

SMART START: ORIENTATION

at a glance

your Learning

These lessons will help you

- Make connections with the college community
- Gain access to support services and information
- Understand yourself as a learner

your Literacy

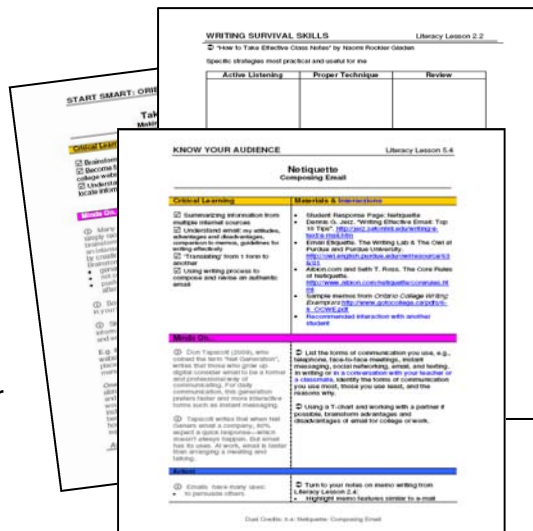
Literacy is key. In these lessons, you will engage and boost your literacy by

- Understanding that literacy is what enables you to create possibilities for success.
- Learning how to learn, and learn about yourself as a learner.
- Being a strategic learner who reflects on your learning and who uses strategies to accomplish learning goals.
- Knowing how to access, locate and extract information from websites
- Making inferences to navigate web sites.

Learning about your Learning

Learning about your learning is powerful. Here are some questions you will think about to reflect on your learning in these lessons:



- Do you know what you know?
- Do you know what you can do?
- Do you know what next steps to take?



About the lessons

Each Literacy Lesson includes the following parts:

- **Critical Learning**, which outlines the main goals of the lesson.
- **Materials and Interaction**, which lists the handouts, resources and collaboration you will need to complete the lesson. Use this as a checklist to prepare for your learning. The blue-coloured text in the lessons show when collaboration is required or recommended. To access the Internet addresses, use **CTRL + click** to follow the link.
- **Minds On**, which begins the lesson, turns your “mind on” to the learning of the lesson.
- The **Action!**, usually the main part of the lesson, is intended to engage you more deeply in the topic, and to exercise and develop your knowledge and skills.
- **Consolidation**, which concludes the lesson, allows you to strengthen and reflect on your learning.
- **Connections and Next Steps**, which provides suggestions for further study and gives direction about what follows the lesson.

Throughout the lessons, look for the , information, and , action icons in the lesson, and use them as a guide for your learning.

SMART START: ORIENTATION

Literacy Lessons

Knowledge and Skills	Smart Start at Seneca	Take the College Challenge!	Networking in College	Study Guides	Arresting Time Bandits	Learning Styles and Strengths
	1.1	1.2	1.3	1.4	1.5	1.6
<i>Self-understanding</i>						
Reflect on learning strengths, e.g., on ability to make predictions, most effective reading strategies, soft skills, personal strengths and areas for improvement, being a learner	✓	✓	✓	✓	✓	✓
Self-assess goal setting, time management and concentration					✓	
<i>Study Skills</i>						
Select and practise study strategies					✓	
Select and practise time-management strategies					✓	
Practise self-motivation strategies					✓	
Listen to and manage inner dialogue					✓	
Brainstorm		✓				
Create an agenda			✓			
Understand the instructor's style						✓
<i>Computer Skills</i>						
Access a web site using the URL or a hyperlink	✓				✓	
Locate information on a web site	✓	✓			✓	
Make inferences to navigate hyperlinks efficiently		✓				
Know how to log on to a campus computer	✓				✓	
Draw conclusions about the meaning of items on a web page, e.g., using a <i>I see, I think, Therefore</i> strategy.	✓					
Respond to questions for taking a critical stance toward a web page	✓					

Literacy

Lessons

SMART START: ORIENTATION

Reading						
Follow a detailed set of instructions	✓				✓	
Identify and apply reading comprehension strategies, e.g., chunking text, using K-W-L, using sticky notes, making and adjusting predictions, previewing text, mind mapping	✓				✓	✓
Respond to guiding questions	✓				✓	
Read a brochure			✓			
Study Groups						
Understand importance of networking			✓			
Understand advantages and disadvantages of study groups			✓			
Writing						
Compose and send an email			✓			
Use a R.A.F.T.S. strategy to plan a review				✓		
Write a review that includes a recommendation and supporting evidence			✓			
Note-taking						
Use strategies for note-taking from articles, lectures, video, textbooks, discussion		✓	✓		✓	
Use Cornell Note-taking or Outlining		✓	✓			
Use Rockler Garden's three-part strategy		✓				
Understand the difference between copying and note-taking			✓			
Understand forms and features of writing		✓	✓	✓	✓	
Use strategies for chunking a long text					✓	

