated self-discipline? What support systems might help?

What is persistence?

- How does the ability to be persistent relate to succeeding in college?
- How does the ability to be persistent relate to getting a good job?
- Give an example of a time you have been persistent and tell what the results were.

What is interdependence?

- In what ways are people dependent on each other?
- What are the benefits and disadvantages of interdependence?
- What is the relationship between independence and interdependence?

What role do support systems play in independent learning?

Many forces in our lives influence our ability to take initiative and to be persistent. Having guidance and support greatly enhances our chances of success. Reflect on and discuss your own personal situation:

- What people, groups or institutions might provide you with guidance and encouragement as you pursue your goals? How do you take advantage of support systems?
- Are there people, factors or groups that have undermined your progress? How do you manage negative influences?

What resources do you need?

Many times when we want to do something new, we need information and help to do it. When you confront an issue, problem or situation you've never faced before, it may be helpful to ask yourself these questions:

- *Whom* should you ask for help if you need it?
- *Who* can provide you with valuable information and guidance when you have a problem?
- *What* information do you need?
- *Where* can you go to get help or information?
- *How* can you remember this information?
- *How* can you best use this information?

Making Time for College

How do you use your time? Write down what you do with your hours on an average week, in order to assess how your schedule might be adapted to include college work. Do you have time to attend college full time or part time? Do you have time to study approximately two hours for every hour of class? If you are in a corrections setting, imagine what your daily routine will look like upon release and how you would fit college work into this routine.

	Sun	Mon	Tues	Weds	Thurs	Fri	Sat
7 - 8 am							
8 - 9 am							
9 - 10 am							
10 - 11 am							
11 am - 12 pm							
12 - 1 pm							
1 - 2 pm							
2 - 3 pm							
3 - 4 pm							
4 - 5 pm							
5 - 6 pm							
6 - 7 pm							
7 - 8 pm							
8 - 9 pm							
9 - 10 pm							
10 - 11 pm							
11 pm - 12 am							
12 - 1 am							
1 - 2 am							
2 - 3 am							
3 - 4 am							
4 - 5 am							
5 - 6 am							
6 - 7 am							

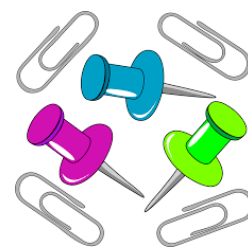
TYPICAL TIME WASTERS

Answer these questions about how you use your time. If you are incarcerated, think about how you spent a typical day on the outside.

1. On a typical day, how many minutes or hours do you think you spend:
 - watching TV?
 - playing video games?
 - using Facebook or Myspace or Twitter?
 - emailing?
 - surfing the web?
 - talking on the phone?
 - texting?
2. Does it take you a long time to find things because you have too many things which are not in a special place?
3. Do you get lost when you are going to a new place?
4. Are you often late?
5. Do you lose things?
6. Do you procrastinate?
7. How many hours do you think you spend each day partying or socializing?
8. Which, if any, of the behaviors above would you like to change? Why? How would you do it?
9. Which, if any, of these behaviors might you need to change if and when you begin to include college classes and study into your routine? How would you do it?

How to Get Organized

It can be hard to keep track of all the things you need to do to succeed in school, especially if you are balancing college classes and work and family life. Take time to think through all the things you can do to make the challenge easier for yourself. Plan ahead and get organized!



Organize Your Tools

Get a backpack to carry all the things you need every day. Keep it stocked with:

- ink pens
- pencils
- highlighter
- required reading materials
- spiral notebook
- pocket folders for papers
- planner / calendar
- dictionary

Create an organized space to do your schoolwork. Make sure you have access to:

- a desk or table for quiet study
- ink pens and pencils
- pencil sharpener
- highlighters
- spiral notebooks and lined paper
- pocket folders for papers
- planner / calendar
- dictionary
- paper clips
- ruler
- scissors
- stapler
- calculator
- computer and printer

If your apartment or home is not conducive to study, or if you do not have a computer, *use the campus library and all its services*. Learn the library hours and plan your schedule so you can check school email and type, save and print your papers there.

Organize Your Time

Use your devices (cell phones, smartphones, etc.) to remind yourself of appointments and assignments due.

Use a daily planner and write down when all your assignments are due.

Use a large wall calendar to get a visual picture of what you have to do.

Establish a schedule so you make time for all the important things you have to do:

- bed time
- waking up time
- eating breakfast
- preparing lunch
- exercising
- studying

Establish a routine. Put your keys, backpack, school supplies, assignments due, and bus fare all in one place so you won't have to scramble for them in the morning.

Plan for long-term projects. Estimate the time it will take to complete your assignments. Divide them into manageable sections, and set deadlines for each.

Lulu Needs Organizational Help!!!

Lulu has an assignment due tomorrow. She successfully finishes it at 8 p.m. She rewards herself by staying up late playing video games with her roommate. Because of one beer too many, Lulu forgets to set her alarm. She wakes up at 9 a.m. with a headache to the next door neighbor's dog barking. She knows she is probably going to be late for her 10 a.m. class, so she rushes, grabs a soda from the fridge, sticks her notebook in her backpack and runs out the door to the bus stop. She forgets her bus pass, so she has to walk to the corner store to get money from the ATM, which costs \$3.00 to withdraw \$20.

By the time Lulu gets to class, she is twenty minutes late. She considers not going at all because it is embarrassing to walk in late (and she's done this before.) The teacher always stops talking and clears her throat; everybody looks at Lulu while she finds a seat in the back. She decides to go to class since she has already been absent once because of sleeping late, and she needs the review for the upcoming test. She realizes she forgot her assignment, which means she'll lose twenty points even though the answers were all correct. She slumps down in her seat and prepares to take notes, but she has to turn to the person next to her to ask if she can borrow a pen. She wonders if she can handle school, thinking her mother may have been right that she's not smart enough for college. Her mind wanders and she doesn't hear much of what the professor says.



