

R.I.S.E.

Reflect

Improve

Succeed

Excel



ANTELOPE
VALLEY
COLLEGE

Counseling & Matriculation

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RISE

Welcome to the Antelope Valley College RISE Workshop. This workshop has been designed to assist students who are having academic/progress completion difficulty. The purpose of this workshop is to teach you to understand your academic record, evaluate your academic situation, create SMART goals and develop a Plan of Action.

By the end of this workshop, you will have examined your academic standing and applied critical thinking skills to develop an action plan. As a result, you will be

prepared and feel more confident about your ability to improve your educational experience.

SKILLS AND KNOWLEDGE:

Knowing how to study, seek information, write, read, use technology proficiently, think critically and problem-solve are important skills that will serve you well, not just in college, but in your personal and professional life. Take advantage of the resources on campus such as the Career/Transfer Center, Learning Center, Library, and Counseling. One way you can develop skills and gain knowledge in the area of academic

success is to visit the Learning Center's Academic Development area or to enroll in: HD 101–College and Life Management course or HD 100–Basic Strategy/College.

CONFIDENCE AND A POSITIVE ATTITUDE: Believe in yourself and your power to control the events in your life. Even when life circumstances present challenges and obstacles, how you choose to respond can result in either a positive or negative outcome. One way you can begin to develop self-confidence is to explore your expectations, motivation, and goals. Enrolling in HD 101–College and Life Management course or HD 105–Personal Development will help you do just that.

DESIRE AND MOTIVATION: Take control of your life. Forge ahead and be responsible in your actions. Dedication and commitment achieve positive results, so surround yourself with others who are motivated and goal-oriented. One way to motivate yourself is to attend a Career Workshop or to enroll in HD 101–College and Life Management course or HD 103–Career Planning where you can develop a plan for achieving career and professional goals. Having such goals gives meaning to the steps necessary to arrive at your destination.

**To achieve SUCCESS,
you need three things:**

- 1. Skills and knowledge**
- 2. Confidence and a positive attitude**
- 3. Desire and motivation**

WHAT'S NEXT?

TO DO LIST:



Seek assistance as needed.
You are not alone.

STRATEGIES TO CONSIDER FOR IMPROVING GPA

COURSE REPETITION

Repeating a course and earning a higher grade is a quick way to substantially improve your GPA.

- You may repeat a course in which you earned a “D” or “F” grade. The grade points for the most recent grade will be used for calculating the GPA.
- Possible Disadvantages: (1) If the repeated grade is a “D,” “F,” “P” or “NP” grade, there is no positive impact on the GPA. (2) An Extenuating Circumstances petition must now be filed with the office of Enrollment Services (Admissions and Records) in order to repeat the course for a third time. (3) Additional units are not earned for repeating a class and therefore, repeating classes can cost you time and money, and (4) not all transfer institutions accept course repetitions in their transcript evaluation process.
- Think strategically about which classes to repeat. Check with a counselor to see which classes would be the best choice to repeat. Keep in mind that “P” and “NP” grades do not impact your GPA either positively or negatively.

DROPPING A CLASS

- The easiest and most responsible way to protect your GPA is to drop a class you are not going to complete. The drop deadline is usually in the second week of a full-length semester. Check the Registration Dates—Upcoming terms for the exact date for each term. When you drop a class before the deadline, there is no notation on your transcript.
- Please know instructors will drop you if you do not show up for the first day of class.
- Perhaps you thought that you dropped the class but really didn’t. Instructors can, and quite often do, give an “F” to students who are enrolled but do not attend their classes. Always print out a Student Detail Schedule to confirm that you have officially dropped a course.

CHOOSING TO WITHDRAW FROM A COURSE

Advantages:

- If you think you are going to receive a “D” or “F” grade, you might prefer to withdraw from the course so your GPA does not suffer.
- If you are already on academic guidance level 1, 2, or 3, dropping or withdrawing from classes saves your GPA from sinking lower.
- An occasional “W” will probably not hurt your transfer and vocational goals and may be preferable to pulling down your GPA. Many students are reluctant to receive a few “W’s” because they incorrectly assume that a withdrawal “looks bad” on their transcript.
- When considering withdrawing from a class, see a counselor to be sure that the withdrawal will not hurt your educational and career goals. Also inquire as to whether you are in danger of being placed on progress guidance for excessive “W’s”.
- Financial aid and other programs such as EOPS, CalWORKs, athletics, etc., may have stricter standards than those of the college regarding the number of units completed in a term. See those program counselors before you withdraw from a course.

Disadvantages:

- If you establish a pattern of frequently withdrawing from courses, it can give a very negative picture to Admissions departments/personnel at other academic institutions. Students applying to impacted majors may find they have limited competitive leverage.
- Too many “W’s” (withdrawals) can put you at risk of being placed on progress guidance.
- When you withdraw from a class, you lose valuable time invested in the class and you delay your educational goals.
- When you withdraw from a class you will not receive a refund for registration fees.
- Some transfer programs have specific limitations about the number or “W’s” a student may receive before losing their transfer eligibility.