Smart Start at Seneca
Navigating and Reading College Web Sites

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Become familiar with information on your college website ☑ Locate and critically read and evaluate information ☑ Increase Internet skills, e.g. using hyperlinks and questions to ‘go deeper’ 	<ul style="list-style-type: none"> • Student Response Page: Smart Start at Seneca • Access to the Internet • Welcome! Available at http://www.senecac.on.ca/student/first-experience/index.html • Work with a partner.

Minds On	
<p>① With the <i>will</i> and know-how, <i>you</i> can take charge of your learning and success. For example, there’s not much point in reading unless you’re reading for meaning. This lesson focuses on reading strategies to read for meaning. They include:</p> <ul style="list-style-type: none"> • making personal connections • comparing and contrasting • clarifying thinking through speaking, writing or drawing • using a structure such as <i>I see, I think, Therefore</i> • critically questioning a text. <p>① Structures are frameworks for thinking. The <i>I see, I think, Therefore</i> structure</p> <ul style="list-style-type: none"> • focuses attention and observation skills (I see...) • prompts reflection, making connections, comparing (I think...) • asks you to draw conclusions (Therefore...). <p>Try this framework with any kind of text—print, electronic, or visual—from your classes.</p>	<p>➡ What is one difference between high school and college you expect to discover or have already encountered? What implications does this difference have for you as a college student? Capture your thoughts on your Student Response page in writing or drawing. Alternatively, discuss these questions with your teacher or another student.</p> <p>➡ To take full advantage of this Dual Credit opportunity to participate in a college community, find out how to access computers and the internet on campus. Ask your teacher or a classmate. Write this information down on your Student Response page for future reference.</p> <p>➡ Locate the <i>Seneca Orientation</i> page by using the internet address above and selecting “Orientation”. “Orientation” means “introductory instruction for a new situation”. Use the <i>I see, I think, Therefore</i> structure to interpret 3 items on the web page. Record these on your Student Response page. See example below:</p>

I see...	I think...	Therefore...
<i>The caption "Be Your Own Hero"</i>	<i>This caption advises me to be and do the things I most admire</i>	<i>I am responsible for making this experience a success or not</i>

i Develop a habit of curiosity by questioning texts and the author. Good questions can prompt critical thinking and help you grapple with the text’s meaning. The questions on the right are examples of these kinds of questions. Use these questions with print and electronic texts from your classes.

- ➡** Push beyond content to read critically. Answer the following questions on your Student Response page:
 1. What is the overall message (the gist) of the Seneca Orientation page? Identify 2 details that contribute to this message.
 2. What does the web page assume about its readers’ beliefs and values?
 3. How does the web page attempt to influence you?
 4. Whose perspectives and voices are not included on the web page?

Action!

i College students tell us that they are often overwhelmed by the amount of independent reading required at college. Most colleges, wanting students to be successful, provide a range of supports.

- ➡** Locate the menu (a list!) in the upper-left of the Seneca Welcome page. Select “Get Connected” and then “Get Connected to Students”. Use the following questions to focus your exploration of the site:
 - What is SMILE?
 - What is a Protégé?

i Be strategic about your success: learn to use strategies that help you understand what you read and manage the amount of reading.

- ➡** Scroll down the “Get connected to Students” page and select “Success@Seneca”. Select “Success Strategies”. Select and print a hard copy of “Reading Comprehension”. Your purpose for reading is to summarize useful strategies.

i Students are often asked to summarize what they read or hear. A summary “sums up” information by adding together the main ideas. The trick to summarizing is *understanding*. If you understand, you can sum up what you know in your own words. If you don’t understand, you end up stitching together phrases from what you’ve read or hear.

- Step 1:** Read your printout, highlighting 5 of the 15 strategies listed you will use.
- Step 2:** Select “Tips and Resources” from the Welcome, First Year Experience page menu. Locate, select and print a hard copy of the “First Year Experience Guide”.

i To “reflect” is to “look back” at

something, usually to think seriously about it. Reflecting is a skill that you can develop and use to make your learning more successful.

Step 3: Apply the 5 strategies to reading the guide.

Step 4: Summarize what you have understood, either in writing or orally to your teacher.

Step 5: Reflect on which strategy worked best for you and which you need to practice.

Consolidation

i Being curious is important to learning and asking questions is the hallmark of a curious person. Begin your questions with words like these:

- Who?
- When?
- Where?
- How?
- Why?