Help! Lulu is in trouble, but with practice, she can get her act together and successfully complete her college courses. In small groups, discuss all the things Lulu could do differently:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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How to ACE Note Taking

You will learn the MOST by taking notes. In order to get the most from the learning environment, there are many things that you can do. The most important thing is to come to the new learning situation fully ready to be involved. One of the best ways to involve yourself -- whether listening to a speaker, participating in a discussion, watching a movie or reading a text -- is to take notes.

Taking notes helps you learn. *Take notes in order to:*

- focus your attention on the topic.
- help you identify the main ideas.
- help you prepare for assignments and tests.
- provide yourself with materials to study with others and to "compare notes."

Taking notes takes practice. *There are a variety of ways to take notes, and different methods are used in different situations. You may:*

- jot down key ideas while someone is speaking.
- copy key words and definitions from a text.
- highlight passages in a text.
- write questions about a lecture or a text.
- outline key concepts in order to clarify them.
- interact with a text by noting your own feelings and thoughts as you read.

Have you taken notes before? When did you take notes and why did you take them? Was the experience of taking notes helpful or frustrating? What else would you like to know to make the experience of taking notes more useful to you?

How to ACE Note Taking, cont.

ACE: Abbreviate | Contemplate | Elaborate

Note taking involves a few key steps. When we take notes, we are engaging our brains to fully participate in the learning at hand, and we are creating a document that we can refer to later. We can turn to our notes to review information, reflect on material learned and study for tests. Use the acronym ACE to learn key steps in the note taking process:

Abbreviate information. Take notes on key information, but be succinct.

- Don't be so busy writing that you miss key points.
- Listen for information that the teacher emphasizes or repeats.
- Write short, bulleted points, not complete sentences.
- Use abbreviations for speed, but be sure you know what they mean when you look back at them!

Use these standard symbols and abbreviations to help you write more quickly, and make up your own!

and	&	number	#
with	w/	government	govt
without	w/o	introduction	intro
question	?	someone	s/o
because	b/c	definition	
for example	e.g.	minimum	
information	info	reference	
organization	org	assignment	
equal	=	chapter	
plus	+	approximately	
minus	-		
percent	%		

Do you know any of these common acronyms? What others do you know? Look them up and then use them to speed up comprehension and note taking!

- | | | | | |
|-----------|-------|--------|-------|------|
| US | NASA | ICU | USDA | LBJ |
| HIV | IQ | FBI | SARS | FDR |
| MTV | CIA | CD | IEP | MLK |
| USSR | DVD | ETA | UN | UK |
| BET | EPA | PEMDAS | AIDS | ESPN |
| ASAP | HOMES | NBA | NAACP | HBO |
| ROY G BIV | DNA | ESOL | RSVP | ATM |
| CSI | WNBA | GQ | JFK | NYC |

The Folded Page System, cont.

Contemplate. *Take time to think about what you have heard or read.*

Try to review the main points in your mind, perhaps with your eyes closed, without looking at your notes. Let the new information sink into your memory before moving too quickly on to the next task.

Ask yourself:

- What will I remember easily?
- What will I need to review to understand and remember?
- Why does the speaker or writer think this information is important?
- How do I feel about this information?
- What will I need to know to pass the test or write the paper?

Elaborate. *Review your notes as soon as possible and fill in any gaps.*

- Reread your notes within 24 hours of taking them.
- Make sure your notes make sense. Add details, add important information you might have left out, fill in abbreviations and correct errors.
- Highlight sections you will want to review later for tests or class discussions.
- Connect the ideas in the notes to concepts you already understand. Include any additional information you have -- from experience or from the text -- in your notes.
- Compare notes with other students.
- Use study guides and chapter reviews to complement and compare with your notes.
- Make note cards to help you remember key facts: put key words on one side and definitions on the other, or questions on one side and answers on the other.

Do you think the ACE Note Taking method will help you to better remember what you hear or read? Why or why not?

How to ACE Note Taking: Practice

There are many opportunities in GED classes, technical school, and college classes, as well as at work, to practice using the ACE Note Taking method. The more you practice taking notes the quicker, more efficient and more useful the strategy will become.



Taking Notes from Lectures

- Listen for main ideas. Write them down.
- Listen for key supporting details. Write them down.
- Leave space between key ideas so it's easy to review them later.
- Write any questions you have as you listen.
- Summarize stories and anecdotes if they are relevant to the main idea and key supporting details.

Watch an instructional DVD. Use active listening and take notes on essential ideas. Share your notes and review the key ideas expressed or arguments made by the speaker after the film is over.



Taking Notes from Reading

- Read to find main ideas. Write them down.
- Read to find supporting details. Write them down.
- Notice headings and subheadings as guides to organization.
- Summarize key passages in your own words.

- Take notes on new vocabulary as you read.
 - Use the context to help you determine the meaning of new words.
 - Use prefixes, suffixes and root words to help decipher meaning.
 - Look up words you don't know if comprehension is affected.

Read an article in the newspaper or a chapter in a book. Use various strategies to take notes on essential ideas. Share your notes and review the key ideas in the reading.



Note Taking: The Folded Page System

The folded page system is a particularly recommended approach for taking notes. To use this system, write facts you think are important to the article's main idea on the left hand column of a folded, lined piece of paper. In the right hand column, write your thoughts, feelings and reactions.

1. Read the article:
 “Working Poor and the Young Hit Hard in Economic Downturn”
 www.nytimes.com/2008/11/09/us/09young.html.
2. Take notes using the folded page system,
3. When you have finished reading the article and taking notes using the folded page system, summarize, in writing, the main themes of the article as well as your responses.
4. Discuss what you have learned from the article with the class.

