

**Learning Target:** The students will identify academic behaviors that are expected in college.

**Resources Needed for this Activity:**

- PowerPoint [**8\_U4\_A1\_PP\_Academic Behaviors**]
- YouTube Video, “Are You Ready? The College Transition–Academics,” 3 minutes 55 seconds. Available at: [www.youtube.com/watch?v=3aPPcnd4EBs](http://www.youtube.com/watch?v=3aPPcnd4EBs)
- Paper or electronic copies [**8\_U4\_A1\_Academic Behaviors Worksheet**]
- Paper or electronic copies of the Cornell Notes template [**8\_U4\_A1\_Cornell Notes Template.pdf**]

**Opening: 1 minute** – Slide 2: The advisor begins by explaining to students that many of the academic behaviors they are practicing now as middle school students will also be employed as college students. Some academic behaviors, however, are unique to postsecondary. As a result, today they are going to learn more about academic behaviors in college.

**Activity: 26 minutes** – Slides 3 - 4: To begin, the advisor provides paper or electronic copies of the Cornell Notes template and tells students to take notes on key points while they watch a video ([www.youtube.com/watch?v=3aPPcnd4EBs](http://www.youtube.com/watch?v=3aPPcnd4EBs)) about academic behaviors in college.

Slide 5: Upon completion of the video, the advisor asks students to share key ideas they heard in the video.

Slides 6 - 9: For reference, academic behaviors in college may include:

**1. Learning to study**

- In college, often there are just a few big assignments such as two papers and a final.
- Students do not retain information well by studying at the last minute.
- Students need to read and stay up to date on assignments so they get repeated exposure to the information.
- Study groups can help students keep up with homework and studying with a friend can also boost motivation (as long as the students *actually* study).
- Use free review sessions or tutors that can help with assignments.

**2. Getting help from teachers or professors**

- Teachers and professors are very willing to help students prepare for a big exam or revise a paper.
- Help through email is often valuable.

**3. Time Management**

- Make a schedule for each day and keep to the schedule.
- Know due dates for big tests and research papers.
- Break down the assignment and create daily time slots for each task. Reduce stress by proper planning.
- It can get overwhelming if you put things off and work piles up. Balance studying and fun.

#### 4. Paying Attention in Class

- It is a lot easier to study for exams and assignments if students pay attention in class and take good notes.
- It is easy to get confused if a student does not pay attention.
- It is also easy to pull your GPA down and more difficult to pull it back up.
- Students should practice taking responsibility for their own learning.

*If the advisor has suggestions from his or her college experience, share those as well. Note: As Ramp-Up was developed and implemented, students repeatedly said they value hearing about their teachers' personal experiences.*

Slide 10: The advisor passes out paper copies of the Worksheet [**8\_U4\_A2\_Academic Behaviors Worksheet**] and asks students to work in dyads or triads to generate one idea for each of the letters on the Sequential Roundtable Alphabet. Directions for the Worksheet include:

- Generate and record academic behaviors of successful college students that start with each letter of the alphabet. Some letters will have more than one behavior, while others may not have any. Be prepared to share your answers, and make sure they are school appropriate.

Possible responses include the following:

<b>A</b> Always keep up Ask for help when needed	<b>B</b> Balance studying and fun Be mindful of your goals	<b>C</b> Classes can be scheduled when you learn best	<b>D</b> Do not skip classes Do your fair share of group work
<b>E</b> Email professors Explore all that campus life has to offer	<b>F</b> Few assignments Final exams	<b>G</b> GPA can fall easily and it's hard to pull it back up Go to office hours	<b>H</b> Homework often will not count toward a grade
<b>I</b> Initiate discussions with classmates	<b>J</b> Join a study group	<b>K</b> Know your due dates Keep up with the assigned readings	<b>L</b> Learn to study Limit technology and other distractions when studying
<b>M</b> Manage your time More studying	<b>N</b> Note taking is essential Nobody will call your parents about grades	<b>O</b> Office hours are when professors can help	<b>P</b> Plan for assignments and tests Pay attention in class
<b>Q</b>	<b>R</b> Read a lot Responsibility rests with the student	<b>S</b> Study buddy will help Study on an ongoing basis	<b>T</b> Take Cornell Notes
<b>U</b> Use tutoring services if needed Utilize help on campus if	<b>V</b> Visit the campus gym to stay healthy and lessen stress	<b>W</b> Work hard when writing papers	<b>X</b>

needed in Disability Services, the library, the writing center, etc.			
<b>Y</b> You are in charge of your life	<b>Z</b>		

Slide 11: The advisor brings the whole group back together and asks students to share the ideas they recorded on the Worksheet.

**Closure: 1 minute** – Slide 12: The advisor states that these academic behaviors will be helpful in 8<sup>th</sup> grade, high school, and college. Students will get better at these behaviors as they practice them this year and beyond. The advisor urges students who need academic help support to talk to their teachers, counselor, and family members. We all want to help!