CENTRAL OREGON COMMUNITY COLLEGE: Fall 2013

Social Sciences Department

**HD 101: Study Strategies; CRN: 41550**

3 Credits

Mondays & Wednesdays, 12:45-2:00 pm Office and Hours: Modoc 223

Modoc 103 **NO CLASS November 11** 2:00-3:00 pm Mon

Instructor: Sara Henson 9:00-10:00 am Tue/Thu E-Mail: [shenson@cocc.edu](mailto:shenson@cocc.edu) 11:00 am-1:00 pm Fri & by appointment

PHONE: 541-330-4357 or 541-610-5184

**COURSE INFORMATION**

**COURSE DESCRIPTION**: This course is intended for students who want to attain success in math 10 specifically and in college and life in general by utilizing strategies to maximize their efficiency and effectiveness. Success in the classroom and in college requires students to be empowered, active and responsible learners. This involves knowing how to appraise a current situation, define a desired outcome, recognize all options available, assess the likely outcome of each choice, choose, commit and evaluate.

The class is a college transfer level course emphasizing study skills, acquisition of college knowledge and college/community resources for success. Content also focuses on the value of understanding and accepting the needed characteristics for college and workplace success. The course builds on the qualities demonstrated by the successful student who comes to class prepared to listen, participate in class discussions and activities, ask pertinent questions on class topics, work cooperatively in pairs/teams and take notes.

**LEARNING OUTCOMES**: Upon completion of the course, students will be able to exhibit and describe strategies to:

* Read a textbook with improved retention and focus.
* Take accurate and complete text and lecture notes that can be used as study tools.
* Reduce test anxiety, prepare for and take tests.
* Manage time with application of self-management tools.
* Establish personal and professional goals.
* Accept personal responsibility, become a creator, prepare to embrace change and succeed.
* Retain and recall information and understand preferred learning style.
* Organize study materials to improve understanding and retention
* Understand campus protocol and ethical student behavior.
* Develop positive self-talk, use visualization and self-esteem/self-care skills.

**REQUIRED TEXTBOOK AND MATERIALS:**

1. Downing, S (2011). ON COURSE, Study Skills Plus 2nd Edition, Wadsworth, Cengage Learning.
2. Smith, R. (1998). Mastering Mathematics: How to be a great math student, 3rd edition, Wadsworth, Cengage Learning.
3. Note taking (paper, pens, highlighters, folder & portfolio materials including an extra large 3 ring binder).
4. Index Cards
5. Access to COCC email and Black Board technology (basic computer keyboarding skills required and needed)

*\* A note about Blackboard. All assignments, handouts, and articles for this class will be posted to Blackboard. In addition, I will occasionally include handouts, power points, and relevant links. You should be checking blackboard regularly. To access blackboard go to the main COCC webpage (*[*www.cocc.edu*](http://www.cocc.edu)*) and click on “login” Then click on the blackboard icon and follow the directions.*

**COURSE­ REQUIREMENTS**

Students are expected to:

* Practice ethical and respectful behaviors when engaged with instructor and peers both in class and via e-mail.
* Take text and lecture notes.
* Come to class prepared with up-to-date assignments including completed readings, text and lecture notes.
* Demonstrate a passing level of competency in each area of course content and outcomes.
* Attend regularly. Missing a class is not an excuse for missed information on the exams and assignments or turning in late work. (In the event you miss a class, it is your responsibility to obtain content information and notes from a fellow student.)
* Prepare for and participate in class discussions and small group/2-person activities that support student learning by brainstorming, gaining feedback, and sharing information.
* Complete and submit a portfolio of assignments given by the instructor. Assignments are due even if absent, unless arranged in advance. (See above contact information.)
* Turn off electronic devices before entering the classroom – this includes sending and receiving texts during class. Taking calls (or texts) during exams is unacceptable; if you initiate or answer a call during a quiz or exam, you will forfeit the exam.
* Be aware and adhere to deadlines to drop, audit and withdrawal. Dates and policies are available on-line. Students who miss class repeatedly and are falling behind with assignments will be advised to audit or drop class.
* Express themselves in a coherent manner (grammar, punctuation, spelling and neatness count!) ALL written assignments are *required* to be typed unless otherwise directed.