Title: _____

Important facts

Thoughts, feelings, reactions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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Note Taking: The Folded Page System, cont.

Important facts

Thoughts, feelings, reactions

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Note Taking: The Folded Page System, cont.

Read an article on a topic that interests you, written at the GED or college level. As you read, take notes using the folded page system. Write facts you think are important to the article's main idea on the left hand column of a folded, lined piece of paper. In the right hand column, write your thoughts, feelings and reactions. When you have finished reading the article and taking notes, summarize the main themes of the article and your responses.

Title of article or chapter: _____

Important facts

Thoughts, feelings, reactions

_____	_____
_____	_____
_____	_____
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Note Taking: The Folded Page System, cont.

Important facts

Thoughts, feelings, reactions

🌀 🌀 🌀 **Newspaper Article Summary Sheet** 🌀 🌀 🌀

Reading the newspaper is an excellent way to develop good study skills. Reading newspaper articles:

- fosters understanding of local and national issues
- deepens critical thinking skills
- augments understanding of current events
- enriches vocabulary
- strengthens reading comprehension skills
- enhances fluency



Choose an article about a topic that interests you. Answer the following questions and prepare to discuss the article with the class.

Headline _____

Reporter's name _____ Date of article _____

Key information / main idea

Who is the article about? (individual or group) _____

What happened? (key event) _____

When did the event take place? _____

Where did the event take place? _____

Why did these events take place? _____

Image from Creative Commons <https://pixabay.com/en/newspaper-news-journal-headline-152320/>

Newspaper Article Summary Sheet, cont.

New Vocabulary

1. word: _____ part of speech: _____

definition: _____

2. word: _____ part of speech: _____

definition: _____

3. word: _____ part of speech: _____

definition: _____

Summary

*Retell the key events of the story in your own words, using complete sentences.
Use the "who/what/when/where/why" to guide you.*

Opinion

Write any questions / thoughts / feelings you have about the story.

TEST TAKING TIPS

Be confident:

- Think of yourself as a capable, confident person.
- Think of the test as an opportunity to show what you know.

Be prepared:

- Prepare for the test by keeping up with assignments and taking notes.
- Review for the test a few days before the test date.
- Review for the test with a friend -- practice teaching and quizzing each other.
- Make lists, rhymes or pictures, or use mnemonic devices to help you remember key ideas or concepts.

Before the test:

- Get a good night's sleep and eat well before the test. Avoid sugar the morning of the test.

During the test:

- Sit where you will be the least distracted.
- Read and follow the directions carefully. Take the time you need to be sure you know what is expected.
- Scan the test to see what kinds of questions are on it.
- Plan your time. Pace yourself.
- If you're not sure of an answer, skip it and return to it later.
- Leave time at the end to review your answers and complete any unanswered questions.

Based on your experience with tests in the past, write yourself a note to remind yourself what you need to do to do well on tests:



Image from Creative Commons [tps://pixabay.com/en/photos/exam/](https://pixabay.com/en/photos/exam/)



WORDS OF WISDOM: RESEARCH



*The first problem for all of us, men and women,
is not to learn, but to unlearn.
Gloria Steinem*

**Research is to see what everybody else has seen,
and to think what nobody else has thought.
Albert Szent-Gyorgyi**

*I not only use all the brains I have, but all I can borrow.
Woodrow Wilson*

**There is nothing like looking, if you want to find something. You
certainly usually find something, if you look, but it is not always quite
the something you were after.
J.R.R. Tolkein**

*Somewhere, something incredible is waiting to be known.
Dr. Carl Sagan*

**Knowledge is power.
Frances Bacon**

*Research is formalized curiosity.
It is poking and prying with a purpose.
Zora Neale Hurston*

**Learning is not attained by chance.
It must be sought for with ardor and attended to with diligence.
Abigail Adams**



RESEARCH Reflections



Pick a quote that intrigues you. Write about the quote, reflecting on:

- what you think the speaker means*
- whether you agree and why or why not*
- how the quote is or is not relevant to your life*
- specific examples from your life or the lives of others which highlight its meaning*

◆◆◆◆ Why Do Research? ◆◆◆◆

Have you done research before? Have you written a research paper before? What was the experience like for you? What is the value of knowing how to do research? What questions or subjects are you interested in learning more about? Think about these things as you discover the reasons for doing research and the importance of having research skills.

Learning to do research and write research papers is valuable for many reasons:

- It familiarizes you with the library, the internet and a wide variety of research tools.
- It provides you with college-level skills that will enable you to research topics of interest and complete college assignments.
- It enables you to communicate your thoughts, ideas and knowledge about a topic with others in a formal and professional manner.
- Finally, and most importantly, it enables you to find information about ANY TOPIC that interests you or that you find meaningful. You'll have the skills for finding information about places you want to go, things you want to do, items you want to buy, problems you want to solve, topics and people and issues you are concerned about or curious about... the list is endless. Research is a very exciting way to learn.

Brainstorm five topics that interest you that you would like to find out more about.

1. _____
2. _____
3. _____
4. _____
5. _____

Important Research-Related Terms

Find the definition for each of these terms. Copy the definition *verbatim*, then *paraphrase* it. If you do not have access to the internet, use a dictionary or other resource guide.

Research

Exact definition: _____

Definition in your own words: _____

References

Exact definition: _____

Definition in your own words: _____

Primary Source

Exact definition: _____

Definition in your own words: _____

Secondary Source

Exact definition: _____

Definition in your own words: _____

Important Research-Related Terms, cont.