- Some AVC programs and majors have unit requirements for enrollment and place a limit on the number of “W’s” a student may receive. For example, the nursing program requirements.
- Keep in mind that most insurance companies require a minimum of 12 units. Save yourself the hassle and drop the course before the “W” (withdrawal) deadline.

If you decide to withdraw from a class make sure to print out a Student Detail Schedule after the transaction has been completed. You want to confirm that the withdrawal did take place.

ACADEMIC RENEWAL

- A student may petition for academic renewal only once, and all units up to 30 must have been taken in consecutive semesters of attendance, excluding summer sessions and intersessions. Only “D” and “F” grades may be eliminated from the computation of the GPA under the Academic Renewal Policy.
- Work taken in the last semester being petitioned must have been completed at least 24 months before the date the academic renewal petition is submitted by the student.
- The student seeking academic renewal must present evidence that the previously recorded work was substandard academic performance and is not reflective of more recently demonstrated academic ability. Evidence of recent academic ability will be determined by one of the following:
 - 12 semester units with at least a 3.0 GPA
 - 18 semester units with at least a 2.5 GPA
 - 24 semester units with at least a 2.0 GPA

Possible Disadvantages

- Not all transfer institutions accept Academic Renewal in their transcript evaluation process.
- Always check with a counselor to determine if course repetition or academic renewal is the best strategy for your educational goals.

DEFINE YOUR ACADEMIC STANDING

As per state law and Antelope Valley College policy, the Academic/Progress Standing is calculated once students have attempted at least 12 semester units of AVC credit. Your academic status is based on all classes you have completed at AVC since the date of your first enrollment. Good Academic Standing is defined as earning a cumulative GPA of 2.0 or above and making successful progress towards completing the units you have attempted. Successful Progress is defined as completing at least 51% of all the coursework attempted.

ACADEMIC/PROGRESS GUIDANCE Levels:

Academic/Progress Guidance Level I:

- A student who has attempted at least 12 semester units of AVC credit shall be placed on Academic Guidance Level I when the earned GPA in all units attempted at AVC is less than 2.0.
- A student who has enrolled in at least 12 semester units of AVC credit shall be placed on Progress Guidance Level I when the percentage of all units in which a student has enrolled and for which entries of “W,” “I” and “NP” are recorded reaches or exceeds 51 percent.

Academic/Progress Guidance Level II:

- A student who has attempted 12 or more units of AVC credit and has a cumulative GPA of less than 2.0 for two consecutive semesters shall be placed on Academic Guidance Level II.
- The number of units for which “W,” “I” and “NP” grades have been assigned has warranted Progress Guidance Level II status for two consecutive semesters.

Academic/Progress Guidance Interventions for Levels I & II:

Intervention for levels I & II: Recommended R.I.S.E. Fundamentals workshop; recommended counseling appointment with R.I.S.E. counselors; recommended study hours (Learning Center, Math Lab, Library & The HUB); attend Mid-Semester Check-In.

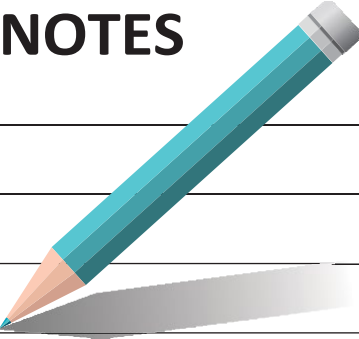
Academic/Progress Guidance Level III:

- The GPA earned in all units attempted at AVC is less than 2.0 in each of three consecutive semesters shall be placed on Academic Guidance Level III.
- The number of units for which “W,” “I” and “NP” grades have been assigned has warranted Progress Guidance Level III status for three consecutive semesters.

Academic/Progress Guidance Level III Interventions:

R.I.S.E. Level III requirements and recommended interventions will be clearly explained in the notifications sent by the R.I.S.E. office. All Level III students are responsible for reading and following the detailed instructions provided.

NOTES



A series of horizontal lines for writing notes, starting from the first line below the pencil and continuing down to the bottom of the page.

ARE YOU READY TO MAKE A CHANGE?

Let's consider a
common student problem:
PROCRASTINATION

RE-CONTEMPLATION

Not aware that there is a problem

Student may say: "I can keep doing what I've been doing. Everything is fine."



CONTEMPLATION

Aware that there is a problem and beginning to think about what has led to this issue

Student may say: "Uh-oh! Maybe waiting until the night before was a bad idea."