➡ Generate 3 questions about what you want to know about being a college student. Write your questions on your Student Response page.

➡ Respond to these guiding questions. Write your answers on your Student Response page.

1. How well did the information answer your questions about being a college student? What do you still want to know?
2. How user-friendly were the page format and navigation? What was challenging to locate? What was easy to locate?
3. Did the web site make you feel welcomed into the college community? Why or why not?
4. What are your first impressions of college from this web site?
5. How is reading a web page *different* from reading something in print, e.g. a textbook?
6. What additional comments or questions do you have?

➡ On the Seneca site, select “Tips and Resources” and then “How to read your timetable”. Select one campus and print out the brochure. Use the brochure to figure out how to understand how to read the course code for you college class. Explain how to understand the course code [to another person](#).

Connections and Next Steps

➡ Read “Speaking of Success: Roberta Bondar” on p. 23 of *Power Learning*. What does Dr. Bondar believe is most important for facing challenges?

Smart Start at Seneca – Student Response
Navigating and Reading College Web Sites

➡ You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print out a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

➡ Introduction to College

- One difference between high school and college environments and implications for me
- How to access a computer, log in and access the Internet on campus

- Interpret 3 items on the website

I see...	I think...	Therefore...
<i>The caption "Be Your Own Hero"</i>	<i>This caption advises me to be and do the things I most admire</i>	<i>I am responsible for making this experience a success or not</i>
1. 2. 3.		

- Responses to the 4 reading questions that take a critical stance

Action!

➡ Explain

- SMILE?
- Protégé?

➡ Attach a printout of Reading Comprehension success strategies, with 5 strategies highlighted

➡ Oral or written summary of the "First Year Experience Guide".

➡ Reflection:

➡

- Which strategy works best for me

-
- Which strategy I need to practise
 - ➡ Reflect
 - Three questions about being a college student:
 - 1.
 - 2.
 - 3.

Consolidation

- ➡ Answers to the guiding questions:
 - How well the web pages answered my questions about being a college student...
What I still want to know
 - How user-friendly the pages' format and navigation were...What was challenging or
easy to locate
 - How welcomed into the college community I felt...Why or why not
 - My first impressions of college from this web site
 - How reading a web site differs from reading a print text

Connections and Next Steps

- ➡ How to read the course code for a college class
 - ➡ What Dr. Bondar believes is most important for facing challenges
 - ➡ College Challenge, Lesson 1.2
-

Teacher's Feedback

Successfully completed

Still to do: _____

Comments:

Smart Start at Seneca

Navigating and Reading College Web Sites

Literacy Learning Self-Assessment Checklist

☞ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Become familiar with information on your college website
- Locate and critically read and evaluate information
- Increase Internet skills, e.g. using hyper-links and questions to 'go deeper'

Minds On

- I can identify 1 difference between high school and college environments and implications for me
- I understand how to access a computer, log in and access the Internet on campus
- I can interpret graphics and words on websites
- I can use and respond to critical questions

Action!

- I know what SMILE is.
- I know what a Protégé is.
- I understand and have practiced 5 reading comprehension strategies.
- I can summarize what's important to me in the "First Year Experience Guide".
- I can identify a reading comprehension strategy that works for me
- I can identify a reading comprehension strategy I should practice

Consolidation

- I understand how to read the course code

Take the College Challenge!

Making inferences to locate information

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Brainstorm effectively ☑ Become familiar with information on a college website ☑ Understand how to make inferences to locate information 	<ul style="list-style-type: none"> • Student Response Page: Take the College Challenge! • Access to the Internet • Ontario colleges web site. Available at http://www.edu.gov.on.ca/eng/general/ist/college.html • Work with a partner
Minds On...	
<p>❶ Many students think brainstorming is simply recording random ideas. However, brainstorming (think of the word ‘storm’) is an intense problem-solving strategy used by creative teams or individuals. Brainstorming should bring insight through</p> <ul style="list-style-type: none"> • generating ideas rapidly • not censoring ideas prematurely • pushing yourself to generate 5 ideas after you think you’re done. <p>❷ Bookmarking means saving the URL in your favorites.</p> <p>❸ Skilled internet users locate information efficiently rather than by trial and error, e.g., if you linked to the Algonquin College website and wanted to find out about places to live, you would consider the menu labels and hyperlinks.</p> <p>One way: From the menu bar, you will eliminate “About”, “Admissions”, “Programs and Courses”, “News” and “Events”. You would infer that “Student Services” might include information about places to live because providing information about housing options would be a “service” that supports students.</p> <p>Another way: Because your general knowledge tells you that new students are the ones most likely to want to stay in residence, you might also select the link for</p>	<p>➡ Brainstorm a list of information new college students might be looking for. If possible, brainstorm with your teacher or another student.</p> <p>➡ Locate the page that lists the web pages for all 24 colleges in Ontario using the internet address above. Bookmark the page and then use the hyperlink to go to the web page of a college of your choice.</p> <p>➡ Identify something you want to know about the college you selected. Brainstorm if necessary. Use your background knowledge to make an inference (a prediction in this case) about which menu item or hyperlink will most likely to take you to the information you’re seeking. How many links does it take to get to the information you’re looking for?</p>

“Prospective Students”. Both of these links will take you to information about places to live.