Database

Exact definition: _____

Definition in your own words: _____

Paraphrase

Exact definition: _____

Definition in your own words: _____

Citation

Exact definition: _____

Definition in your own words: _____

Plagiarism

Exact definition: _____

Definition in your own words: _____



Important Research-Related Terms, cont.

Verbatim

Exact definition: _____

Definition in your own words: _____

Bibliography

Exact definition: _____

Definition in your own words: _____

Draft

Exact definition: _____

Definition in your own words: _____

Revise

Exact definition: _____

Definition in your own words: _____

Edit

Exact definition: _____

Definition in your own words: _____

HOW TO WRITE A RESEARCH PAPER



1. ASK QUESTIONS

- Select a topic of interest.
- Brainstorm known information.
- List questions you have about the topic.
- Narrow your topic by focusing on key themes.
- Develop a preliminary rough outline of the information you hope to find.



2. GATHER INFORMATION

- Using the library's catalogue, search for books on your topic. Select a number of related books and look at each one carefully to determine if it will have the information you need. Look at the title, the jacket blurb, the table of contents and the index to determine if the book will be useful to you.
- When you are ready to begin taking notes, check the index and the table of contents to see which section of the book has information on your topic.
- Make a rough outline of the subtopics you will need to research. Prepare a separate sheet of paper for each subtopic. You may continue to add subtopics as you research and learn more information about your topic.
- Write a subtopic heading on each sheet of notepaper. Divide your notepaper into two columns. In the first column, write the bibliographic information about the source and the page number of the notes. In the second, take notes on the topic that you might decide later to include in the paper. Remember to abbreviate and summarize key points, and to write clearly enough to understand your notes later.
- Do not copy notes exactly, unless you use quotation marks and clearly identify the author. Paraphrase key information by writing short, incomplete sentences that capture the main idea and important details.

Image from Creative Commons <https://www.flickr.com/photos/44313045@N08/8706485644>

How to Write a Research Paper, cont.

3. ORGANIZE AND PRESENT YOUR INFORMATION

- Once you have reviewed your sources and carefully written lots of notes, review them. Re-examine your outline to determine whether any new subtopics need to be added, and revise it accordingly. Put your notes in the order of the outline.
- You are ready now to begin writing your first draft. Take your time and form your notes into complete sentences. Write simply and directly. Be specific and descriptive and use interesting vocabulary, but write clearly. Always write in your own words.
- If your paper is about a person's life or an important historical event, using chronological order is best.
- If your paper is about a subject that has a number of subtopics, organize your paper so you address the information in clusters.
- If your paper is about a controversial topic, explain the issues, then clearly explain each of the arguments about causes and effects, keeping related views together.
- Begin with an introduction that tells the reader what the main idea of the paper will be.
- Use the body of the paper to explain key aspects of your topic.
- End with a conclusion that restates your main idea and summarizes your main points.



Image from Creative Commons https://commons.wikimedia.org/wiki/File:Desktop_computer_clipart_-_Yellow_theme.svg

How to Write a Research Paper, cont.

REVIEW OF STEPS IN THE RESEARCH PROCESS

To get information about a topic that interests you, you must do _____. You can get information by looking at _____. Try to find _____ written by someone involved at the time of the event. Also, use _____, which are documents that describe an event, person, place or thing from an outside perspective, and usually were written after the event.

You will find a lot of information, arranged for ease and speed, collected on the internet in _____.

When taking notes, avoid _____ by always writing in your own words. Don't copy, _____ by restating information in your own words. And make sure you always give a _____ to show which resource you used to get the information. List all of the sources you used in a _____ at the end of your paper.

When you have finished writing notes and putting them all together in an organized way, write your first _____. After you have written it, read it over thoroughly in order to _____ for any mistakes in grammar, spelling or punctuation and to _____ for organization, clarity and meaning.

DON'T PLAGIARIZE!

!!!! Always Write in Your Own Words !!!!



- When writing from notes, think about the main idea you want to convey and express it in your own words. It may help to restate the main idea aloud before you write it.
- Do not use words in your draft that you do not understand. If you want to use interesting language, use a thesaurus to find synonyms for simple words and to avoid repeating yourself.
- If a statement you write is common knowledge (for example, a birth date) or would be found in many references, you do not have to credit the source. If the information is not common knowledge, you must show where you found it by writing the source (the author's name and the page number) in parentheses after the statement.
- Use a direct quotation when a statement is particularly important and well-said and cannot be paraphrased easily. Put quotation marks around the exact words the speaker says and identify the speaker. Show where you found the quote by writing the source (the author's name and the page number) in parentheses after the statement.

Whatever you do, don't plagiarize. Instructors can easily detect plagiarism. Plagiarism is illegal and there are serious consequences. Your grade might be significantly lowered or you could fail the class.

If you have trouble writing your research paper in your own words, seek help from the teacher or the tutoring center.



HOW TO SEARCH THE INTERNET (WISELY)

1. Use a variety of search engines to access multiple sources.
(Google/Bing/Yahoo/AOL are among the most common search engines.)
2. Enter key words. If you are looking for specific information, be specific.
(For example, "Frederick Douglass childhood" may narrow your search more than just "Frederick Douglass.")
3. Be careful to spell key words correctly. Incorrect spelling may lead to invalid websites and inaccurate information.
4. Look for links. Many good websites have links to other websites that will give even more specific information.
5. Make sure the material on the website is written at the appropriate level. Sources written for children may have limited information; sources written for high school and first year college students might be just right; sources written for advanced academics may be too difficult or take too long to decipher.
6. Only use authoritative sources. Encyclopedia sites, university websites and websites of reputable institutions will have accurate and valid information. (For example, the National Hurricane Center would be a good source for information about hurricanes.) Avoid individual websites or websites by groups with obvious biases.
7. Check the date the article was written. If you are writing about a current event, make sure your source is current. For events that happened in the distant past, or for general information that hasn't changed, the date won't matter as much.