REPARATION

Beginning to make a plan and identifying resources needed for success

Student may say: "I may need to take fewer classes since I have so many responsibilities at home" or "I'm going to talk to my boss about reducing my hours" or "I need to surround myself with more encouraging, uplifting people."



ACTION

Putting plan into action and utilizing resources for success.

Student may say: "Since I only have childcare for a few hours, I'm going to start this assignment now" or "I'm going to read a chapter and then I'll reward myself with a TV show episode."



MAINTENANCE

Making the ongoing adjustments in order to adapt to change in personal, school, or work lives

Student may say: "Things were going well, but now things have changed. Maybe it's time meet with a counselor to adjust my plan."

Reflection Questions:

How does this chart relate to my life and changes I want to make to better position myself for success?

What stage am I in, what stage do I want to be in, and what is it going to take to get me there?

NOTES



SELF-REFLECTION

What has made academic success difficult for you in the past? Indicate all that are appropriate.

Below are several categories of items that may influence your academic and personal success.

Please read each item and consider it carefully. Check ***all the items that apply*** to you.

I. FACTORS THAT HAVE A NEGATIVE INFLUENCE ON MY EDUCATIONAL PERFORMANCE AT AVC:

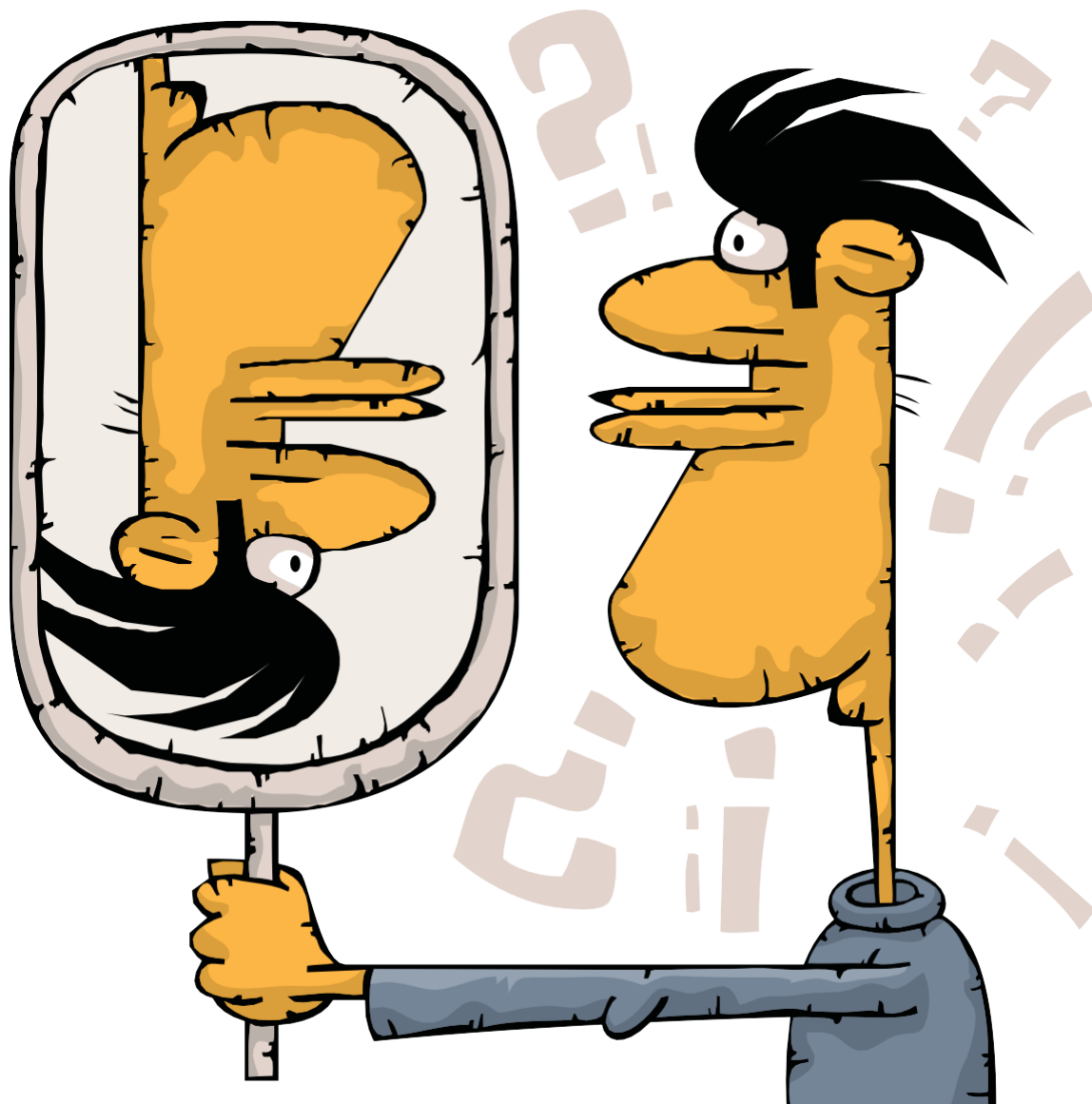
- | | |
|--|--|
| <input type="checkbox"/> I am not sure why I am in college | <input type="checkbox"/> Lack of concentration |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Low motivation |
| <input type="checkbox"/> Conflict with professors | <input type="checkbox"/> Too many classes |
| <input type="checkbox"/> Legal issues | <input type="checkbox"/> Not prepared for college |
| <input type="checkbox"/> I haven't connected with classmates or faculty | <input type="checkbox"/> Too much time on the computer |
| <input type="checkbox"/> Little interest in subject matter | <input type="checkbox"/> I didn't make use of tutorial services |
| <input type="checkbox"/> I am unsure how college fits my long-term goals | <input type="checkbox"/> I am not sure I want to be in college |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> My reading/writing skills need improvement |
| <input type="checkbox"/> I am in college only because I was expected to enroll | <input type="checkbox"/> I quit attending class and never dropped the course |
| <input type="checkbox"/> Unaware of support services | <input type="checkbox"/> Disability |
| <input type="checkbox"/> I have too little time to prepare for exams | <input type="checkbox"/> Lack of stress control in my life |
| <input type="checkbox"/> Driven by external expectations rather than internal motivation | <input type="checkbox"/> The classes I took were just too difficult all around |
| | <input type="checkbox"/> Other _____ |

