

Yellowhead Tribal College
Strategies for Academic Success

<http://www.fisherhouse.com/ytc/strategies/>

Description:

This course is designed to help students develop life skills and study techniques that will assist them to be successful in their academic studies. The resource is divided into 15 topics that can be offered in the classroom or studied online. Each unit contains several readings from online sources. The instructor can use these for lectures, handouts, or assignments. Each unit also includes assignments to assist in reinforcing the concepts.

Objectives:

1. By determining their vision, values and goals, students will develop an action plan to help them achieve their goals.
2. Students will set priorities, develop weekly schedules, and prepare daily lists of tasks.
3. Students will become active learners by developing the skills of collaborating, participating, and critical thinking.
4. By determining the characteristics of their learning style, students will understand how they learn best and be able to adapt their learning style for various situations and different delivery approaches.
5. Review a number of listening and note taking strategies to determine which fits your style best.
6. Students will learn reading strategies that will help them get the most of their lectures, assignments and other readings.
7. Students will develop skills that will assist them in studying for and taking various kinds of tests.
8. By becoming more proficient in speaking and writing, students will increase their in-class participation and ability to do assignments.
9. Students will learn to use the library and online resources to supplement and support their learning.
10. By learning strategies for mathematics and science, students will improve their overall study skills.
11. By developing stress management skills, students will learn to cope with tension and anxiety in productive, rather than destructive, ways.
12. By learning budgeting skills students will be able to better manage their money, thus decreasing one area of stress and anxiety.
13. Students are presented with skills that will help them replace bad habits with good ones.

Units:

1. Determining values and setting goals
2. Time management and the importance of attendance
3. Active learning: Collaborating, participating and critical thinking
4. Learning styles: Discovering how the student learns best
5. Listening and note taking

6. Reading to get the most out of studies
7. Studying for and taking tests
8. Speaking and writing
9. Library and online resources
10. Mathematics and science
11. Stress management: Coping with tension and anxiety
12. Managing your money
13. Changing habits

UNIT 1: DETERMINING VALUES AND SETTING GOALS

Objectives of this unit

This unit should help students decide what they would like to be doing in the future (their vision) and what is important to them (their values) and set goals to help them achieve their vision and values.

1. First, students will indicate what they would like to be doing in five years from now. (This is their vision.)
2. Then, they will list things that are most important to them. (These are their values.)
3. Finally, they will write what they would like in the next several years (long term goals) and list things they can do now to help them achieve these goals. (This is their action plan for achieving their goals.)

Readings

Goal setting <http://www.mindtools.com/page6.html>

Assignment

Students will write their vision, values, long-term goals, and establish an action plan.

UNIT 2: TIME MANAGEMENT

Objectives:

This unit will help students to learn to manage their time and to understand the importance of attendance in being successful in an academic setting.

1. First, from readings, they will learn some basic concepts in time management, like setting priorities, developing a weekly schedule, and daily task lists.
2. They will learn that success in schooling depends on regular study outside class and attendance.

Readings:

Time scheduling suggestions <http://www.ucc.vt.edu/stdysk/htimesug.html>

23 time management techniques

<http://www.csbsju.edu/academicadvising/help/23tmt.html>

What to try and why <http://www.adm.uwaterloo.ca/infocs/Study/time.html>

Making best use of time http://www.mtsu.edu/~studskl/tmt_files/v3_document.htm

Do a time audit http://www.d.umn.edu/student/loon/acad/strat/time_audit.html

Assignment:

1. Students will develop a list of priorities, considering family obligations, schooling and leisure.
2. Students will develop a schedule that shows their week at a glance, including times when their classes meet and scheduling times for study. Other activities will also be shown.
3. They will prepare daily task lists over the next week to include class assignments and other important things that need to get done. They will prioritize these, listing or numbering the most important as first and so on.

UNIT 3: ACTIVE LEARNING**Objectives:**

Students will become active learners by developing the skills of collaborating, participating, and critical thinking

1. First, from readings, they will learn some basic concepts in critical thinking.
2. They will learn that through collaboration with other students and participation in class they can become a better learner.
3. They will do exercises that get them using a variety of critical thinking skills.

Readings:

Thinking about thinking

<http://www.jcu.edu.au/studying/services/studyskills/thinking/index.html>

Reading and critical thinking <http://www.utexas.edu/student/utlc/handouts/2411.html>

Bloom's taxonomy <http://www.quia.com/jg/90134list.html>

Critical thinking links <http://www.philosophy.unimelb.edu.au/reason/critical/>

Collaborative learning and critical thinking

<http://scholar.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html>

Other resources:

Developing critical thinking <http://educ.queensu.ca/~russellt/howteach/jay-soni.htm>

Critical thinking <http://chiron.valdosta.edu/whuitt/col/cogsys/critthnk.html>

Assignment:

Students will select from worksheets three exercises related to critical thinking.

http://worksheets.teach-nology.com/critical_thinking/

UNIT 4: LEARNING STYLES**Objectives:**

By determining the characteristics of their learning style, students will understand how they learn best and be able to adapt their learning style for various situations and different delivery approaches.

