

KEYS TO SUCCESS IN THE COLLEGE CLASSROOM

INTRODUCTION & LEARNING GOALS

College classes require students to think, read and write at a higher level, and to be much more independent. It is up to students to attend class, complete assignments, study and learn course materials. This lesson will help students:

- *Prepare for academic expectations in college*
- *Learn tips and study strategies to be successful in college*
- *Practice creating a weekly schedule that includes sample courses, a part-time job, a study routine and time for social activities*

AGENDA

Timing: approximately 55–80 minutes (will vary by class size)

1. Warm-up: Changing expectations — high school vs. college classes
2. Start college on the right academic track
3. What should studying in college look like?
4. Create a weekly schedule and study routine
5. Wrap-up/Reflection: Key ideas to remember

ITEMS NEEDED

1. A copy of the College Success Guide for each student in the class. If students don't have copies on hand, you may download a printable PDF at LearnMoreIndiana.org/classroom-materials. For this lesson, refer to pages 8 and 11–12.
2. Colored pencils (7–8 colors for each student).
3. Sample course schedule cards A, B and C, and part-time work schedule cards 1, 2 and 3 (found in this lesson), trimmed and separated into two stacks. Each student should receive one card from each category.
4. Worksheets included in this lesson (make a copy for each student in the class):
 - Changing expectations — high school vs. college classes
 - Start college on the right academic track
 - Hitting the books (also on page 12 of the College Success Guide)
 - Weekly schedule and study routine
 - Key ideas to remember



Activities

1

WARM-UP: CHANGING EXPECTATIONS — HIGH SCHOOL VS. COLLEGE CLASSES (5–10 minutes)

Distribute the worksheet: “Changing expectations — high school vs. college classes.”

Give students about five minutes to respond to the warm-up prompts, which ask them to think about how college will differ from high school in a number of key academic areas.

Then, talk through the key points on page 11 of the College Success Guide:

1. Why study?
2. When to study?
3. Where to study?

Briefly discuss how the demands of college studying are different from those of high school.

2

START COLLEGE ON THE RIGHT ACADEMIC TRACK

(15–20 minutes)

Ask students to share some of their responses to the warm-up questions. Emphasize that in college, it is a student’s responsibility to go to class, complete assignments, study, learn course materials and seek help if needed.

Distribute the worksheet: “Start college on the right academic track.”

Assign each student or small group of students one of the “tips” listed in bold on page 8 of the College Success Guide. Have each student or small group present on why this tip is important for college students to remember. As students are presenting, ask the class to jot down notes on their worksheets.

3

WHAT SHOULD STUDYING IN COLLEGE LOOK LIKE? (15–20 minutes)

As a group, briefly discuss why studying consistently and daily is so important in college and how much time students should set aside for studying each week. Talk about what good study skills and habits look like for college students. Refer to the “Hitting the books” section on page 11 of the College Success Guide to facilitate this discussion.

Distribute the worksheet: “Hitting the books.”

Give students 5–10 minutes to complete the worksheet. This worksheet is also included on page 12 of the College Success Guide. If time allows, have students share what they wrote with a partner or as a whole group so they can learn from one another.



Activities

4

CREATE A WEEKLY SCHEDULE AND STUDY ROUTINE

(20–25 minutes)

Distribute the worksheet: “Weekly schedule and study routine.”

In this activity, students will create a weekly schedule using sample courses and a part-time job that will be assigned to them. Distribute a sample college class schedule card and a part-time work schedule card (included in this lesson) to each student. If students are working in pairs for this activity, distribute a set of cards to each pair of students.

Distribute colored pencils. Before students begin filling in their schedules, encourage them to come up with a color code, using a different color for each of the following:

1. Class schedule
2. Work schedule
3. Blocks of study time
4. Meals
5. Extracurricular activities
6. Exercise
7. Free time

Students should first enter their class and work times into their schedules. Next, students should build in meals and plenty of time for studying, and then fill in time for extracurricular activities, exercise and free time. Remind students that a good rule of thumb to follow for studying is to budget two hours of study time for every hour spent in class each week. Students can refer to page 11 of the College Success Guide for an example of a weekly schedule.