II. PERSONAL ISSUES THAT ARE AFFECTING MY ACADEMICS

- ☐ Drug and/or alcohol use
- ☐ Family pressures/problems
- ☐ Work too many hours
- ☐ Poor health (mine...others close to me)
- ☐ Financial problems
- ☐ Distracted by friends or other outside factors
- ☐ Too many commitments (jobs, friends, athletics, family obligations, etc.)
- ☐ Relationship issues
- ☐ Lack of confidence in my academic abilities
- ☐ I have trouble concentrating in class
- ☐ Trouble re-prioritizing my commitments to get to studies
- ☐ Good intentions but poor follow-through
- ☐ Procrastination
- ☐ Learning disability
- ☐ Other _____

III. AREAS WHERE I NEED TO IMPROVE TO ACHIEVE SUCCESS

- ☐ Communicate with faculty
- ☐ Learn skills for advocating for myself and my academic progress
- ☐ Seek assistance when problems arise
- ☐ Complete class assignments
- ☐ Come to class meetings or online discussions and be prepared
- ☐ Take notes that will enhance my studying
- ☐ Use planner to organize my time
- ☐ Find a quiet place to study
- ☐ Think about success instead of failure while learning or test taking
- ☐ Other _____



IV. AREAS THAT MAY HELP ME BRING OUT MY BEST PERFORMANCE

- ☐ Lighten my course load
- ☐ Set aside regular periods to study
- ☐ Learning how to prepare for exams/Learn how to study
- ☐ Better time management
- ☐ Setting up a quiet study area with all study tools
- ☐ Choose courses in which I have needed background
- ☐ Reconsider my choice of major/career
- ☐ Work with a tutor
- ☐ Regular communication with my faculty
- ☐ Other _____

V. SERVICES THAT I HAVE USED

- ☐ Office for Students with Disabilities
- ☐ Math Lab
- ☐ Writing Center
- ☐ Tutoring
- ☐ Classmates to work with when I need study partners
- ☐ My professors whenever I need personalized attention
- ☐ A counselor regarding my test-taking or other anxieties
- ☐ Library staff for research for a class
- ☐ Other _____

PRACTICING POSITIVE AFFIRMATIONS

Affirmations are simple, positive statements declaring specific goals in their completed states. You may also view them as personal mantras and they have a profound effect on the conscious and unconscious mind. This is one of the most powerful ways to bring about change. Change begins with our mindset and beliefs. We have mental habit patterns that are dictating how we think about ourselves and our behavior. Stating affirmations silently or out loud every day is how we change our brains, and hence our thoughts and actions.

For positive affirmations to be most successful, they must follow the language of the brain. The language rules are:

1. Positive affirmations are always in the present tense because your brain operates in the present moment (“I will” or “I am going to” will not work).
2. Positive affirmations only include positive words (“I will not” will not work).
3. Positive affirmations are spoken as statements of fact and truth (Use “I am” and “I do”, not “I might” or “I could”).

WHY REPETITION IS CRUCIAL

Your brain is a creature of habit. It has been wired to think a certain way. Saying your new positive affirmations over and over will strengthen these new neuronal connections and make them easier and easier to access. Good examples are driving or riding a bike. These tasks took a lot of energy when first learning them but they are now second nature to most people.

DOES IT FEEL LIKE A LIE? GOOD.