\*\*Inappropriate behavior during class sessions that disrupt the learning process of others will result in dismissal from class and potentially a request to drop the class. Cheating on exams, quizzes and/or assignments will result in the same. This also includes the use of cell phones. Cell phones should be turned off, or set to vibrate. Please sit near the door to leave unobtrusively if you are expecting a call.

**ABSENCES**: This class promotes student choice and personal responsibility. Students are expected to attend ALL classes over the next 10 weeks. Life circumstances occasionally require students to miss class. Missing a class requires that you find out from what was missed. Catching up is your responsibility. Class topics and assignments are noted in the *Course Weekly Schedule*. I am not available to re-teach topics or sessions, but I am available DURING OFFICE HOURS or by appointment, to clarify and explain things not understood or missed. It is valuable to identify a “study buddy” at the beginning of the term so information covered in class can be shared and handouts picked up. A study partner is an excellent resource to clarify what was missed or address areas of confusion in ANY CLASS, so it would be wise to share contact information (phone number and email address) with other students.

Participation points cannot be made up but extra credit is available for those who wish to use this avenue to keep up-to-date and earn points. Please note…coming late or leaving early results is not earning the five participation points.

Weekly quizzes (worth 10 points) cannot be made up. If “extreme circumstances” exist creating a need to miss 5 or more classes (25% of the course time), students are encouraged to meet with the instructor during office hours for resolution. Dropping or auditing the class is often advised.

**LATE PORTFOLIOS WILL NOT BE ACCEPTED UNLESS ALTERNATIVE PLANS HAVE BEEN ESTABLISHED WITH THE INSTRUCTOR PRIOR TO THE DUE DATE.**

**GRADING:** Final grades will be based on the percentage of available points achieved and assigned according to the following traditional breakdown: (A=90 to 100%, B=80 to 89%, C=70 to 79%, D=60 to 69%, F= below 60%). Quality of logical thought, analysis, critical thinking, integration of material, and application of concepts are considered when assigning grades.

**POINTS:** Points are earned through exams, quizzes, assigned work submitted through the portfolio and class participation according to the following:

Quizzes: 9 @ 10 pts each (90 pts)\*

Final @ 40 pts (40 pts)

Portfolio Assignments/Homework: 435 pts \*

Participation: 5 points available for attending and participating in each class arriving on-time and leaving at the end of class (95pts)\*

TOTAL POINTS POSSIBLE – 660 points

**ASSIGNMENT BREAKDOWN**: PLEASE NOTE: Keeping up with homework assignments (even though they are not collected weekly) is a necessary to stay up-to-date and avoid stress and long-term confusion.

*(Note: The instructor reserves the right to amend assignments as needed through the term)*

**\*QUIZZES and FINAL:**

**QUIZZES: 9 @ 10 points each = 90 points**

You will have 9 quizzes over the course of the term. Each quiz will relate to the week’s readings and prior class topics. These quizzes are group-based. This means that your group will be able to work collectively on the quiz. As an incentive to take good notes, you may use notes but not the actual text/handout/syllabus. These quizzes CANNOT be made up; however, I will drop your lowest quiz score.

NOTE A: If you arrive later than 5 minutes after the quiz starts, you will not be able to join your group, although you may complete the quiz on your own.

NOTE B: if you are not comfortable working in a group you may work on your own. You may also be asked to work on your own if your group feels you are consistently not contributing (that is if you come unprepared more than once).

**FINAL EXAM: 40 points**

This exam is comprehensive and covers chapters 1-9 as well as content covered in class and portfolio assignments. The point distribution is designed so that if you have an A going into the final, you can opt out of taking the final and still maintain your A grade.