1. They will learn about learning styles and determine the characteristics of how they learn.
2. They will learn how to adapt their skills to fit a variety of learning situations and delivery approaches that are different from their style.

Readings:

Felder and Solomon's learning styles guide

<http://www.jcu.edu.au/studying/services/studyskills/learningst/index.html>

Match styles with strategies <http://www.metamath.com/lswb/dvcllearn.htm>

Other readings:

Learning styles

http://www2.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html

Learning and instruction <http://tip.psychology.org/index.html>

Assignment:

1. Students will use the learning styles guide to determine which of Felder and Solomon's four styles best describes them. (Do not submit the Questionnaire.)
2. Students will describe how they learn best and list strategies to follow so that they can adapt to other learning styles.

UNIT 5: LISTENING AND NOTE TAKING

Objectives:

Students will review a number of listening and note taking strategies to determine which fits their style best.

1. They will learn and practice the Cornell System of Note Taking and adapt it for use.
2. They will list strategies that will help them listen and make better notes.

Readings:

Listening and note taking <http://www.csbsju.edu/academicadvising/help/classroom.html>

How and why <http://www.adm.uwaterloo.ca/infocs/Study/listening.html>

The Cornell System of Note Taking

http://www.byu.edu/stlife/cdc/Learning_Strategies/study_skills/note-tak.htm

Note taking <http://www.biola.edu/admin/learning/notetaking.cfm>

Mindmaps http://www.mindtools.com/pages/article/newISS_01.htm

Assignment:

1. Students will use the Cornell System of Note Taking to take notes in one of their classes.
2. They will submit a copy of their notes to their instructor for review.
3. They will adapt this system or some other for their use.
4. They will list strategies for better listening and note taking.

UNIT 6: READING TO GET THE MOST OUT OF STUDIES

Objectives:

Students will learn reading strategies that will help them get the most of their lectures, assignments and other readings.

1. Students will test their reading speed and comprehension and by repeatedly practicing strategies improve their speed.
2. Students will learn a reading method to help them read and understand textbooks.

Readings:

Bradford effective reading <http://www.brad.ac.uk/acad/civeng/skills/reading.htm>

Reading faster and more effectively

<http://www.jcu.edu.au/studying/services/studyskills/effreading/>

Improving reading skills <http://www.how-to-study.com/read.htm>

PQR3 <http://www.how-to-study.com/pqr3.htm>

Assignment:

1. Have students test themselves to determine their reading speed and comprehension.
<http://www.jcu.edu.au/studying/services/studyskills/effreading/>
2. Then, after following suggestions to read faster, retest their speed. Continue to do this until they have successfully improved their reading speed.
3. Have students use a reading approach like the Bradford University approach for effective reading to outline and read a chapter from a textbook. Have them hand in their chapter reading notes.

UNIT 7: STUDYING FOR AND TAKING TESTS

Objectives:

In this unit students will develop skills that will assist them in studying for and taking various kinds of tests.

1. They will develop guidelines for preparing for and taking tests that they will use throughout their studies.
2. They will practice test-taking strategies to become more effective in taking both objective (standardized) tests and writing answers to essay questions.

Readings:

Preparing for a test <http://www.kish.cc.il.us/campus-centers/lsc/test-preparation.html>

Preparing for exams <http://www.unc.edu/depts/ucc/TenTraps.html#Preparing>

How to be prepared <http://www.arc.sbc.edu/testpreparation.html>

Test taking strategies http://www.byu.edu/stlife/cdc/Learning_Strategies/test/strategy.htm

Exam strategies <http://www.gmu.edu/gmu/personal/exam.html>

Assignment:

1. Have students follow the suggestions for test taking and then take the practice tests online at byu.edu. http://www.byu.edu/stlife/cdc/Learning_Strategies/test/strategy.htm

2. Have students develop their own guidelines for preparing and taking tests and submit these to you. Instruct them to practice using these guidelines and revise as necessary.

UNIT 8. SPEAKING AND WRITING

Objectives of this unit

In this unit students will develop skills that will improve their speaking and writing skills.

1. Students will develop guidelines on how to speak and write for the classroom.
2. They will prepare a speech and deliver it to their class or in front of another group.

Readings

Speak with confidence <http://www.school-for-champions.com/grades/speaking.htm>
Communicating effectively

<http://www.presentingsolutions.com/effectivepresentations.asp>

Classroom participation <http://www.iss.stthomas.edu/studyguides/intstudy.htm>

Succeed in writing <http://www.school-for-champions.com/writing.htm>

The elements of style <http://www.bartleby.com/141/>

Improving style <http://www.learningcommons.uoguelph.ca/writing/fastfax/style.htm>

Writing guidelines <http://www.iss.stthomas.edu/studyguides/wrtstr.htm>

Assignment

1. Have students use the speaking and writing links to develop their own notes on how to speak and write for the classroom.
2. Have students choose a topic of interest to them and prepare a speech for delivery in their study skills class. Have students deliver their speeches in front of the class or another group.