Action!

① Locating information is a basic information processing skill. You have to know what you’re looking for and where to look. Understanding the structure and features of a text, such as a website, helps you search successfully.

➡ Locate the information listed on the Student Response page for the college of your choice. Check the box beside each heading if the website provides all the information. Bookmark pages that interest you for future reference.

Consolidation

① The ability to reflect, or look back at yourself, is important to effective learning. Reflecting enables you to assess your success, set new goals and plan next steps. Reflection is a metacognitive skill that enables you to think about your thinking.

➡ Reflect on how well you predicted what kinds of information you located on the college website. What did you not predict? Why not? How efficient were your searches?

Connections and Next Steps

➡ Identify a topic of interest related to one of your classes. Using your browser and a search engine, locate a promising web site. Search for information on the web site, consciously making inferences to search efficiently.

Take the College Challenge! – Student Response

Making Inferences to Locate Information

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

- ➡ Select a promising menu item or hyperlink by making an inference
 - ➡ Bookmark a link (save it to Favourites).
-

Action!

➡ Locate the information below:

Campus Map:

- Locate residences and select one. Give your reason for your selection.
- Locate food services.
- Locate student parking lots and the cost of a parking pass.

Orientation Program:

- When the orientation program is offered
- What events the orientation program includes

Office of the Registrar (Admissions):

- How much tuition fees are
- What convocation is and when it's held

Date and Deadlines:

- When exams start
- When this semester ends

Learner Support Centre:

- Whether the college has peer tutors, writing help, and workshops

Library: 2 helpful links for research

Counselling: Free help

Book/Computer Store:

- The cost of a textbook in a course you'd like to take
- Whether you can buy or trade used textbooks

Students' Association:

- Services provided by the Campus Health Centre
-

-
- Whether the college has a dental/health plan

Internet Portal:

- Name of the college's student e-mail portal.
- Whether the college has an electronic course communication system (called a blackboard)

Student Newspaper: headline of an article you've read at http://www.edu.gov.on.ca/eng/relsites/collnews_coll.html

Events Calendar: Upcoming events

Human Resources: Job opportunities

Departments and Programs:

- Title of a course that is new to you.
- Whether the college offers apprenticeship programs

Financial Aid/Awards: Bursaries and scholarships

Athletics:

- Fitness facilities and the fee

Consolidation

- ➡ How well you predicted the kinds of information college web sites provide

Connections and Next Steps

- ➡ What else did you locate of interest that could be included in this challenge?
-

Teacher's Feedback



Successfully completed

Still to do: _____

Comments:

Take the College Challenge! Student Responses

Making Inferences to Locate Information

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Brainstorm effectively
- Become familiar with information on a college web site
- Make inferences to locate information on a college web site

Minds On

- I can make predictions before reading
- I understand how to make an inference in order to locate web site information efficiently
- I can bookmark a link

Action!

- I can make inferences to locate specific information on a college web site
- I can locate a variety of types of information:
 - Places
 - Maps
 - Dates
 - Amounts
 - Events
 - Services
 - Electronic blackboard environment
- I can locate information based on
 - Instructions
 - Personal preference
 - Application to me

Consolidation

- I can reflect on how successful I was at predicting the kinds of information I'd find

Connections and Next Steps

- I have practised making inferences and conducting efficient searches for a web site related by topic to one of my classes.

Networking in College: Study Groups

Study Smart. Not More!