**\*MATH PORTFOLIO ASSIGNMENTS: 435 points**

Portfolios are a collection of assignments completed throughout the term. The portfolio assignment is a demonstration of one’s ability to track and organize homework, assignments, lecture and text notes, manage time, and follow instructions. Your portfolio is also meant to serve as a tool and reference you can use throughout your college experience. Neat and original work is expected. Be creative in the development of your portfolio. Clip art, collage, symbols, and use of a variety of colors are encouraged to make the portfolio your own. Students develop the portfolio as the class progresses and submit in three phases: Phase I = 175 points, Phase II = 170 points, Phase III = 90 points. Guidelines and a checklist for each of the portfolio assignment are included in the syllabus packet.

REVIEW of the PORTFOLIO:

The portfolio will be reviewed three times during the term -- student peers will review Phase I and II. This provides an opportunity to share ideas and make suggestions. Peer reviews/student pairings require each student to take time to read and review each other’s work, provide feedback, offer suggestions and clarification, and grade their peers. After each portfolio review students will turn in a scored assessment sheet to the instructor. Critical examination with a thorough assessment is expected. Teams/pair groups will rotate so students can become familiar with the work of other students. *Portfolio reviews cannot be made up.* If you need to miss class the day of the portfolio review contact with the instructor must be made PRIOR to class to schedule a time for instructor review. Students missing the day of the portfolio reviews and NOT contacting the instructor will receive ZERO for that phase which will impact the FINAL grade.

Phase I & III, will be reviewed and graded by the instructor.

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**JOURNAL ENTRIES (60 points)** During this semester, you will write journal entries that are assigned and from our textbook & in your math class. These entries will be written outside of class. Journal assignments are ongoing as the material in the text is covered (instructions for journal entries are in the text). Your Journal provides an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in “On Course”. The journal assignments are intended to help you integrate the “success characteristics” highlighted in each chapter. Journal entries are worth five points each and must be included in the portfolio to receive points. Although I will be collecting your journals and looking through them, **write your journal for yourself, not for me**. For privacy purposes, if you do not want anyone to read specific journal entries, please mark it as private. Your journal entries may occasionally be read by a classmate. Note: If you wish, you may write the first draft of journal entries on loose sheets of paper, but all journal entries must be typed when it is handed in for evaluation. This requirement will assure that none of your entries gets lost. At the end of this semester, you will have your entire journal to keep for years to come. Many students come to regard their personal journal as one of their most valued possessions.

**PERSONAL STUDY SKILLS PLANS** **(50 points)** will be completed for the following topics:

Reading (Chapter 2)

Taking Notes (Chapter 3)

Organizing Study Materials (Chapter 4)

Rehearsing and Memorizing Study Materials (Chapter 5)

Taking Tests (Chapter 6)

The creation of each Study Skills Plan provides an opportunity for you to apply a problem-solving model to determine the most effective way for you to deepen your learning in college and beyond. In addition to improving your learning skills and grades, these activities will help you learn how to approach and solve virtually any problem you encounter, whether academic, personal, or professional.

To complete each Plan, follow the six-step process that you will find explained in each chapter, filling in your answer to the following questions:

* What’s my present situation?
* How would I like my situation to be?
* What are my possible choices?
* What’s the likely outcome of each possible choice?
* Which choice(s) will I commit to doing (being specific)
* When and how will I evaluate my plan?

**PARTICIPATION POINTS: 5 points per class period = 95 points**

Class participation includes active classroom interaction and discussion with a small group and/or pairing up with another student. Small group activity promotes student learning, provides opportunities to brainstorm, and allows for feedback from each other. Positive, respectful relationships are expected and core to classroom success between instructor and students as well as between student peers. In order to receive full participation credit, you will turn in a “Thought Card” at the conclusion of every class. A “Thought Card” consists of a 3x5-index card with your name, date and how you plan on applying one thing discussed that day within the next 24 hours. Failure to turn in a “Thought Card” will result in 0 participation points for that day. PARTICIPATION POINTS cannot be made up.