UNIT 9. LIBRARY AND ONLINE RESOURCES

Objectives of this unit

In this unit students will develop skills that will help them in developing their research skills, using the library and online resources.

1. Students will learn to use the college library as well as other libraries in the community.
2. Students will develop skills that will help them do research on the Internet.
3. Students will learn how to avoid plagiarism by documenting sources.

Readings

How to use your library <http://www.cs.waikato.ac.nz/GradConf/talks/sallyjo/>

About Research Libraries <http://www.luth.se/depts/lib/stubbs/index.html>

Develop information literacy skills
<http://www.lib.uwaterloo.ca/newsatlib/020115/infolit.html>

Online Research Resources

Plagiarism <http://www.plagiarism.org/articles.html>
Citing sources <http://www.nwmissouri.edu/library/citing/citing.htm>

Assignment

Have students complete the following assignment.
<http://www.fisherhouse.com/yc/strategies/researchassignment.html>

UNIT 10. MATHEMATICS AND SCIENCE

Objectives of this unit

In this unit students will develop skills that will assist them in studying mathematics and science courses.

1. From their readings, students will develop guidelines for studying math and science.
2. Students will apply their guidelines in a math or science course and reflect upon their experience.

Readings

Math and science study skills <http://wc.pima.edu/~carem/studyskills.html>
Reading math texts <http://wc.pima.edu/~carem/Mathtext.html>
Coping with Math anxiety <http://www.mathacademy.com/pr/minitext/anxiety/>
Math study tips <http://hannibal.wncc.cc.ne.us/mathcenter/mathtips/index.html>

Assignment

1. Have students develop guidelines for studying math and science.
2. Have students apply their guidelines in a math or science course and then reflect on the usefulness of their guidelines. They should revise their guidelines if they need to.
3. They should give the guidelines and a summary of their experience in applying the guidelines to the instructor.

UNIT 11. STRESS MANAGEMENT

Objectives of this unit

In this unit students will develop skills that will help them cope with tension and anxiety, resulting from personal or school life.

1. Students will recognize the signs of stress and anxiety.
2. Students will develop a list of recommendations for dealing with their stress.

Readings

Signs of stress http://www.d.umn.edu/hlthserv/counseling/stress_symptoms.html

Symptoms http://www.unc.edu/depts/unc_caps/SympSts.html

Anxiety <http://www.byu.edu/ccs/counseling/anxiety.shtml>

Managing stress <http://www.byu.edu/ccs/counseling/managing.shtml>

Exercise <http://depthome.brooklyn.cuny.edu/career/EXERCIZ.HTM>

Meditation <http://depthome.brooklyn.cuny.edu/career/MED.htm>

Ten self-care techniques <http://www.state.sc.us/dmh/bryan/webstres.htm>

Assignment

1. In a paragraph or two students should describe some symptoms of stress or anxiety that at some time they have recognized in themselves.
2. They should develop a list of recommendations for dealing with the stress.

UNIT 12. MANAGING MONEY

Objectives of this unit

This unit should make students aware of the unique challenges they face in managing their money.

1. They will be asked to prepare guidelines for managing their money.
2. They will learn how to manage their money by developing a budget that shows their income and expenses for the year and for the current month.

Readings

Money Managing Tips http://www.nelliemae.com/managingmoney/undergrad_tips.html

UAlberta Managing Money http://www.su.ualberta.ca/money/managing_it

Avoid pitfalls

<http://www.kiplinger.com/columns/drt/archive/2002/dt020912.html>

12 tips <http://ww2.wpunj.edu/admroot/womenscenter/Budget.doc>

Managing your money

<http://www.southerndigest.com/vnews/display.v/ART/2002/09/20/3d89f55d9e87a>

Assignment

Students should give the course instructor the following:

1. Guidelines they prepared from their readings for managing their money.
2. A budget that shows all of their income and expenses for the year and for the current month.
3. From the internet they should list other articles that will help them in learning to manage your money.

UNIT 13. CHANGING HABITS

Objectives of this unit

This unit should help students decide what bad habits they want to get rid of and suggest ways of replacing them with good habits.

Readings

Suggestions for living better <http://www.fisherhouse.com/books/virtues.PDF>

Assignment

Students should use the worksheet in the reading to list 13 good habits they would like to have. For the next 13 weeks they should work on developing these habits, working on one a week.

LINKS TO ONLINE REFERENCES:

Mind tools <http://www.mindtools.com/index.html>

Sites to promote academic success <http://www.uni.edu/walsh/linda7.html>

Memorial University study skill links <http://www.mun.ca/student/ucc/studyskills.html>

Tele College study skills pages <http://ollie.dcccd.edu/Services/StudyHelp/StudySkills/>

Links to a better education <http://www.chemistrycoach.com/linkstoa.htm>

Resources developed by Dr. John Fisher <fisher@fisherhouse.com> for Yellowhead Tribal College.