Image from Creative Commons <https://pixabay.com/en/owl-owls-cartoon-animal-nature-1814023/>

BIBLIOGRAPHY FORMAT

From assorted texts, work in pairs to write correct bibliographic entries. Follow the format used in the example exactly.

Book with one author:

Smith, Dale. A Farmer's Life in the Civil War. Milwaukee, WI: World Almanac Library, 2004.

Example: _____

Book with two authors:

Rudeman, Sally and Tom O'Haughnessy. The Mystery of Jupiter. New York: Crown, 1999.

Example: _____

Encyclopedia and other reference books:

Cunning, John, Jr. "Jefferson, Thomas." The World Book Encyclopedia. 2004.

"France." World Book Encyclopedia. 2008.

Example: _____

Bibliography format, cont.

Article in a periodical:

Child, Diane. "Traders of the East." Journal of Exploration Feb. 1996: 13-15.

"Atomic Benchmarks." Discovery March 2006: 4-5.

Wallman, Claudia. "Evolution and Religion." Time 15 August 2005: 27-35.

"Inside the N.B.A." The New York Times 15 August 2007: 12D.

Example: _____

Interview conducted by the student:

Corzinino, Randall. Personal interview. 20 March 2006.

Washington, Denzel. Telephone interview. 26 January 2006.

Example: _____

Bibliography format, cont.

Encyclopedia Online:

Chaser, Phil D. "William Walker." World Book Online.
28 March 2009 <<http://www.worldbookonline.com>>.

Duffy, Norma. "Toxic Chemicals." Grolier Multimedia Encyclopedia.
10 September 1999 <<http://gme.grolier.com>>.

Example: _____

Periodical article found on an online database:

McKinnon, James. "Entrepreneurship: How To." Cobblestone Nov. 2005: 10-13.
Primary Search. EBSCO Publishing. 12 Dec. 2006 <<http://sasweb1.epnet.com>>.

O'Malley, Donald. "Iran and the United States." Faces March 2006: 12-13. Middle Search Plus. EBSCO Publishing. 26 Jan. 2006 <<http://sasweb2.epnet.com>>.

Example: _____

Bibliography format, cont.

World Wide Web:

North, Ronald. "John F. Kennedy's Assassination." John F. Kennedy Research Site. 28 November 2005 <<http://home.att.net/~rjnorton/kennedy75.html>>.

"Statistical Summary: Unemployment in America." The U.S. Economic Data Center. 17 March 2006 <<http://www.cwc.lsu.edu/other/stats/jobs.html>>.

Armon, Bud. "Protecting Our Environment." Environment Quarterly. 25 Feb. 2006 <<http://seds.lpl.arizona.edu/environment/protectingourenvironment/callisto.html>>.

Williams, Mary. "Hydrogen." WebElements periodic table. 9 July 2008 <<http://www.webelements.com/webelements/elements/text/N/key.html>>.

Example: _____

Example: _____

MODEL RESEARCH PAPER

The Childhood of Frederick Douglass

Joseph Freeman

Adult & Community Education
GED / College Preparation

September 30, 2015

Model Research Paper, cont.

Frederick Douglass was born into slavery in 1818. After he escaped from slavery, he became one of the most famous advocates of African American civil rights the country has ever known. Frederick Douglass became an outspoken abolitionist and speaker. He wrote his autobiography, published an anti-slavery newspaper called *The North Star*, and talked to President Lincoln in person. (“Africans in America,” p.3) Until the end of his life, he worked for women’s rights and for the rights of African Americans.

Frederick Douglass’s childhood had a big influence on him. He was born Frederick Augustus Washington Bailey in 1818 in Maryland on a slave plantation. Douglass lived with his grandmother, grandfather, cousins, sisters and aunt in a cabin. His grandmother was a nurse and a fisherwoman who was good at growing sweet potatoes. He slowly began to realize that his grandparents did not own their own house and that the family was not free. (Douglass, p.43)

Douglass’s mother was a slave who was taken away from him when he was very young. He only saw her four or five times in his life. When she did come to see him, she had to walk twelve miles through the woods at night, and then had to leave early in the morning. When he was seven, his mother died and he was not allowed to go to her funeral. (McCurdy, p. 4-5)

Model Research Paper, cont.

Douglass's early childhood years were very difficult. He didn't get many clothes. If slave children didn't work in the field, they only got two shirts a year. When these got ruined, they had to go naked. All the slaves slept on the dirt floor in a log cabin made of clay, wood and straw. Everybody woke up early to go work in the fields. Douglass remembers hearing people singing in the field, but they were not happy songs; they were songs of "bitterest anguish." (McCurdy, p. 6) They had very little food and were often hungry. Slaves ate cornmeal mush from a tray with no spoons. They used oyster shells or pieces of bark to scoop out the mush. They were hungry and cold all the time.

Douglass himself did not work in the fields because he was too young. He helped the son of the plantation owner to find birds he had shot, helped sweep the front yard and helped with the animals. When he found out he had to leave his grandmother to go to another plantation, he was filled with sadness and dread. According to his autobiography, leaving his grandmother was "intolerable." (Douglass, p. 43)

Frederick Douglass was forced to move to Baltimore, Maryland to work as a house servant on the plantation of Hugh Auld when he was eight years old. One thing happened there that would change his life forever. Auld's wife taught Douglass how to read. Because teaching a slave to read was against the law, the plantation owner made her stop. (Britannica, 198) But Douglass had learned enough to want to read more, and it turned him into a life-long learner, speaker, publisher and writer. According to Douglass, "Going to live at Baltimore laid the foundation, and opened the gateway, to all my subsequent prosperity." (Douglass, p.1)

Later Douglass was sent to Edward Covey's plantation. As Douglass grew older,

Model Research Paper, cont.

he became more rebellious. Covey beat him daily, until he was “broken in body, soul and spirit.” (Douglass, p. 2) The experience made him want to escape more than ever, so he attempted his first escape in 1836. Covey found out about his plan and sent him to jail. But he did not give up. He escaped again, successfully, in 1838.