Students are expected to come to class prepared to share their work so the learning process is interactive and helpful for ALL students. Students are expected to bring TEXT BOOK AND DEVELOPING PORTFOLIO TO EACH CLASS for participation and guidance. Reading the class schedule regularly and prior to class assists in staying current and up-to-date on class topics.

**Extra Credit – up to 50 points total**

* Write a reaction paper about a class speaker which includes not only what you learned but how you will use that information to increase your success in math, college and/or life (1 pg minimum)
* 3 –Year Academic Plan. Worksheet provided on Blackboard. (5 points)
* Attend an On Campus lecture, student club meeting, campus event, film, etc. and write a 1-page reaction paper. (5 points per event – if you go with someone else from class you can each earn 10 pts)
* Extra Journal entries (5 points per entry)
* Extra “Embracing Change” activity and journal (5 points)

**Students Rights and Responsibilities:**   
Please read the [Students Rights and Responsibilities](http://www.cocc.edu/Student-Life/Rights_and_Responsibilities/) (<http://www.cocc.edu/Student-Life/Rights_and_Responsibilities/>) handbook.  
  
**Americans with Disabilities Statement:**   
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact the COCC Disability Services Office in the Boyle Education Center, (541) 383-7583.

**COCC Non-Discrimination Policy:**   
Central Oregon Community College is an affirmative action, equal opportunity institution.  
It is the policy of the Central Oregon Community College Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 541-383-7236.

**Student Insurance:**   
Students are not covered by medical insurance while on campus or involved in college classes and activities. Students are responsible for their own medical and dental insurance coverage.

**SS PORTFOLIO CHECKLIST**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***PHASE ONE*** | ***Due October 23*** |  |
|  | ASSIGNMENT | DETAILS | PTS |
| 1 | *Syllabus for both Math 10 and HD 101, & portfolio check list* | * Placed in the front of the portfolio | 5 |
| 2 | *32-Day Commitment* | * One specific commitment with daily tracking | 5 |
| 3 | *Study Skills Self Assessment & Math Self Assessment* | * Study skills assessment handout from class or blackboard * Math Self-Assessment from Math 10 class (“How to be a Great Math Student” pg 5-10) | 10 |
| 4 | *Math Autobiography and Assessment of Strengths & Weaknesses* | * Use your math autobiography from Math 10 to complete the “Assessment of Strengths & Weaknesses” assignment (available in class and on blackboard) * Print out and include your Math Autobiography | 10 |
| 5 | *Class Notes for* ***BOTH MATH 10 AND HD 101*** *September 30-October 21 (7 sessions @ 5 pts each)* | * Each class meeting needs its own page, which should be dated and labeled at the top of each page. | 35 |
| 6 | *Text Notes*  *“On Course” Chapters 1, 2 & 3(5 pts ea)*  *“How to Be a Great Math Student” Chapters 1-5 (3 pts ea)* | * All text notes should be labeled with text name and chapter | 30 |
| 7 | *Fall Term Monthly Calendar* - Oct, Nov, Dec  includes **all classes**, **final exam dates, drop deadlines, mid-term dates, dates for significant course assignments, holidays, etc**. Other FIXED COMMITMENTS (work, vacations, church, etc.) need to be included. | * Blank Monthly calendars are on blackboard (similar related tools can be substituted with approval by instructor). * Resources for completion of the term calendar include all syllabi from classes and COCC web site. | 30 |
| 8 | *4 Journal Entries from “On Course” Chapters 1, 2 & 3 (*including journal entry #1, which is REQUIRED) 5 pts each | * Typed. * Entries should be thorough and thoughtful * The SELF ASSESSMENT in CHAPTER ONE must be SCORED for the completion of Journal Entry #1, which is a personal summary of the assessment results. | 20 |
| 9 | *Personal Study Skills Plans (10 pts ea)*   1. Reading 2. Note Taking | * These are specific plans for utilizing a strategy to improve your reading & note taking * Detailed information about creating a personal study skills plan is in the syllabus & in the text | 20 |
| 10 | *Math Homework Cards & Flash Cards (minimum of 10)* | * Flashcards with important math facts, terms, definitions & missed math homework problems | 10 |
|  |  | *TOTAL for PHASE ONE* | *175* |

