

Student Success

Student Guide



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Student Success Unit

Introduction

In this unit you will:

- Learn to make the most of opportunities to enhance your study skills.
- Discover how you learn best
- How to set and achieve attainable goals
- Learn to understand the importance of self-reflection and the value of lifelong learning.

Within the textbook as well as the accompanying CD-ROM (which includes an e-text to use from home) there are interactive activities, questionnaires and assignments, you will identify how to strengthen your listening, reading, and study habits, and develop successful thinking strategies for your personal and professional lives.

Unit Length: 10 Hours In Class + Assigned Homework

Grading: Text Assignments 70%
Participation 30%



Resources

Keys to Success: How to Achieve Your Goals, Sixth Canadian Edition.
C.Carter, S. Kravitz, P.J. Maurin ©2013.
Pearson Publishing

Each lesson in this unit corresponds with chapters in the text, and includes a brief activity.

***Additional (and helpful) materials are available in the MyStudentSuccessLab CD (in the back of the textbook) The CD includes an e-text you may load on to your computer and read from home as well as activities, videos, exercises, additional resources to use during and after you have completed your program**



*✂ Whether you think you CAN or you CAN'T, you are RIGHT!
Always give 100% ✂*

Study Sequence- Keys to Success

Chapter	Readings	Exercises (included)	Weight	Completed? <input checked="" type="checkbox"/>
Ch. 1 Growing towards success	P. 2-29	<i>"Steps to Success"</i>	10%	
		<i>Personal Portfolio "Prepare for Career Success"</i>	10%	
Ch.2 Values, Goals and Time	P.30-57	<i>"Get Analytical: Explore your values"</i>	10%	
Ch.6 Listening and Note Taking	P. 154-179	<i>"Status Check: How developed are your listening and note taking skills"</i>	10%	
Ch. 7 Memory and Studying	P. 180-213	<i>"Status Check: How developed are your memory and study skills"</i>	10%	
Ch.8 Test Taking	P. 214-251	<i>"Status Check: How prepared are you for test taking"</i>	10%	
		<i>"Get Practical: Assess your test anxiety"</i>	10%	

***Students are expected to take notes as they read through the information in each chapter. Notes will be checked for completion and contribute toward students participation mark.**

Participation Rubric-30%:

Student Participation Rubric

	4	3	2	1
Attendance/ Punctuality	Student is always punctual and regularly attends class	Student is typically punctual and regularly attends class	Student has difficulty with punctuality and misses class often	Student is rarely punctual and has poor attendance
Engagement	Student is consistently on task and is very focused	Student is regularly on task and is generally focused	Student is often not on task and has inconsistent focus	Student is almost never on task, and has very little focus
Effort	Student works to the best of their abilities and creates a high quality final product	Student makes a consistent effort and is thorough in exercise completion	Student makes an inconsistent effort and partially completes exercises	Student makes very little effort and rarely finishes exercises
Attitude	Student consistently shows respect for peers and instructors	Student shows respect for peers and instructors most of the time	Student shows inconsistent respect for peers and instructors	Student is often disrespectful to peers and instructors
Note Taking	Student always takes detailed notes on key information from each chapter	Student occasionally takes notes on key information from each chapter.	Student rarely takes notes on key information from each chapter.	Student never takes notes on key information from each chapter.
Homework Completion	Student is always prepared for class with assignments and required class materials	Student is usually prepared for class with assignments and required class materials	Student is rarely prepared for class with assignments and required class materials	Student is almost never prepared for class with assignments and required class materials

Chapter 1: Growing towards success

Building Skills for *Post-Secondary, Career, and Life Success*

Steps to Success

Read pages 2-29 in **Keys to Success** and complete the following exercises below.

Activate Yourself

Robert Sternberg found that people who reach their goals successfully, despite differences in thinking and personal goals, have 20 particular characteristics in common that motivate them to grow. Each of the “I” statements in the following list identifies one of the characteristics.

STEP 1 BUILD BASIC SKILLS. Use this self-assessment to think about how well you can get and stay motivated right now.