If you aren't happy with your body image, repeating the affirmation “I'm sexy like Cardi” or “I maintain the perfect body weight” may feel like a lie. This discomfort may prompt you to change your affirmation to a more comfortable phrase, like “I can lose weight if I really try”. That is more comfortable, but ineffective. If an affirmation is uncomfortable, it means it's an area of growth and the dissonance created when you speak it will drive you to change what you are saying or change yourself. I will try to earn good grades is not as effective as “I am enjoying giving 100% to my academic coursework” or “I am a 4.0 GPA student.”

The following are sample affirmations that you can draw from when creating your personal list of affirmations:

1. I am enough.
2. I am worthy.
3. I am surrounded by positive people.
4. I unconditionally love and accept myself.
5. I am immensely confident.
6. I joyfully accept life in whatever manner it unfolds.
7. I am happy.
8. My mind and body is healthy and whole.
9. I crave healthy, nutritious foods.
10. I am loved and lovable.
11. I forgive my mistakes and learn from them.
12. I accept others for who they are.
13. I eat well, exercise regularly, and get plenty of rest.
14. My enthusiasm about my job is contagious.
15. My workplace is peaceful and full of love.
16. I radiate success.
17. I am attractive.
18. My romantic relationship is healthy, long-lasting and full of love.
19. My partner is kind, compassionate and understanding.
20. It is easy for me to look in the mirror and say, “I love you.”
21. I am a great student and getting better each and every day.
22. I am prepared for my tests, I love taking test, tests are a breeze for me.
23. I value my education because it prepares me for a bright and successful future.
24. I am smart.
25. I deserve every good thing life has to offer.
26. I attend every class and complete all assignments on time.
27. I happily study for six hours each week for each class I am enrolled in.

AFFIRM.

WRITE YOUR OWN LIST OF AFFIRMATIONS AND SAY THEM OUT LOUD EVERY DAY!!!!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

CREATING S.M.A.R.T. GOALS

SPECIFIC—A specific goal has a much greater chance of being accomplished than a general goal.

To set a specific goal you must answer the six “W” questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location.

When: Establish a time frame.

Which: Identify requirements and constraints.

Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and work out 3 days a week.”

MEASURABLE—Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as:

How much? How many? How often? How will I know when it is accomplished?

ATTAINABLE—When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

REALISTIC—To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.



TIMELY—A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? The "Someday" will not work. But if you anchor it within a time-frame, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

The time guidelines that are commonly associated with goals are:

Short-term—goal may be achieved within 18 months time.

Mid-term—goal may take between 3 and 5 years to achieve.

Long-term—goal may take beyond 5, 10 or even 20 years to achieve.

• **Areas of life that may benefit from goal setting:**

Persona | Career | Social | Educational | Health | Spiritual

OR

TANGIBLE—A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible, you have a better chance of making it specific and measurable and thus attainable.

DETERMINE SHORT-TERM GOALS

This will help make your goals more achievable and realistic. Reflect on the information we discussed and take into consideration the strengths you have.

Restate your Academic Goal: _____

1. Who: _____

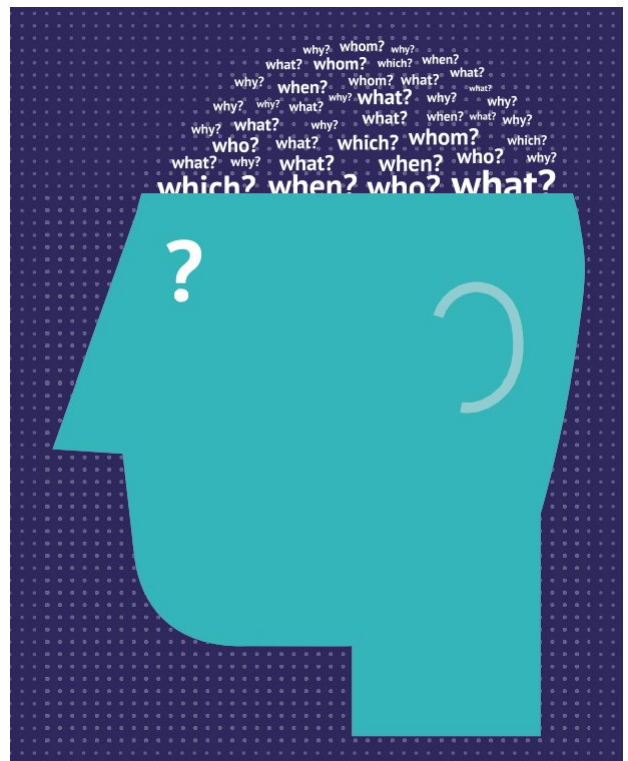
2. What: _____

3. Where: _____

4. When: _____

5. Which: _____

6. Why: _____



What obstacles could stall your plan/efforts? _____

Be Patient with Yourself

The college expects improvement, not perfection! Work with your counselor and instructors to create gradual improvement in your skills and confidence as a student.