**SS PORTFOLIO CHECKLIST**

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|  | ***PHASE II*** | ***Due November 20*** | PTS |
| 1 | *32-Day Commitment* | * How did you do? * Brief summary (2 to 3 paragraphs) describing the outcome is required. | 5 |
| 2 | *Weekly Calendars for weeks 5 (10/28), 6 (11/ 4), 7 (11/11) and 8 (11/18) 5 pts each* | * Create a weekly calendar that accounts for all your fixed commitments for the week * Note ALL classes and necessary study time for EACH class * Weekly Calendars reflect how you will allocate your time to achieve your goals for the week - this includes **when** and **what** you will study, daily tasks to be completed, and priorities *– this means that each weekly calendar will look different!* | 20 |
| 3 | *Class Notes for* ***BOTH MATH 10 AND HD 101*** *10/23-11/13 (6 sessions @ 5 pts each)* | * Each class meeting needs its own page, which should be dated and labeled at the top of each page. | 30 |
| 4 | *Text Notes:*  *“On Course” Chapters 4, 5 & 6 (5 pts each)*  *“How to Be a Great Math Student” Chapters 6-11(3 pts each)* | * All text notes should be labeled with text name and chapter | 30 |
| 5 | *Embracing Change – “Do One Thing Different This Week”*  One required (5 extra points if activity is done for additional chapters) | * Following instructions in text choose a “creator action” and track outcome and experiences for 7 days. * Write about what you learned or re-learned. (Ch2 = pg 55; Ch3 = pg 105; Ch4=pg156; Ch5=203) | 10 |
| 6 | *Next Term Planning for Winter 2013*  Using the catalog identify a certificate/ transfer program you might be considering. This planning can be helpful whether you are unsure about coming back to school or if you are preparing to transfer to a new school. | * Develop a next term action plan for winter using GradTracks. Include classes, days, times, etc. Refer to schedules on-line and the catalog. * This information will help in preparing for winter term and the meeting with Advisor. * Print out the plan for your portfolio. | 10 |
| 7 | *4 Journal Entries from “On Course” Chapters 4, 5, 6* | * Same instructions as in Phase One | 20 |
| 8 | *Personal Study Skills Plans (1 for each)(10 pts each)*   1. Organizing Study Materials 2. Rehearsing & Memorizing Study Materials 3. Taking Tests | * Same instructions as in Phase One | 30 |
| 9 | *Math Homework Cards & Flash Cards (minimum of 10)* | * Flashcards with important math facts, terms, definitions & missed math homework problems | 10 |
|  |  | *TOTAL for PHASE TWO* | *170* |

*\*\*Continuous improvement in taking notes is expected.* Notes should demonstrate knowledge of note taking styles (Outline, Cornell Method and/or Concept Mapping). Half points will be deducted for notes that are messy, incomplete, or do not use symbols, annotation or color-coding for reference and follow up study.