	1 Not at All Like Me	2 Somewhat Unlike Me	3 Not Sure	4 Somewhat Like Me	5 Definitely Like Me
1. I motivate myself well.	1	2	3	4	5
2. I can control my impulses.	1	2	3	4	5
3. I know when to persevere and when to change gears.	1	2	3	4	5
4. I make the most of what I do.	1	2	3	4	5
5. I can successfully translate my ideas into actions.	1	2	3	4	5
6. I can focus effectively on my goal.	1	2	3	4	5
7. I complete tasks and have good follow-through.	1	2	3	4	5
8. I initiate action- I move people and projects ahead.	1	2	3	4	5
9. I have the courage to risk failure.	1	2	3	4	5
10. I avoid procrastination.	1	2	3	4	5
11. I accept responsibility when I make a mistake.	1	2	3	4	5
12. I don't waste time feeling	1	2	3	4	5

sorry for myself.					
13. I independently take responsibility for my tasks.	1	2	3	4	5
14. I work hard to overcome personal difficulties.	1	2	3	4	5
15. I create an environment that helps me concentrate on my goals.	1	2	3	4	5
16. I don't take on too much work or too little.	1	2	3	4	5
17. I can delay gratification to receive the benefits.	1	2	3	4	5
18. I can see both the big picture and the details in a situation.	1	2	3	4	5
19. I am able to maintain confidence in myself.	1	2	3	4	5
20. I can balance analytical, creative, and practical thinking skills.	1	2	3	4	5

STEP 2 TAKE IT TO THE NEXT LEVEL. Choose five statements that focus on areas you most want to develop throughout the term. Circle or highlight them on the self-assessment. Then pretend to be an instructor recommending you for a scholarship or a job. Write a short email about how strong you are in those five areas. Save the email as a reminder of what you would like such a person to say about you.

STEP 3 MOVE FORWARD MASTERY. Select one of the five statements chosen in the previous section and take action in the following ways.

1. Find the section in the book that will help you develop this ability. If you wish to procrastinate less, for example, locate the time-management information in Chapter 2.
2. Skim the book section and find one concept or strategy that catches your attention. Copy the concept or strategy onto a piece of paper or electronic file. Then, briefly describe how you plan to use it.
3. Take action in the next week based on your plan. You are on the road to growth.

Personal Portfolio

Prepare for Career Success

ACCESS YOUR SUCCESSFUL INTELLIGENCE

By the end of the term, you will have compiled a portfolio of documents that can help you achieve career exploration and planning goals.

Type your work and save the documents electronically in one file folder. Use loose paper for assignments that ask you to draw or make collages, and make copies of assignments that ask you to write in the book. For safekeeping, scan and save loose or book pages to include in your portfolio file.

21st Century Learning Building Blocks

- Initiative and Self-Direction
- Critical Thinking and Problem Solving

As you bring this course, use this exercise to get a big-picture look at how you perceive yourself as an analytical, creative, and practical thinker. For the statements in each of the three self-assessments, circle the number that best describes how it applies to you.

ASSESS YOUR ANALYTICAL THINKING SKILLS

For each statement, circle the number that feels right to you, from 1 “not at all true for me” to 5 for “very true for me.”

1. I recognize and define problems effectively.	1	2	3	4	5
2. I see myself as “a thinker,” “analytical,” “studious.”	1	2	3	4	5
3. When working on a problem in a group setting, I like to break down the problem into its components and evaluate them.	1	2	3	4	5
4. I need to see convincing evidence before accepting information as fact.	1	2	3	4	5
5. I weigh the pros and cons of plans and ideas before taking action.	1	2	3	4	5
6. I tend to make connections among bits of information by categorizing them.	1	2	3	4	5
7. Impulsive, spontaneous decision making worries me.	1	2	3	4	5
8. I like to analyze causes and effects when making a decision.	1	2	3	4	5