Frederick Douglass accomplished many things in his lifetime. He was the first black citizen to hold a high rank in the United States government. He published his autobiography in 1845 and started an abolitionist newspaper, *The North Star*, in 1848. He was an amazing speaker and “his oratorical and literary brilliance thrust him into the forefront of the U.S. Abolition movement.” (Britannica, p. 198) The experiences he had as a child in slavery had a profound influence on the person he later became. The loss of his mother and his grandmother and the suffering he endured and witnessed taught him to hate slavery. Learning to read gave him the tools to fight against it – tools which he used for the rest of his life.

Model Research Paper, cont.

Bibliography

Douglass, Frederick. My Bondage and My Freedom. Barnes and Noble Classics. New York: 2005.

“Frederick Douglass,” Africans in America, September 30, 2009
< <http://www.pbs.org/aia/aia/part4/4p1539.html>>

“Frederick Douglass.” The New Encyclopedia Britannica. New York: 1986.

McCurdy, Michael, ed. Escape from Slavery. Alfred A. Knopf. New York: 1994.

RESEARCH ASSIGNMENT

Your assignment is to write a *draft college-level research paper*. Plan to write a rough draft then revise it after reviewing it with your instructor. Follow these steps. Feel free to ask the instructor any questions you have before you begin.

1. Pick a topic from the list on the following page.
2. Find *at least three* sources of information (two books and one on-line source, if you have access to the internet). Use the class library, the public library or the college library for reference.
3. Take notes using the two-column method.
4. Organize your notes into a logical sequence.
5. Write a research paper draft that is *no less than two and no more than three* pages long. It should include an introduction, a body of supporting details and a conclusion.
6. Remember: always use your own words. You may paraphrase carefully, but you may never copy exact words unless you use quotation marks and cite the source.
7. Use the following format:
 - cover page -- including title, your name, instructor's name and due date
 - typed, using Times New Roman 12 point font
 - double-spaced
 - bibliography of sources using correct bibliography format

RESEARCH TOPICS

Research the life of a famous sports figure. Include information about the environment she or he grew up in, the people who influenced her or him, key events in this person's life and major contributions she or he has made.

Research the life of a president of the United States. Include information about where he grew up, what inspired or influenced him, what events occurred during his tenure as president.

Research the life of a famous leader. Include information about the environment she or he grew up in, the people who influenced her or him, key events in this person's life and accomplishments of his or her career.

Write about a weather phenomenon, such as: volcanoes, hurricanes, lightning, blizzards, earthquakes, and floods. Describe what this weather phenomenon is, why and where it occurs and give examples.

Research the life of a famous entertainer. Include information about the family, the environment she or he grew up in, the people who influenced her or him and key events that shed light on this person and who they became.

Research a health problem, such as cancer, AIDS, diabetes, drug abuse, alcoholism, obesity, anorexia, etc. Describe what the disease is and discuss some of the causes and effects of the problem and what actions can be taken to eliminate or reduce the problem.

Research an environmental problem, such as climate change, air pollution, water pollution, waste, etc. Discuss the causes and effects of the problem and what measures are being taken to limit it.

RESEARCH PAPER CHECKLIST

_____ The paper has a cover page which includes:

- title
- author's name
- instructor's name
- date paper is due.

_____ The paper is two or three pages long.

_____ It has a clearly written introduction.

_____ Each of the paragraphs has an introductory sentence.

_____ Each of the paragraphs includes relevant supporting details.

_____ The paper is organized in a logical sequence.

_____ The paper uses interesting and vivid vocabulary.

_____ There are no spelling errors.

_____ There are very few grammatical mistakes.

_____ Direct quotes are set off by quotation marks and the speaker is identified.

_____ Quotes and specific details are referenced within the text with author's name and page number in parenthesis.)

_____ The paper is written in the author's own words.

_____ The paper has a clearly written conclusion.

_____ The paper is typed and double-spaced.

_____ It is written in Times New Roman 12 point font.

_____ It includes a bibliography of at least three sources using correct bibliography format.

TYPES OF COLLEGE COURSES

Students who enter community college take entrance exams (the CPT, the PERT) to determine their readiness for college-level study.

Depending on your placement test scores, you may need to take extra courses to prepare for regular college courses. At some schools, these extra courses are mandatory; at other schools they are recommended but not required.

Transition / Developmental Courses

Transition / developmental courses help students brush up on basic skills like reading, writing, and math so they will be prepared for college-level work.

There are some important things to understand about transition / developmental courses:

- ◆◆ Most institutions do not offer credit towards a degree for these classes. The credits may count toward your status (part-time or full-time) for financial aid or other requirements, however.
- ◆◆ You can use financial aid to pay for transition / developmental classes, but be careful. At most institutions, there is a limit on how many of these classes financial aid will pay for.

Credit-Bearing Courses

For each degree or certificate, students need to earn a certain number of credits. The course catalog will tell you how many credits are needed for each degree, which classes are necessary for the degree, and how many credits each class is worth.

For each class you take and pass, you will earn a certain number of credits. The number of credits usually represents the number of in-class hours each week. For example:

- ◆◆ Math 101 is 3 credits. You will probably spend three hours a week in this class.
- ◆◆ Biology 210 + Lab is 4 credits. The biology class is three hours long. The additional hour is spent in a laboratory working on experiments.