**SS PORTFOLIO CHECKLIST**

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| --- | --- | --- | --- |
|  | ***PHASE III*** | ***Due Dec 2*** | PTS |
| 1 | *Table of Contents*  *Class Syllabi, Weekly Schedule, Portfolio Checklist*  These are the first pages in the portfolio and are placed at the front with clear identification of portfolio owner. | * TYPED and DETAILED Table of Contents: How the portfolio is set up is your choice. Make sure sections are clearly marked and easily identified. A demonstration of planned organization is expected. * You will lose points if assignments cannot be located. | 10 |
| 2 | *Embracing Change:* Do One Thing Different This Week  One required (5 extra points if activity is done for additional chapters) | * Following instructions in text choose a “creator action” and track outcome and experiences. * Ch 6: pg 244, Ch 7: pg 293, Ch 8: pg 339 | 10 |
| 3 | *Class Notes for* ***BOTH MATH 10 AND HD 101*** *11/25-11/27 (2 sessions @ 5 pts each)* | * Each class meeting needs its own page, which should be dated and labeled at the top of each page. | 10 |
| 4 | *Text Notes:*  *“On Course” Chapters 7, 8 & 9(5 pts ea)*  *“How to Be a Great Math Student” Chapter 12 & 13(5 pts total)* | * All text notes should be labeled with text name and chapter | 20 |
| 5 | *Five-Day Study Plan*  This tool provides a schedule to prepare for ALL course finals. (Samples and guidelines are available on blackboard.)  The portfolio will be returned prior to finals week, providing enough time to implement the 5-day study plan. | The 5-day study plan will:   * Reflect needed hours to prepare for finals * Note study strategies to be used for preparation * List specific chapters and notes to be reviewed and activities implemented to distribute practice/study times. * List practices to support learning style and enhance memory. | 10 |
| 6 | *3 Journal Entries from “On Course” Chapters 7, 8 & 9* | * Same instructions as in Phase One | 15 |
| 7 | *Journal Entry Chapter 9: #32 is required.* | * Take the post test either on line or in Chapter Nine * Complete Journal Entry #32 (page 354). Compare pre and post test as outlined in the instructions for Journal #32 | 5 |
| 8 | *Math Homework Cards & Flash Cards (minimum of 10)* | * Flashcards with important math facts, terms, definitions & missed math homework problems | 10 |
| 9 | *Extra credit is available. Assignments are outlined in the syllabus handed out at the beginning of class.* | Extra Credit can include but is not limited to:   * 3 –Year Academic Plan for 2010 – 2012. * Campus activity & paper * Extra Journal Entries |  |
|  |  | *TOTAL for PHASE THREE* | *90* |