DO NOT Give Up! We Are Here To Help.

By working with a counselor, you can develop a Student Education Plan (SEP) that will outline course requirements for your major.

PLAN TO IMPLEMENT BEST SOLUTIONS

Make sure the goal you are pursuing is something you really want, not just something that other people think sounds good. If you are really going to put time and effort into something, then make sure that you understand the sacrifices required and the benefits you will experience in the long run.

It is important to live a **BALANCED LIFE**. Therefore, consider setting goals in all areas of life and make sure that they are not in conflict with one another.

Make sure that you **AIM HIGH**. Do not settle for less than you are capable of achieving.

Write your goals using **POSITIVE LANGUAGE** and write deadlines to keep you on course.

Review your goals daily. Post them where you can see them and be reminded. This will help you stay focused and motivated.

WORK THROUGH IT TOGETHER

Resistance—For every goal, examine the obstacles ahead that may get in your way:

- Are there people who are a bad influence or distract you from your goals?
- Are there people who criticize and discourage you from your goals?
- Do you have personality traits that get in the way like procrastination, laziness, a bad temper, impatience, etc?
- Are there circumstances that will interfere with your journey such as lack of money or a skill?

Assistance—For every goal, examine the assistance available to you:

- Examine what skills and knowledge you need to achieve your goal so that you can develop these important tools to help you be successful in your journey.
- Make a list of individual people whom you trust and who are positive and helpful so that you can turn to them in bad times for support and encouragement.
- What organizations, agencies, or clubs can provide you with role models and mentors who can help guide and direct you? Surround yourself with people who are headed the same direction. You can learn from each other and support one another.



NOTES



A series of horizontal lines for writing notes.

THE DAILY TO-DO LIST

An effective way to stay on track and actually get things done is to use a daily to-do list that itemizes specific tasks you want to complete within the next 24 hours.

STEP 1 BRAINSTORM TASKS

List all the tasks you want to get done tomorrow.

STEP 2 ESTIMATE TIME

For each step you wrote down in Step 1, estimate how long it will take you to complete it.

STEP 3 RATE EACH TASK BY PRIORITY

Simply label each task A, B, or C.

The A's on your list are those things that are the most critical.

They are assignments that are coming due or jobs that need to be done immediately

The B's on your list are important, but less so than the A's.

The C's do not require immediate attention. They can be postponed.

STEP 4 CROSS OFF TASKS

Cross off activities when you finish them. Add activities, if needed.

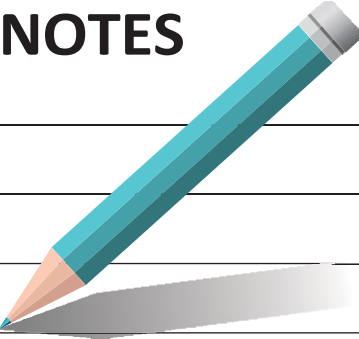
STEP 5 EVALUATE

At the end of the day, evaluate your performance.

Look for A priorities that you didn't complete. Be willing to admit mistakes.



NOTES



TIME MANAGEMENT

RATIO OF WORK TO COURSE LOAD:

40 HOURS per week—Don't take more than **6 UNITS** (2 classes)

30 HOURS per week—Don't take more than **9 UNITS** (3 classes)

20 HOURS per week—Don't take more than **12 UNITS** (3-4 classes)

LESS THAN 20 HOURS per week—You can take more than **12 UNITS**
(more than 3-4 classes)