Plan to spend at least as many hours in out-of-class study as there are credit hours in the class. (For example, a 3-credit class will involve at least 3 hours of work a week.)

Types of College Courses, cont.

Mandatory (Required / Requisite) Courses

A mandatory class is required in order to get a particular degree.

For example: In order to get an Associate of Arts degree in Business, Business Math 101 may be mandatory.

Prerequisite (Prereq.) Courses

A prerequisite class is a class you must take *before* you can take another class.

For example: You need to take Biology 101 before you take Anatomy 102, so biology is a prerequisite for anatomy.

Elective Courses

An elective class is a class you can choose. The subject is not necessary for degree completion, but it will earn you credits toward the degree nonetheless. Most degree programs offer some elective courses so that students have an opportunity to take classes outside of their field of interest.

For example: A computer science student might take a pottery class as an elective, or a nursing student might choose to take an English literature class.

What types of college courses will YOU need to take?

Use a college catalogue (on-line if possible) to answer the following questions:

1. What degree program are you interested in? _____

2. How many college credits must you earn to complete the course? _____

3. What prerequisite and requisite courses will you need to take? _____

4. Full-time students often earn between 12 and 15 credits a semester. How long will it take to complete the degree program (after you have completed transition / developmental courses)?

ASK AN INSTRUCTOR

In small groups, develop a set of questions to ask a visiting professor or instructor about what to expect from a technical school class or college class. You may want to ask her about the content of the course, what a syllabus for the class looks like, how she determines grades, the kinds of tests she gives, etc.

1. _____

Answer: _____

2. _____

Answer: _____

3. _____

Answer: _____

4. _____

Answer: _____

5. _____

Answer: _____

Sample College Syllabus

Tri-County Community College

ENC 1101 College Composition

Fall, 2015

Dr. Alicia Wonderful-World, Instructor

Room 507

1:15 - 2: 50, MWF

aliciaww@tccc.fl.edu

Office hours: 12:40 - 1:10

Welcome to college! In ENC 1101, you'll learn composition skills as well as college study skills. You'll learn how college students are expected to think and participate.

My expectation is that you will take this class seriously and use this opportunity to prepare yourself for college writing and college study. Participate fully, do all your homework assignments, attend class regularly and be prepared. Think critically, interact with the ideas of the instructor and fellow students and enjoy!

TCCC Teaching Mission

The faculty is committed to creating a learning environment for all students which promotes, encourages, and fosters higher order thinking and critical thinking skills that are grounded in an understanding of the fundamental concepts of the disciplines in which they are taught.

Catalog Description

ENC 1101 College Composition (3) FA SP SU Prerequisite: ENC 0025 and REA 0017 or appropriate placement scores. This course centers on reading and writing activities that support critical inquiry. Stressing writing as a process, the course emphasizes the rhetorical principles of academic writing, including the following: thesis statement; development with specific information and analysis; organization and transition; diction, tone, and sentence style; and the grammar and mechanics of standard formal English. Substantial writing component. Fulfills state writing requirement. Lecture 3 hours. Students must complete this course with a C or better before enrolling in other communication courses.

Required Textbook

Stevens, Allison D., Mary Sloane, and Stan Richards. *The Writing Zone*. Boston: Watson Academic Press, 2010.

Sample College Syllabus, cont.

Goals

Welcome to ENC 1101, the first half of your two-semester study in communications and composition, and one of the most important courses you will take in your college career. The course is centered on **reading and writing activities** that will prompt you to reflect on several perspectives on topics of interest, to acknowledge your engagement with these different perspectives, and to arrive at your own expression of your understanding and viewpoint on the topic. This process of critical inquiry and creative expression will provide you with a sound foundation as you face the challenges of participating and contributing to the academic, workplace, and homeplace communities.

Along with the emphasis on the complementary thinking processes involved in active reading and thoughtful writing, this course will provide a web site to enhance your learning in this course, in particular, and to provide you with opportunities for practice in the essential lifelong learning skills of **computer technology**, in general. In addition, the course web site will offer computer modules to guide you through the basic steps for using an **academic library** effectively.

Course Learning Outcomes

After completion of ENC 1101, students will have learned to

1. identify and analyze audience, style, author's purpose, main ideas and supporting details in written text.
2. demonstrate competency in various exploratory / prewriting techniques.
3. construct and support a thesis relevant to a scholarly conversation with specific and appropriate information.
4. produce a coherent and organized written discussion.
5. utilize academic sources to support scholarly discourse and to cite sources following MLA guidelines.
6. apply revision strategies to improve clarity and depth of written work.
7. produce writing that demonstrates fluency in College Level Academic Skills (CLAS).

Requirements for ENC 1101

1. Students must write a minimum of three out-of-class, process-based essays that proceed through drafts and demonstrate revising and editing efforts.
2. *Students must write at least two in-class essays:*
 - a fifty-minute diagnostic essay early in the semester to determine how much, if any, individual practice work a student will be required to complete throughout the semester
 - a final exam essay, which will count 10% of the overall grade in the course to be administered during the last week of class.

Sample College Syllabus, cont.

3. Students must write at least one MLA documented/formatted essay that includes source material from a TCC library database.
4. Students must submit all assigned essays and journal writings. Late work will result in one grade lower.
5. Students must attend classes regularly, read all assignments, and participate in classroom discussions and workshops.
6. Students must complete a library orientation assignment.
7. Students must complete a technology resource assignment.

Attendance Policy:

- Come on time and come every day.
- If you miss more than three classes, your letter grade will be dropped by 50% of one letter grade for each class missed. Two tardies is equal to one absence.

Withdrawals:

The last day to drop a course and receive an automatic “W” is November 3, 2011. No student should depend upon instructor-initiated withdrawal. Ultimately, it is the student’s responsibility to withdraw from class if this should become necessary.