**STUDY STRATEGIES/Fall/2013**

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | TOPIC SCHEDULE AND CLASS AGENDA  (SUBJECT TO CHANGE) | READINGS & PREP | HOMEWORK/PREPARATION |
| Sept.  30 | Welcome and Introductions  Class Intro/Syllabus  Text Book and Course Materials  Self-Assessment Instructions  32 Day Commitment | Read and study  syllabus | 1) Recommended to create binders for ALL classes (come by my office if you need a binder!)  2) Review all class syllabi  3) Take LC Pre-Assessment Survey(on Blackboard) |
| Oct 2 | Quiz #1: Syllabus  Development of Portfolio  Fall term Monthly Calendar | Chapter 1 | 1) Complete Self-Assessment and complete Journal Entry #1  2) Begin 32-Day Commitment & Objectives |
| Oct. 7 | Lecture/Discussion:  - Becoming an active learner  - CORE learning system | Chapter 2 | 2) Complete Monthly Calendar – all of fall term noting all assignment due dates, tests, exams, quizzes and major events  3) Begin journal entries for Chapter 1 |
| Oct. 9 | Field Trip: Meet at the COCC Library Rotunda |  | 1) Stay current with journal entries, chapter and lecture notes |
| Oct. 14 | Quiz #2 “Active learning & CORE” (Chapter 1)  - Self Responsibility  - Victim & Creator language  - Wise Choices | Chapter 2 | 1) Work on Math Autobiography assessment of strengths and weaknesses  2) Prepare for Quiz 2 by reviewing text and class notes |
| Oct. 16 | Lecture/Discussion  - Effective Reading Strategies | Chapter 3 | 1) Work on journals for Chapter 2  2) Begin Study Skills Plan for Reading (directions in book) |
| Oct 21 | Quiz #3 Reading (Chapter 2)  Lecture/Discussion:  - Motivation  - Setting Goals & creating action plans | Chapter 3 | 1) Prepare for Quiz #3 (Chapter 2, “Reading”) |
| Oct 23 | Lecture/Discussion:  Effective Note Taking – text & lecture  Review for Portfolio Phase I |  | 1) Complete portfolio assignments for Peer Review – refer to checklist for assignments  2) Work on Study Skills Plan for Note Taking (directions in book) |
| Oct 28 | **Portfolio Phase I DUE**  Peer Review in class  Quiz #4: Note Taking (Chapter 3) | Chapter 4 | 1) Prepare for Quiz 4 (Chapter 3 “Note Taking”) |
| Oct 30 | Lecture/Discussion: Chap 4   * Mastering Self-Management * Setting priorities & commitments | Chapter 4 | 1) Begin Embracing Change assignment (see portfolio 2 checklist for details) |
| Nov 4 | Lecture/Discussion:   * Organizing Study Materials   **Guest Speaker: Kerri Podell – Academic Planning** | Chapter 5 | 1) Complete journals for Chapter 4  2) Complete Next Term Academic Planning |
| Nov 6 | Lecture/Discussion:  Quiz #5: Organizing Study Materials (Ch 4)  Lecture/Discussion   * Interdependence * Study Groups | Chapter 5 | 1) Prepare for Quiz #5 (Chapter #4 “Organizing Study Materials  2) Complete Embracing Change assignment  3) Complete Personal Study Skills Plan for Organizing Study Materials |
| Nov 11 | NO CLASS |  | 1) Stay current with weekly calendars, chapter and lecture notes  2) Complete on journals for Chapter 5 |
| Nov 13 | Quiz #6: Rehearsing & Memorizing Study  Materials (Ch 5)  Lecture/Discussion:   * Gaining Self Awareness * Getting back on course * Rehearsing & Memorizing Study Materials * Memorization strategies | Chapter 6 | 1) Prepare for Quiz #6 (Chapter 5 “Rehearsing and Memorizing Study Materials”  2) Complete Personal Study Skills Plan for Rehearsing & Memorizing Study Materials |
| Nov  18 | Lecture/Discussion:   * Test Taking strategies   Review for Portfolio Phase II | Chapter 6 | 1) Complete all assignments for Portfolio |
| Nov  20 | **Portfolio Phase II DUE**  Peer Review  Quiz #7: Test Taking (Ch 6)   * Lecture/Discussion * Lifelong learning * Critical Thinking skills | Chapter 7 | **1) Complete portfolio assignments for Peer Review – refer to checklist for assignments**  2) Prepare for Quiz #7 (Ch 6 “Test Taking”) |
| Nov  25 | Lecture/Discussion:   * Effective Writing * Outlines – linear, graphic, question | Chapter 7 | 1) Begin development of the 5-Day Study Plan for finals  2) Complete journals for Chapter 7  3) Stay current with chapter and lecture notes |
| Nov  27 | Quiz #8: Writing (Ch 7)  Lecture/Discussion:   * Emotional Management * Stress Management   - Self-Care | Chapter 8 | 1) Prepare for Quiz 8 (Chapter 7 “Writing”)  2) Complete Journals for Chapter 8 & Journal entry # 32  3) Complete Personal Study Skills Plan for Writing  4) Work on Next Term Academic Calendar |
| Dec 2 | **Portfolio Phase III Due**  Quiz #9: Chapter 8  Financial Management – Guest Speaker:  Tyler Hayes, COCC Financial Aid  Office | Chapter 9 | LATE PORTFOLIOS ARE NOT ACCEPTED UNLESS PREVIOUS ARRANGEMENTS HAVE BEEN MADE |
| Dec 4 | Celebration of Success  Review for Final |  | Celebrate your success with your classmates! |
| Wed. December 11 | FINAL EXAM  Chapters 1-9  1:00-3:00 pm Wednesday, Dec. 11 |  | BEST WISHES! |