9. I monitor my progress toward goals.

1 2 3 4 5

10. Once I reach a goal, I evaluate the process to see how effective it was.

1 2 3 4 5

Total your answers here: _____

ACCESS YOUR CREATIVE THINKING SKILLS

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

1. I tend to question rules and regulations.

1 2 3 4 5

2. I see myself as “unique,” “full of ideas,” “innovative.”

1 2 3 4 5

3. When working on a problem in a group setting, I generate a lot of ideas.

1 2 3 4 5

4. I am energized when I have a brand-new experience.

1 2 3 4 5

5. If you say something is too risky, I’m ready to give it a shot.

1 2 3 4 5

6. I often wonder if there is a different way to do or see something.

1 2 3 4 5

7. Too much routine in my work or schedule drains my energy.

1 2 3 4 5

8. I tend to see connections among ideas that others do not.

1 2 3 4 5

9. I feel comfortable allowing myself to make mistakes as I test out ideas.

1 2 3 4 5

10. I’m willing to champion an idea even when others disagree with me.

1 2 3 4 5

Total your answers here: _____

ASSESS YOUR PRACTICAL THINKING SKILLS

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

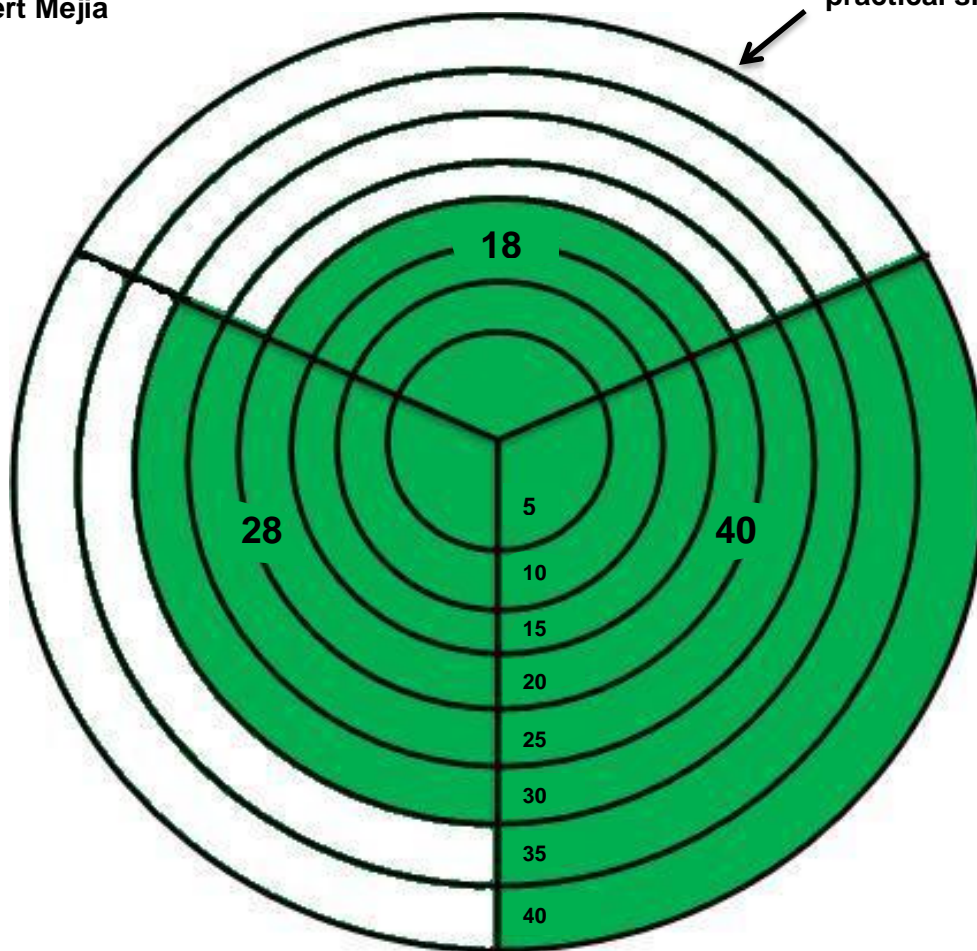
1. I can find a way around any obstacle.	1	2	3	4	5
2. I see myself as a “doer,” the “go-to” person; I “make things happen.”	1	2	3	4	5
3. When working on a problem in a group setting, I like to figure out who will do what and when it should be done.	1	2	3	4	5
4. I apply what I learn from experience to improve my response to similar situations.	1	2	3	4	5
5. I finish what I start and don't leave loose ends hanging.	1	2	3	4	5
6. I note my emotions about academic and social situations and use what they tell me to move toward a goal.	1	2	3	4	5
7. I can sense how people feel and can use that knowledge to interact with others effectively.	1	2	3	4	5
8. I manage my time effectively.	1	2	3	4	5
9. I adjust to the teaching styles of my instructors and the communication styles of my peers.	1	2	3	4	5
10. When involved in a problem-solving process, I can shift gears as needed.	1	2	3	4	5

