SOPHOMORE

(November / Unit 3): Personal Responsibility / Study Skills

You will need to use information from this Portfolio, do not throw it away

Objective: Understand what responsibility means and take a greater role in making good decisions in life. UB 2013 Academy application.

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Parent/guardians make sure your information is included on the **Reflection Sheet**.
- Complete the **Stipend Request** form.
- Have site sponsor and parent sign the Self-reflection.
- Your **Grade Check** will be provided by your Site Sponsor.
- Be prepared to review it with UB staff on ______.

Stipend Requirements

Stipend Amounts	Possible Portfolio Completions
Complete = up to \$60.00	 <u>Unit 100% complete</u>: turned in on-time, parent/guardian signature, and site sponsor signature.
Partial = \$0	Unit is between 75% and 100% complete
Incomplete = \$0	<u>Unit less than 75% complete</u> (even if unit includes parent/guardian and site sponsor signatures)

What to do if you are absent on Portfolio visit days.

Planned Absences (e.g. sports games, field trips, etc.)	Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.)
 Give your binder to your site sponsor <u>before</u> <u>you leave</u>. UB staff will review your work, and you are eligible for a stipend. If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB</u> <u>staff immediately</u>. 	 Give your binder to your site sponsor the day you return to school. You are still eligible for a stipend. If there are unforeseen problems with finishing your unit, notify your site sponsor and/or UB staff immediately.

Upward Bound Contacts

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www.nau.edu/ub

Quick Write

Step 1: You will sometimes be asked to complete Quick Writes in your Portfolios. These are opportunities to write what is on your mind concerning the topic listed. You won't have to create an outline, or rough draft. Please use all the rules and requirements that are needed for a final paper in any of your courses. This should be handwritten or typed on another piece of paper, make it as long as you would like, but make sure it is your best work and completes the question thoughtfully.

What does being a success mean to you this semester? How can you make sure that you will finish this semester successfully?

Accepting Greater Personal Responsibility

Step 1: Look up the following website -

http://www.edutopia.org/blog/student-responsibility-academic-success-heather-wolpert-gawron

- and read the article.

List the ten parts of being a responsible student below and rate them 1 through 5. 1 for the areas that you need to work on the most through 5 for areas that you believe you have mastered.

Step 2: Personal Responsibility

Responsibility means different things to all of us. Please write your definition of responsibility below.

Step 3: Responsible and Non-responsible

Adopted from: Dr. Skip Downing, Innovative Strategies For Empowering Your Students To Become Active, Responsible Learners, On Course I Workshop

Non-Responsible students believe that their behaviors, thoughts, feelings, and outcomes are caused by forces beyond their control, such as powerful others and luck. They believe they are merely pawns in the chess game of life. Their language is characterized by blaming, complaining, and making excuses.

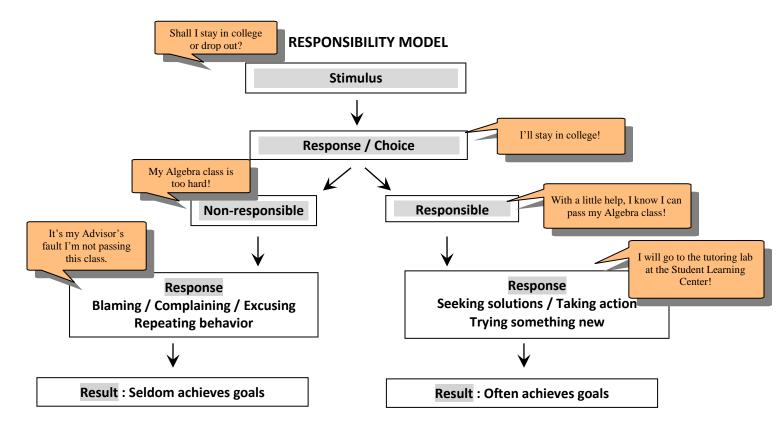
Responsible students believe that their behaviors, thoughts, feelings and outcomes are the natural consequences of their lives. They create, promote, or allow all of their outcomes and experiences. Their language is characterized by ownership and action plans.

When people keep doing what they've been doing even when it doesn't work, they are acting **Non-responsibly**. When people change their beliefs and behaviors to create the best results they can, they are acting **Responsibly**. One key to success is to participate in life more Responsibly.