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Appreciate the importance of networking in your program and in your working life <input checked="" type="checkbox"/> Understand the study group concept <input checked="" type="checkbox"/> Learn to create, plan, organize and lead a study group <input checked="" type="checkbox"/> Set an agenda 	<ul style="list-style-type: none"> • Student Response Page: Networking in College • Conestoga College’s Learning Commons “Forming Your Own Study Group”. Go to the Workshops page available at http://www.conestogac.on.ca/learningcommons/workshops/index.jsp • Work with a partner.
Minds On	
<p>i Conestoga College’s Learning Commons is an excellent resource for any college student, and is worthy of further exploration. Be sure to bookmark this internet address and add it to your list of favourites.</p> <p>i There are many benefits to collaborating and co-operating. For example, when students in a second year business program sell their first year texts as a co-op, then all students benefit. Instead of undercutting one another’s price selling as individuals and competing against each other, all the used texts are pooled and a common price agreed upon. Buyers find a text easily, a one stop-shop; sellers get a fair price without battling their peers.</p>	<p>➡ Locate a slide presentation entitled “Forming Your Own Study Group” using the internet address, above, for Conestoga College’s Learning Commons. Select “workshops”.</p> <ul style="list-style-type: none"> • Use the menu on the left to select slides. Be sure to read the notes below each slide. • As you watch and read, record the advantages and disadvantages of studying in a group. Use the T-chart on your Student Response page. • Compare your list with a partner’s. Do the pros outweigh the cons?
Action!	
<p>i The initial set-up and organization of a study group requires some time, but the long term benefits of a network of peers is valuable now and in the future.</p> <p>i “It’s not what you know, but who you know.” is an expression you may have heard. The art of networking is very important in the world of work, and</p>	<p>➡ Review the important facts by reading the study group brochure. Go the index for Conestoga College’s Learning Commons. Select “resources”.</p> <p>➡ Assume that you have approached and invited 4-6 students for your study group using the guidelines recommended in the</p>

organizing and leading a study group is a good starting point for honing these skills.

brochure. You are ready to e-mail the agenda for the first meeting.

- Use the informal meeting agenda template from Microsoft Office on your Student Response page. Make changes to suit your needs.
- [Work with a partner](#) to fill in the agenda template. Return to “Forming Your Own Study Group” presentation to check that the key questions are on your agenda.
- Prepare your email with the agenda as an attachment.

Consolidation

① Lesson 5.4 provides specific information about email etiquette.

➡ Before you send your e-mail, re-read it as if you were the recipient. Use the following questions as your checklist.

- Do you have sufficient information to attend?
- If you received this agenda, would you want to participate?
- As a potential member of this group, what would your concerns be?
- Do you see item(s) where you would contribute ideas?
- What is the tone (attitude) of the e-mail? Is it inviting?
- Does the writer seem organized? ...business-like?

➡ Have [a partner or your teacher](#) proofread your work. Print a hard copy and attach it to your Student Response page.

Connections and Next Steps

➡ Hard skills are technical and job-specific skills. Soft skills are people skills, e.g., communication, teamwork, creativity, organization and a collaborative spirit. Reflect on your learning in this lesson. What “soft skills” are acquired in networking that will be useful to you in your college and working life?

➡ Investigate another workshop presentation and resource on the Learning Commons index.

Networking in College: Study Groups – Student Response
Work Smart. Not More!

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

➡ Fill in the T-chart, compare results with a partner's:

Advantages of Study Groups	Disadvantages of Study Groups

Action!

➡ *With a partner*, create an agenda. Revise the outline as needed.

Study Group Agenda
Team Meeting

[Date]

[Time]

[Location]

Meeting called by:

Type of meeting:

Facilitator:

Note taker:

Timekeeper:

Attendees:

Please read:

Please bring:

Agenda Items

Topic	Presenter	Time allotted
✓		
✓		
✓		

Other Information

Observers:

Resources:

Special notes:

Consolidation

- ➡ Attach the revised and edited email and agenda.

Connections and Next Steps

- ➡ Soft skills practised above.
 - ➡ Another workshop presentation and resource on the Learning Commons index.
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Teacher's Feedback



Successfully completed

Still to do: _____

Comments:

Networking in College: Study Groups

Study Smart. Not More!

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- understand the study group concept
- learn to create, plan, organize and lead a study group
- set an agenda

Minds On...

- I understand the benefits and the challenges of study groups
- I know what a study group is and the steps to take to form a study group

Action!

- I can set an agenda
- I can email a peer with the required information

Consolidation

- I understand the role of networking in college and in workplace situations

Connections and Next Steps

- I know what soft skills are and which ones I have.
- I have investigated another workshop and resource available on the Learning Commons.