Total your answers here: _____

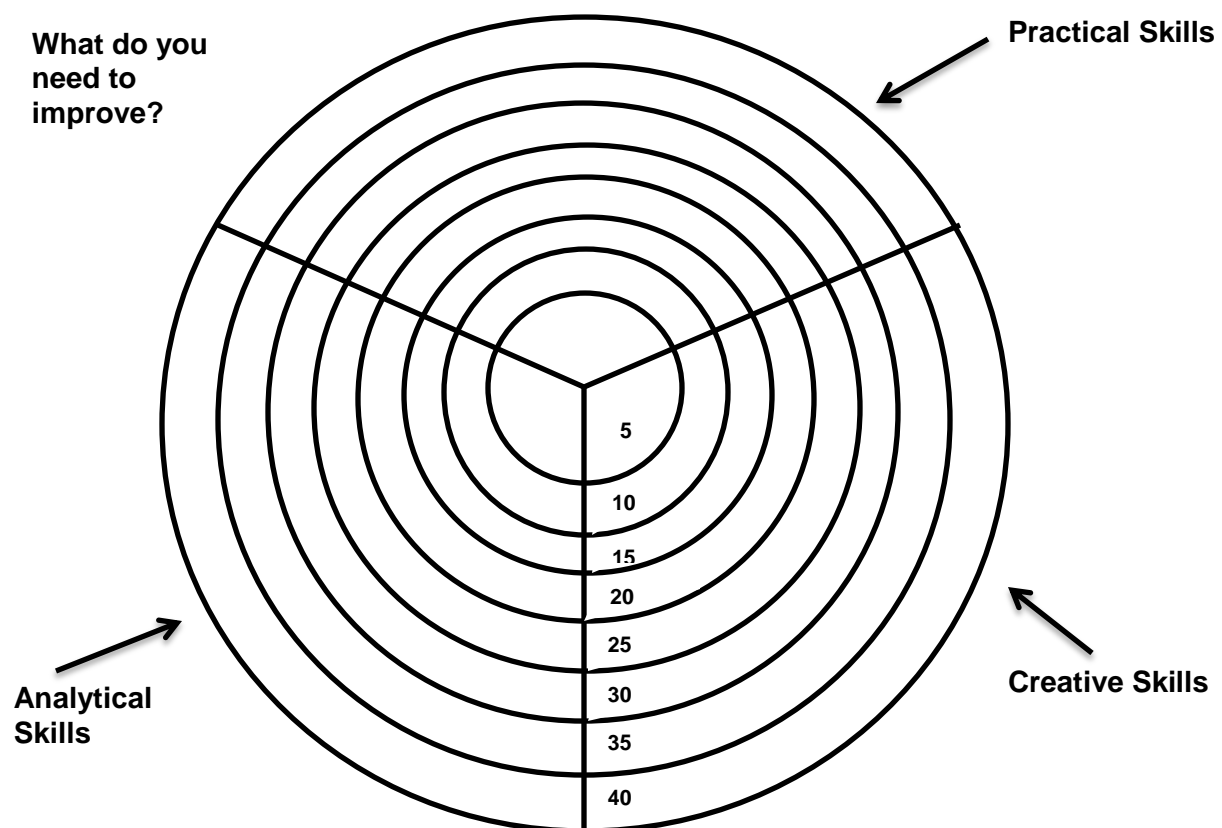
With your scores in hand, use the Wheel of Successful Intelligence to look at all the skills at once. In each of the three areas of the wheel, draw a curved line approximately at the level of your number score and fill in the wedge below that line. Look at what the wheel shows about the level of balance you perceive in your three aspects of successful intelligence. If it were a real wheel, would it roll?