Grading Policy:

Diagnostic Essay	0%
Personal Perspective	20%
Definition	25%
Critical Analysis	25%
End of Semester FINAL	20%
In-class grade*	10%

In-class grade is based on active class participation and the following criteria:

- Did you contribute to class discussion?
- Did you help the whole community of the class in small ways?
- Were you prepared to discuss all essays assigned? Were you insightful as a result of your preparation? Were you present and on time for class?
- Were you paying attention?
- Did you behave the way college students behave as you entered the classroom doors?

Inclement Weather: See www.tcc.fl.edu for weather and school closing information.

Assignments:

On 8/29, I'll be giving out a schedule of assignments and a calendar of in-class essay tests and final exam. Assignments for 8/24 and 8/26 will be discussed in class.

Sample College Essay Exam

Tri-County Community College
ENC 1101 College Composition
Fall, 2015
Dr. Alicia Wonderful-World, Instructor

Final Essay Exam

For your final in-class essay, please choose one of the following prompts. You will have fifty minutes to address the prompt. Allow time to plan your essay and develop your ideas.

How does technology both make life easier and promote laziness? Discuss how technology influences your daily life and how it affects the lives of others you know in both positive and negative ways. Support your position with sound reasoning and examples taken from class readings, studies, films or observations.

In many schools across the nation, students are being required to complete a certain number of hours of volunteer community service in order to graduate or receive scholarships. What do you think about this? Is community service an essential part of a student's education or should community service be voluntary? Write an essay in which you persuade readers of your opinion regarding mandatory community service. Use specific examples and reasons to support your argument.

Many students choose to take a "gap year" between high school and college. In your opinion, and based on your experience and that of others you know, is it a good idea for students to take a year off before going on to post-secondary school? What are the advantages or disadvantages of such a plan? Write an essay in which you persuade readers of your position on the "gap year." Use specific examples and reasons to support your argument.

Much time and attention is spent in high school and college preparing students to write well. Do you think writing well will serve you throughout your life? Has writing served you well so far? Write an essay in which you describe the role good writing has played in your life and the role you think it will play in your future. Cite specific examples to support your views.

Strategies for Success in Tech School & College: Reflection / Discussion Guide

As you read the following suggestions for success in college, reflect on your feelings about the suggestions. Is this something you do now? Is this something you do well? Is this a suggestion you think might be difficult for you? If so, what might you do to develop or strengthen this strategy or skill in your life now as you prepare for college-level study?

1. Take good care of yourself. Your ability to perform well in school is directly affected by how tired and stressed you are. In order to be on top of your game, pay attention and get your work done, you'll need to:

- get enough sleep.
- eat well and avoid junk food.
- avoid illegal drugs, excessive caffeine, and excessive alcohol.
- exercise.

Reflect: _____

2. Find a good place to study. In order to stay organized and complete your assignments, you'll need to get a desk. You'll need a quiet place in your home or apartment where you can shut the door and keep out distractions. You will need to use the public library, the college library or the study center at school if your home isn't satisfactory.

Reflect: _____

3. Attend all your classes. Many instructors count attendance toward your grade, and the only way to get much of the information you need is to attend class. Pay attention and take notes. **Students who attend class have a much greater chance of passing than those who do not.** If you have an emergency, contact the professor and ask for assignments or handouts you may have missed.

Reflect: _____

Strategies for Success in Tech School & College, cont.

4. *Be prepared for class.* Bring your syllabus, notebook and planner to class. Make sure you have pens, pencils, highlighters, any required materials (textbooks, handouts, etc.). Go to class alert, rested and ready to pay attention, ask questions and take notes.

Reflect: _____

5. *Take good notes.* Listen carefully and write down main ideas and important examples. Write legibly so you can read your notes later. Review your notes right after class so you can elaborate on what you've written.

Reflect: _____

6. *Use textbooks wisely.* Read the table of contents, headings and subheadings to help you mentally organize information. Interact with the text by taking notes as you read; use post-it notes or highlight key sections, then rewrite main points in your own words in your notebook. Answer comprehension questions at the end of each chapter to check your understanding of what you have read.

Reflect: _____

7. *Use strategies to remember key information.* There are many good strategies you can use to help you remember what you learned in class or what you read. Try some or all of these:

- Quiz yourself by trying to recall information without looking at your notes.
- Visualize: make a mental picture or draw a picture of what you want to remember.
- Memorize key words and definitions.
- Make connections: compare new information to old information.
- Make note cards and review them regularly.
- Use highlighters to identify key information (but don't highlight everything!).
- Use mnemonic devices and acronyms (For example: PEMDAS).

Reflect: _____

Strategies for Success in Tech School & College, cont.

8. Use a planner. Review the syllabi from your classes and write down your assignment due dates in a planner. Check the planner every day, and do some work toward the completion of the assignments every day.

Reflect: _____

9. Complete your assignments. Do some homework every day. Use your time between classes to read, complete assignments and study for tests and study. Don't procrastinate! If you keep up with assigned work and study regularly, you will be much better prepared for tests than if you wait till the end and cram.

Reflect: _____

10. Get help if you need it. Get to know your professors. Take advantage of your professors' office hours and ask them to help you if you don't understand an assignment. Use the college's tutoring center. Study with a friend who is doing well in class. Ask questions.

Reflect: _____

11. Keep your eye on your long-term goals! It's easy to get discouraged if college work seems to be too confusing, too much or too hard. Remember why you chose to go to college and how it relates to your long-term goals. Refocus on your goals so that you can pass your courses, and get support if you need it to solve whatever problems you may be having. If you are finding it difficult to keep up, meet with a counselor to discuss what you need to do to succeed in your classes, withdraw from courses without losing financial aid change your goals.

Reflect: _____