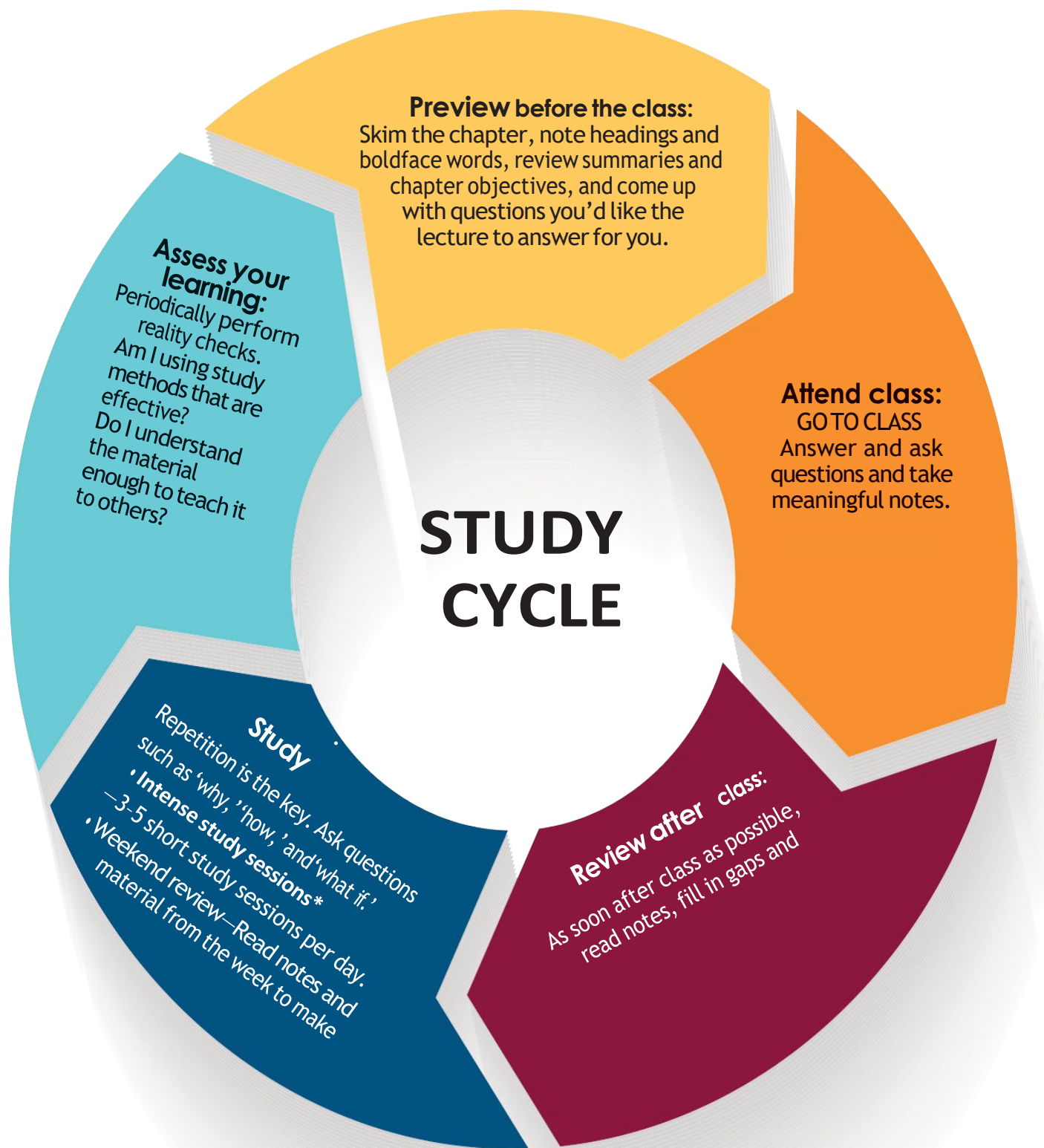
Estimate the time per week it would take a student to complete a typical out-of-class assignment:

The Carnegie formula uses a 2:1 ratio as follows: 1 hour lecture=2 hours homework;
2 hours of lecture=4 hours of homework; etc.



SAMPLE WEEKLY CALENDAR:

| | SUN | MON | TUE | WED | THU | FRI | SAT |
|-------|------------------|------------------------------|---|------------------------------|---|-----|------------------|
| 6:00 | | | | | | | |
| 6:30 | | | | | | | |
| 7:00 | | | | | | | |
| 7:30 | | Preview before class | | | | | |
| 8:00 | | HD 101 | MATH | HD 101 | MATH | | |
| 8:30 | | ↓ | ↓ | ↓ | ↓ | | |
| 9:00 | | ↓ | ↓ | ↓ | ↓ | | |
| 9:30 | | ENG 101 | ↓ | ENG 101 | ↓ | | |
| 10:00 | | ↓ | Edit/review MATH notes Start Math homework | ↓ | Edit/review MATH notes Start Math homework | | |
| 10:30 | Prepare for | ↓ | | ↓ | | | Prepare for |
| 11:00 | upcoming week | Edit/ review ENG notes | COMM 101 | Edit/ review ENG notes | COMM 101 | | upcoming week |
| 11:30 | | | ↓ | | ↓ | | |
| NOON | | Edit/review HD notes | ↓ | Edit/review HD notes | ↓ | | |
| 12:30 | | | LUNCH | | LUNCH | | |
| 1:00 | | | Edit/review COMM notes | | Edit/review COMM notes | | |
| 1:30 | | | | | | | |
| 2:00 | | | | | | | |
| 2:30 | | | | | | | |
| 3:00 | | HD_____ | MATH_____ | HD_____ | MATH_____ | | |
| 3:30 | | HD_____ | MATH_____ | HD_____ | MATH_____ | | |