Study Guides Learning Strategically

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Reflecting on personal strengths, areas for improvement, successful and unsuccessful learning, the challenges of working in groups ☑ Self-assessing for goal setting, time management and concentration ☑ Understanding helpful tips from college study guides ☑ Understanding and meet college expectations, e.g., being an autonomous learner ☑ Forming informed opinions and support them with evidence 	<ul style="list-style-type: none"> • Student Response Page: Study Guides • Access to the Internet • Selections from chapter 1 of <i>Power Learning</i>. See Minds On, below. • Study Guides at Humber, Algonquin and Mohawk Colleges. Available: <ul style="list-style-type: none"> http://studentservices.humberc.on.ca/antiflnk/ http://www.algonquincollege.com/student-services/counselling/studyguide/links.htm http://www.mohawkcollege.ca/dept/std-ev/Counselling/pdfs/StudySkillsBooklet_June08.pdf • Work with a partner • Ministry of Education Study Skills page available at: <ul style="list-style-type: none"> http://www.edu.gov.on.ca/eng/career/study-t.html
Minds On	
<p>❗ Because colleges want students to be successful, they provide numerous supports. These supports have been developed from</p> <ul style="list-style-type: none"> • input by college students • experience of college instructors • research into learning. <p>❗ Researchers observe that successful learners aren't just lucky or smart; they use specific strategies, or tools, to help them succeed. The conclusion is that teaching those strategies to all learners could help all learners succeed.</p> <p>College students are expected to be strategic learners who know what they're trying to learn and who select tools and approaches to achieve their learning goals. This isn't as easy as it sounds, because you have to</p> <ul style="list-style-type: none"> • know yourself, your strengths and 	<p>➡ Do 1 of the following. Your teacher will provide access to the book or to a hard copy.</p> <ul style="list-style-type: none"> • Write in response to the 8 questions in "Journal Reflections: My School Experiences" on p. 5 of <i>Power Learning</i>. • Respond to the questions in "Working in a Group: Examine the Causes of Success and Failure" on p. 14 of <i>Power Learning</i>. • Check your strengths and highlight skills to develop further using the list in "Career Connections" on p. 18 of <i>Power Learning</i>. • Complete the survey "Are You Afraid of Success?" on p. 22 of <i>Power Learning</i>. <p>➡ Locate the Humber College "Anti-Flunk Guide" using the internet address above. Select "Independent Learning and</p>

<p>areas for improvement</p> <ul style="list-style-type: none"> • know what strategies you could use and select the one that suits you and the task • practise using the strategy so that you use it automatically and effectively. 	<p>Studying” from the menu.</p> <ul style="list-style-type: none"> ➡ Referring to the guide’s description of “autonomous learner”, create a one-sentence description of your own to describe an ideal college learner and write it on your Student Response page. ➡ Select “Goal Setting” from the menu. Print a hard copy of this survey. Follow directions to complete 3 sections: <ul style="list-style-type: none"> • Values identification (the list of words) • Setting Priorities • What’s helping? What’s not? Attach the page to your Student Response page. ➡ Select “Time Management” from the menu. Print a hard copy and complete the “Time Management” survey. Repeat for “Concentration”. Attach these to your Student Response page.
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Action!

<ul style="list-style-type: none"> ➡ Mohawk and Algonquin Colleges have created comprehensive online study guides. These can help students in any college. Both guides have information on: note-taking, studying, test-taking, anxiety and memory. ➡ College students tell us that college instructors are strict about students using their own words and ideas. Students sometimes think that they can answer questions or complete assignments by locating the information and cutting and pasting it. This is plagiarism, which can have serious consequences. <p>College expects you to <i>process</i> the information. In other words, you are to</p> <ul style="list-style-type: none"> • locate information • take it in • make it yours by interpreting, drawing conclusions, combining it with or comparing it to other information • express your understanding and 	<ul style="list-style-type: none"> ➡ Locate the Mohawk and Algonquin College study guides using the internet addresses above. Open two windows so that you can study both at the same time. ➡ Identify the 3 most helpful tips for each of the following and summarize them in point form and in your own words on your Student Response page: <ul style="list-style-type: none"> • note-taking • studying • test-taking • anxiety • memory ➡ Reread your notes and highlight the strategies you commit to using.
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thinking in your own words.

Consolidation

❶ As an adult learner at college, you are expected to do more than locate and copy information. You are expected to form informed opinions and provide evidence and reasons for your opinions.

❶ R.A.F.T.S. is a strategy for clarifying 5 important aspects of any piece of writing:

- your **R**ole and relationship to the intended reader
- the **A**udience, or intended reader, whose needs for information you must respond to
- the **F**orm, or shape or format, that the writing will take; many forms are already set and accepted; putting information into a familiar form makes it easier for the reader to understand it
- the **T**opic, or what you're writing about:
- a **S**trong Verb that captures what you hope to achieve.

➡ Decide which study guide is most helpful to you. Give a reason for your choice.

- Which guide gave the most helpful advice?
- Which guide was most realistic and practical?
- Which guide was easiest to navigate?
- Which guide had the most accessible style and format?