Albert Mejia

I need to work on my practical skills.



Sample Wheel



Based on the appearance of the wheel, in which skill do you most need to build strength? Keep this goal in mind as you proceed through the book. In each chapter, pay special attention to the exercise that builds this thinking skill.

Chapter 2: Values, Goals and Time

Get Analytical

Read pages 30-57 in **Keys to Success** and complete the exercise below.

Explore Your Values

Rate each of the listed values on a scale from 1-5, 1 being least important to you and 5 being most important.

- | | |
|--|--------------------------------------|
| _____ Knowing yourself | _____ Pursuing an education |
| _____ Self-improvement | _____ Good relationships with family |
| _____ Improving physical/mental health | _____ Helping others |
| _____ Leadership and teamwork skills | _____ Being organized |
| _____ Being liked by others | _____ Reading |
| _____ Taking risks | _____ Time to yourself |
| _____ Time for fun/relaxation | _____ Lifelong learning |
| _____ Staying fit through exercise | _____ Competing and winning |
| _____ Spiritual/religious life | _____ Making a lot of money |
| _____ Community involvement | _____ Creative/artistic pursuits |
| _____ Keeping up with the news | _____ Getting a good job |
| _____ Financial stability | _____ Other |

List your top three values:

1. _____
2. _____
3. _____

Now connect your values to educational goals. Choose one top value that is a factor in an educational choice you have made. Explain the choice and how the value is involved.

Example: A student who values helping others chooses to study nursing.

Chapter 6: Listening and Note Taking

Status Check

Read pages 154-179 in **Keys to Success** and complete the exercise below.

How developed are you listening and note-taking skills?

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

➤ I know and understand the states of listening.	1	2	3	4	5
➤ I arrive early for class prepared to absorb information by having read the required text ahead of time.	1	2	3	4	5
➤ I ask questions during lectures and listen for verbal clues to understand important information.	1	2	3	4	5
➤ I understand the differences between internal and external distractions and work to control my learning environment wherever possible.	1	2	3	4	5
➤ I use different note-taking systems depending on my instructor's teaching styles and the material being taught.	1	2	3	4	5
➤ I know how to use visuals in my notes to clarify tough concepts discussed in class.	1	2	3	4	5
➤ I believe that good preparation is a necessary first step toward taking comprehensive notes.	1	2	3	4	5
➤ I use strategies to make sense of and record large class discussions.	1	2	3	4	5
➤ I review notes within 24 hours of taking them.	1	2	3	4	5
➤ I use shorthand to take notes faster.	1	2	3	4	5

Each of the topics in these statements is covered in this chapter. Note those statements for which you circled a 3 or lower. Skim the chapter to see where those topics appear, and pay special attention to them as you read, learn, and apply new strategies.

REMEMBER: *No matter how developed your listening and note-taking skills are, you can improve with effort and practice.*

Chapter 7: Memory and Studying

Status Check

Read pages 180-213 in **Keys to Success** and complete the exercise below.

How developed are your memory and studying skills?

For each statement, circle the number that feels right to you, from 1 for 'not at all true for me' to 5 for "very true for me."

➤ I know that not everything that I hear and read will necessarily stay in my memory for long- or at all.	1	2	3	4	5
➤ When I am studying, I try to choose what is most important to remember.	1	2	3	4	5
➤ Through trial and error, I have figured out study locations and times that work best for me.	1	2	3	4	5
➤ After a test or presentation is over, I retain much of what I had to know.	1	2	3	4	5
➤ I write, rewrite, and summarize information to remember it.	1	2	3	4	5
➤ I use flash cards and other active memory strategies to remember what I study.	1	2	3	4	5
➤ I create mnemonic devices with images and associations as memory hooks.	1	2	3	4	5
➤ I try to review material in several sessions over time rather than cram the night before a test.	1	2	3	4	5
➤ If I find myself looking up something over and over again, I make an effort to memorize it.	1	2	3	4	5
➤ I know how to study class and text notes effectively to prepare for tests.	1	2	3	4	5

Each of the topics in these statements is covered in this chapter. Note those statements for which you circled a 3 or lower. Skim the chapter to see where those topics appear, and pay special attention to them as you read, learn, and apply new strategies.