Intense Study Sessions

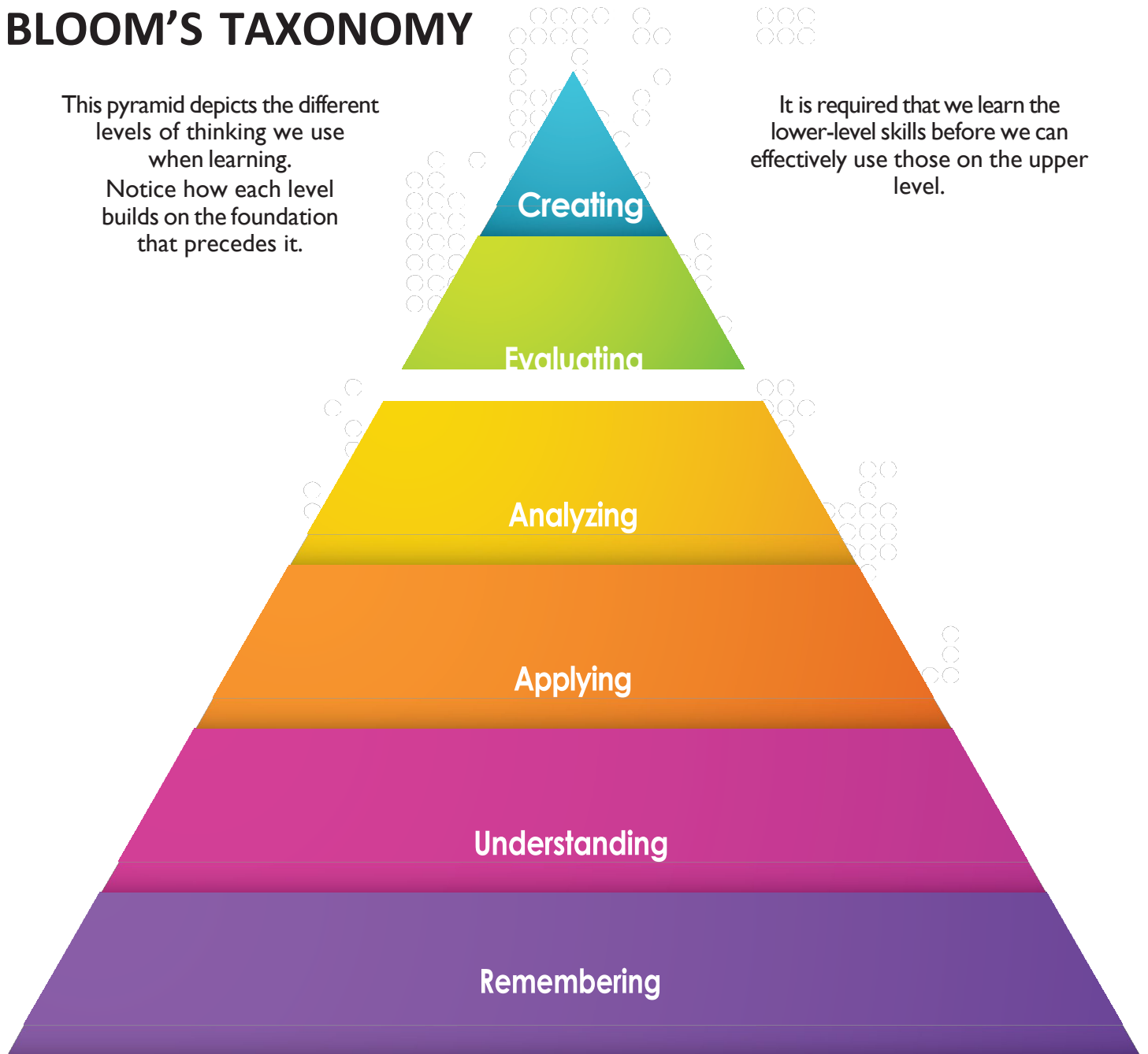
- | | | |
|---------------------------|------------------|--|
| • Set Goal | 1-2 min | Decide what you want to accomplish in your study session |
| • Study With Focus | 30-50 min | Interact with material ---organize concept map, summarize, process, re-read, fill in Notes, reflect, and so on. |
| • Reward Yourself | 10-15 min | Take a break ---call a friend, play a short game, get a snack. |
| • Review | 5 min | Go over what you just studied. |

Note: The cycle is based on F.L. Christ's Learning Cycle (1997). © 2010 Louisiana State University, Center for Academic Success

BLOOM'S TAXONOMY

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it.

It is required that we learn the lower-level skills before we can effectively use those on the upper level.



Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, comparing, and explaining.

Applying: Carrying out or using a procedure through executing or implementing.

Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure

Evaluating: Making judgements based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Note: This version of the revised Bloom's Taxonomy features definitions for each level. Adapted with permission from "Image of Revised Versions of Bloom's Taxonomy Featuring Definitions," by R. Overbaugh, n.d.

NOTES



A series of horizontal lines for writing notes.



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