➡ Plan a brief review in which you will recommend one of the study guides to fellow students. Use the R.A.F.T.S. as a guide (see your Student Response page).

➡ Write your review in paragraphs, e.g., as if for a school newspaper or blog. Attach it to your Student Response page.

Connections and Next Steps

➡ Finding a system of studying that suits your individual needs may require more research. The Ontario Ministry of Education has recommended a number of websites as a guide for students. Check out the address that follows and cruise through their list of sites. <http://www.edu.gov.on.ca/eng/career/study-t.html>

Study Guides – Student Response
Learning Strategically

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

- ➡ Strategies for knowing yourself and taking control of learning
- Responses to 1 of the choices from *Power Learning*
- Description of autonomous learner
- Attach Goal Setting, Time Management and Concentration surveys.

Action!

➡ Review Study Guides:

- Helpful Tips from College Study Guides

	Mohawk (pages)	Algonquin (links)
1. Note-taking	Pg. 1-3	"Taking Notes"
2. Studying	Pg. 4-5	"Preparing for Exams"
3. Test-taking	Pg. 6-7	"Preparing for Exams"
4. Anxiety	Pg. 11	"Techniques for Managing Exam Anxiety"
5. Memory	Pg. 12	"Study for Good Comprehension and Recall"

- The best guide for me and why it's the most helpful

Consolidation

➡ Recommend a Study Guide

Your Role	College student
Audience	Other college students
Format	Paragraphs Friendly and authoritative Paragraph 1: name of document or web site page, name of college, URL, your opinion of it Paragraph 2: reasons supporting your opinion, including specific examples to illustrate and comparisons to other study guides (might take more than 1 paragraph) Paragraph 3: re-emphasis of opinion, leave readers with a memorable impression
Topic	Online college study guide
Strong Verb	Recommend

- Attach your recommendation.

Teacher's Feedback:



Successfully completed

Still to do: _____

Comments:

Study Guides

Learning Strategically

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Reflect on personal strengths, areas for improvement, successful and unsuccessful learning, group work
- Self-assess for goal setting, time management and concentration
- Understand helpful tips from college study guides
- Understand and meet college expectations, e.g., being an autonomous learner, knowing what plagiarism is and how to avoid it, forming informed opinions and support them with evidence

Minds On

- I can reflect on my own learning, on my strengths and areas for improvement, and success and failure in learning and working in groups
- I understand what it means to be a strategic learner and I can commit to using strategies to help me be successful
- I can assess my approaches to goal setting, time management and concentration

Action!

- I understand how to summarize information in point form to avoid the copying, and cutting and pasting that result in plagiarism
- I can commit to practising strategies
- I can form an informed opinion and provide reasons and evidence

Consolidation

- I understand the 5 aspects of a R.A.F.T. S. that are important to any piece of writing
- I can plan and write a brief review and recommendation

Connections and Next Steps

- I can locate a web site using a URL and “cruise” purposefully using hyperlinks.

Arresting Time Bandits Managing Large Tasks

Critical Learning	Materials & Interactions
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understand how time management differs in high school and college <input checked="" type="checkbox"/> Recognize your unique ways of procrastinating <input checked="" type="checkbox"/> Understand how to self-motivate <input checked="" type="checkbox"/> Understand how to manage a large task by breaking it into a series of small tasks 	<ul style="list-style-type: none"> • Student Response Page: Arresting Time Bandits • Access to the Internet • <i>Power Learning</i> • Online videos. Centre for Student Development, McMaster. Available at http://maclife.mcmaster.ca/academicskills/online_resources.cfm • “Technological Vulnerability”. Available at http://www.uow.edu.au/arts/sts/bmartin/pubs/96tis.html
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Minds On

<p>i You can locate a series of online videos at the Centre for Student Development (see internet address, above). Each video is short (3-5 minutes) but informative. Although designed for university students, the content applies equally to college students. Bookmark this site for future reference.</p> <p>i A schedule of classes at a college differs greatly from a high school schedule. College students tell us that because time isn't tightly scheduled, it's easy to waste it. It is essential to identify and use time-management strategies.</p>	<p>➡ Locate the Centre for Student Development page at the internet address, above.</p> <p>➡ Locate the video “Under Time Pressure” (2:57 minutes long). As you watch, respond to the following</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Typical number of hours in a classroom per week</td> <td style="width: 100px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">Time-consuming items</td> <td style="width: 100px; height: 30px;"></td> </tr> </table> <p>➡ Locate the video, “Procrastination Avoidance Made Practical” (3:57 minutes long). List the following.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Personal distraction habits</td> <td style="width: 100px; height: 60px;"></td> </tr> </table>	Typical number of hours in a classroom per week		Time-consuming items		Personal distraction habits	
Typical number of hours in a classroom per week							
Time-consuming items							
Personal distraction habits							

	Examples of your internal dialogue		
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Action!

i To procrastinate is to postpone or delay needlessly. The word derives from a Latin word for “tomorrow”.