REMEMBER: No matter how developed your memory and studying skills are, you can improve with effort and practice.

Chapter 8: Test Taking

Status Check

Read pages 214-251 in **Keys to Success** and complete the exercises below.

How prepared are you for taking a test?

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

➤ I use strategies to help me predict what will be on tests.	1	2	3	4	5
➤ I actively prepare and review before taking exams	1	2	3	4	5
➤ I do anything to avoid cramming.	1	2	3	4	5
➤ When I recognize signs of test anxiety, I use relaxation methods to calm down.	1	2	3	4	5
➤ I read test directions before beginning.	1	2	3	4	5
➤ I use certain strategies to answer questions I'm unsure of.	1	2	3	4	5
➤ I don't think cheating is worth the price.	1	2	3	4	5
➤ I know the difference between objective and subjective questions and how to answer each.	1	2	3	4	5
➤ I look for action verbs when answering essay questions.	1	2	3	4	5
➤ I learn from my testing mistakes and actively grow from them.	1	2	3	4	5

Each of the topics on these statements is covered in this chapter. Note those statements for which you circled a 3 or lower. Skim the chapter to see where those topics appear, and pay special attention to them as you read, learn, and apply new strategies.

REMEMBER: *No matter how prepared you are for taking tests, you can improve with effort and practice.*

Get Practical!**Assess Test Anxiety with the Westside Test Anxiety Scale**

The first step towards becoming a fearless test taker is understanding your personal level of test anxiety. Answer the questions below as honest as possible.

Rate how true each of the following is of you, from “always true” to “never true.” Use the following 5-point scale. Circle your answers.

5= always true; 4= usually true; 3= sometimes true; 2= seldom true; 1= never true

➤ The closer I am to a major exam, the harder it is for me to concentrate on the material.	1	2	3	4	5
➤ When I study for my exams, I worry that I will not remember the material on the exam.	1	2	3	4	5
➤ During important exams, I think that I am doing awful or that I may fail.	1	2	3	4	5
➤ I lose focus on important exams, and I cannot remember material that I knew before the exam.	1	2	3	4	5
➤ I remember answers to exam questions only after the exam is already over.	1	2	3	4	5
➤ I worry so much before a major exam that I am too worn out to do my best on the exam.	1	2	3	4	5
➤ I feel out of sorts or not really myself when I take important exams.	1	2	3	4	5
➤ I find that my mind sometimes wanders when I am taking important exams.	1	2	3	4	5
➤ After an exam, I worry about whether I did well enough.	1	2	3	4	5
➤ I struggle with written assignments, or avoid doing them, because I want them to be perfect.	1	2	3	4	5

Sum of the 10 questions: _____

Now divide the sum by 10. Write it here. _____ This is your test anxiety score.

Compare your score against the following scale. How does your level of test anxiety rate? In general, students that score a 3.0 or higher on the scale tend to have more test anxiety than normal and may benefit from seeking additional assistance.

1.0-1.9 Comfortably low test anxiety

2.0-2.4 Normal or average test anxiety

2.5-2.9 High normal test anxiety

3.0-3.4 Moderately high (some items rated 4 – high)

3.5-3.9 High test anxiety (half or more of the items rated 4 – high)

4.0-5.0 Extremely high anxiety (items rated 4 – high and 5 – extreme)

Reflect on your results. Do they show a high level of test anxiety? A normal level? Based on what you've learned about yourself, select anxiety-reducing strategies that you will use when studying for or taking your next test. Record your plan on a sheet of paper or computer file.