5

WRAP-UP/REFLECTION: KEY IDEAS TO REMEMBER

(5 minutes)

Distribute the worksheet: “Key ideas to remember.”

Bring the group back together. Invite students to reflect on what they learned about the academic expectations of being a college student and the strategies that will help them succeed in the college classroom.



Worksheet | CHANGING EXPECTATIONS — HIGH SCHOOL VS. COLLEGE CLASSES

How do you think college will differ from high school in terms of...

...the amount of time you spend in class?

...the amount of time you spend studying and doing homework?

...managing your time outside of class?

...what “studying” and “homework” look like?

...your instructors?

...what classes are like?

...class attendance policies?



Worksheet | START COLLEGE ON THE RIGHT ACADEMIC TRACK

Write down notes about why each of the following tips is important to remember as you begin college. Refer to page 8 of the College Success Guide.

<i>Tip</i>	<i>Why is this so important?</i>
Plan your path to graduation.	
Go to class.	
Get to know your instructors.	
Keep tabs on your syllabi.	
Seek help when you need it.	
Manage your time outside of class.	



Worksheet | HITTING THE BOOKS

During college, you will spend less time in class than you did in high school, but you will spend a lot more time studying on your own. It will be up to you to develop good study habits. Use this worksheet to help you plan your study routine.

How have your study habits been in high school?

At what times of day are you MOST alert and able to concentrate?

At what times of day are you least alert and able to concentrate?

Describe your ideal study environment.

How do you think studying will be different in college?

Your MOST productive studying in college will probably take place...

When:

Where:

Your LEAST productive studying in college will probably take place...

When:

Where:



Worksheet | WEEKLY SCHEDULE AND STUDY ROUTINE

Before you begin this activity, come up with a color code so that each of the following will be in a different color: 1) class schedule, 2) work schedule, 3) blocks of study time, 4) meals, 5) extracurricular activities, 6) exercise and 7) free time. Then, using the colored pencils and referring to your class and part-time work schedule cards, fill in this worksheet. Fill in class and work times first. Next, build in meals and plenty of time to study before adding extracurricular activities, exercise and free time. You can check page 11 of the College Success Guide for an example of a weekly schedule.

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							



Worksheet | WEEKLY SCHEDULE & STUDY ROUTINE

Use one sample course schedule and one sample work schedule to fill out the weekly schedule and study routine worksheet.

Sample Course Schedule A

(15 Credit Hrs/Week)

Chemistry I	MWF	9–10 AM
World Civilizations	W	6–8 PM
English Composition I	T/Th	3–4:30 PM
Calculus	T/Th	1–2:30 PM
Intro to Economics	MWF	12–1 PM

Sample Part-time Work Schedule 1

(10 Hrs/Week)

Office Assistant — Career Services Center	
T/Th	5:30–8:30 PM
Sat	1–5 PM

Sample Course Schedule B

(15 Credit Hrs/Week)

Biology	MWF	10–11 AM
Public Speaking	MW	12–1:30 PM
Statistics	T/Th	8–9:30 AM
American History Survey	T/Th	3:30–5 PM
Sociology I	MWF	2–3 PM
First-Year Seminar	Th	10–11 AM

Sample Part-time Work Schedule 2

(10 Hrs/Week)

Student Ambassador/Tour Guide	
T/Th	6–8 PM
Sat	9 AM–12 PM
Sun	9 AM–12 PM

Sample Course Schedule C

(15 Credit Hrs/Week)

Intro to Political Science	MWF	9–10 AM
English Composition I	MW	12:30–2 PM
Finite Math	MWF	3–4 PM
Spanish Level 1	T/Th	10–11:30 AM
Psychology I	T/Th	12–1:30 PM
First-Year Seminar	F	11–12 AM

Sample Part-time Work Schedule 3

(10 Hrs/Week)

Lifeguard — Indoor Recreation Pool	
M/F	4:30–7:30 PM
Sun	1–5 PM



Worksheet | KEY IDEAS TO REMEMBER

What are some ideas you would like to remember from today's activities and discussion?

Lined writing area with horizontal dashed lines.