➡ Locate the video, “Winning Through Wedging” (4 minutes long). Either explain the following **to your teacher** or explain the following in writing, as if you were speaking to a fellow student:

- “the five-minute technique”
- “wedging”
- zones of “initiation”
- “inertia”
- “willpower”.

➡ Explain, either in **conversation with your teacher**, or in writing in your notebook how these techniques combat procrastination.

Consolidation

i College students are sometimes faced with tasks that seem overwhelming. The techniques above can help. Assume that Brian Martin’s essay “Technological Vulnerability” is the focus of a writing assignment. (We know a college student who was assigned this essay as part of an assignment!) To do the assignment, you have first to read and understand the essay.

➡ Locate the essay “Technological Vulnerability” at the internet address above. Do the following on your Student Response page or in your notebook, or **in a think-aloud with your teacher**.

Step 1: Preview the essay, for example by reading the title, headings, and abstract. Make a prediction about what the essay is about.

Step 2: Listen to your inner voice. For example, are you saying: “I don’t get it. This essay is too hard for me”? If so, take steps to manage this negative response.

Step 3: The essay is divided into 5 parts, so this means you have 5 small tasks instead of 1 large task. Use the five-minute technique. Set the timer. Read the introduction, highlighting parts that support your predictions. Adjust your predictions as necessary.

Step 4: After 5 minutes, make your

decision to take a break or continue.

Step 5: Continue, as suggested by the video, using your willpower for each five minutes, highlighting and adjusting predictions.

Connections and Next Steps

- ➡ You're now prepared to complete the instructor's writing assignment based on this essay. That lesson is "Set your Cites" (Lesson 5.6).
 - ➡ Apply what you've learned! Use the "wedging" technique on any learning task that seems overwhelming, including readings and studying for tests and exams. Chunking your assignment into smaller manageable parts can give you the sense of accomplishment you need to complete your work.
 - ➡ Complete activities in Chapter 2: "Making the Most of Your Time" (*Power Learning*)
 - Journal Reflections: Where Does My Time Go? Page 31
 - *Try It! 2*: Working in a Group: Identify the Black Holes of Time Management
 - *Try It! 5*: Find Your Procrastination Quotient, page 44
 - Read "Time for success", pages 29-49, and complete "The Case of...Where does the Time Go?", page 55
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Arresting Time Bandits – Student Response
Managing Large Tasks

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

➡ “Under Time Pressure”

Typical number of hours in a classroom per week	
Time-consuming items (add your own ideas)	

➡ “Procrastination Avoidance Made Practical”

Person distraction habits	
Examples of your internal dialogue	

Action!

➡ Explain

- “the five-minute technique”
- “wedging”
- zones of “initiation”
- “inertia”
- “willpower”.

➡ How these techniques combat procrastination

Consolidation

➡ In writing or in conversation, do the following for the essay:

Step 1: Preview, e.g. by reading the title, headings, and abstract. Make a prediction

about what the essay is about.

Step 2: Listen to your inner voice. What is it saying? What steps will you take to manage if it is a negative response?

Steps 3, 4, 5: What are your predictions for each part? How do you adjust your predictions after reading each part?

Connections and Next Steps

➡ Identify another assignment you have had or do have to which you could apply these steps.

Teacher's Feedback:



Successful

Still to do: _____

Comments:

Arresting Time Bandits

Managing Large Tasks

Literacy Learning Self-Assessment Checklist

☞ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Understand how time management differs in high school and college
- Recognize personal and/or unique ways of procrastinating
- Understand how to self-motivate
- Understand how to manage a large task by breaking it into a series of small tasks

Minds On

- I can locate specific resources online using an internet address.
- I can identify items that 'eat up' unscheduled time.
- I can recognize my own habits of procrastination and decide to overcome them.
- I am aware of my internal dialogue and can decide to change the dialogue.

Action!

- I can name and explain key concepts from the video "Winning through Wedging".
- I have strategies I am prepared to use to combat procrastination.

Consolidation

- I know how to preview a long reading.
- I know how to chunk a long reading into shorter sections.
- I know how to listen to and manage my inner voice.
- I know how to make and adjust predictions.
- I know how to use the 5-minute technique.

Connections and Next Steps

- I have applied these techniques to an assignment in my high school classes.
- I have applied these techniques to an assignment in my college class.