Accept the Responsible role and take responsibility for creating the outcomes and experiences in your life, including your education. Reject the Non-responsible role! Give up complaining, blaming and making excuses. (there is no assignment for this step)

Step 4: Responsibility and Choice

The key ingredient of personal responsibility is **choice!** Humans have a brief, critical moment of decision available between the **stimulus** (a situation that requires a choice) and then your **response/choice** to the situation. In this moment, we make **choices** – consciously or unconsciously – that influence the outcomes of our lives.



In that brief moment between stimulus and choice/response, we can choose to be **Responsible** (another name for this is Creator) **or Non-responsible** (another name for this is Victim).

The results of the many choices you make produce the outcome of your life.

Step 5: Create your own model on a separate piece of paper similar to the one printed above using a situation (stimulus) that you have to make responsible choices about.

You could choose one of the following situations (only if they really have happened to you) then write the responsible and non-responsible responses to the situation.

Situation (stimulus)

- A bad grade on a test
- Getting into a fight with parents/family members
- You didn't go to practice so you don't start the game.

- Not passing a class
- Not turning in an assignment by the due date

Step 5: At the end of your model above answer the following questions: Did you accomplish your goal? How does this relate to the goals you listed in the last Portfolio? Look back at the last Portfolio and choose one of your goals and explain how being more responsible will help you achieve the goal in the future.

Step 6: Case Study (the story below)

Here is a story about a student turning in an assignment. Read the story and complete the bottom of the page according to the directions. Please include the "Diving Deeper" part.

THE LATE PAPER

PROFESSOR FREUD announced in her syllabus for Psychology 101 that final term papers had to be in her hands by noon on December 18. No student, she emphasized, would pass the course without a completed term paper turned in on time. As the semester drew to a close, KIM had an "A" average in Professor Freud's psychology class, and she began researching her term paper with excitement.

ARNOLD, Kim's husband, felt threatened that he had only a high school diploma while his wife was getting close to her college degree. Arnold worked the evening shift at a bakery, and his co-worker PHILIP began teasing that Kim would soon dump Arnold for a college guy. That's when Arnold started accusing Kim of having an affair and demanding she drop out of college. She told Arnold he was being ridiculous. In fact, she said, a young man in her history class had asked her out, but she had refused. Instead of feeling better, Arnold became even more angry. With Philip continuing to provoke him, Arnold became sure Kim was having an affair, and he began telling her every day that she was stupid and would never get a degree.

Despite the tension at home, Kim finished her psychology term paper the day before it was due. Since Arnold had hidden the car keys and Professor Freud refused to accept assignments sent by email, Kim decided to take the bus to the college and turn in her psychology paper a day early. While she was waiting for the bus, CINDY, one of Kim's psychology classmates, drove up and invited Kim to join her and some other students for an end-of-semester celebration. Kim told Cindy she was on her way to turn in her term paper, and Cindy promised she'd make sure Kim got it in on time. "I deserve some fun," Kim decided, and hopped into the car. The celebration went long into the night. Kim kept asking Cindy to take her home, but Cindy always replied, "Don't be such a bore. Have another drink." When Cindy finally took Kim home, it was 4:30 in the morning. She sighed with relief when she found that Arnold had already fallen asleep.

When Kim woke up, it was 11:30 a.m., just 30 minutes before her term paper was due. She could make it to the college in time by car, so she shook Arnold and begged him to drive her. He just snapped, "Oh sure, you stay out all night with your college friends. Then, I'm supposed to get up on my day off and drive you all over town. Forget it." "At least give me the keys," she said, but Arnold merely rolled over and went back to sleep. Panicked, Kim called Professor Freud's office and told MARY, the administrative assistant, that she was having car trouble. "Don't worry," Mary assured Kim, "I'm sure Professor Freud won't care if your paper's a little late. Just be sure to have it here before she leaves at 1:00." Relieved, Kim decided not to wake Arnold again; instead, she took the bus.

At 12:15, Kim walked into Professor Freud's office with her term paper. Professor Freud said, "Sorry, Kim, you're 15 minutes late." She refused to accept Kim's term paper and gave Kim an "F" for the course.

Listed below are the characters in this story. Rank them in order of their <u>responsibility for Kim's failing grade in Psychology 101</u>. Give a different score to each character. Be prepared to explain your choices.

Most responsible ← 1 2 3 4 5 6 → Least responsible

Professor Freud, the instructor
Kim, the psychology student
Arnold, Kim's husband

Deeper: Is there someone not mentioned in the story who may also bear response

Diving Deeper: Is there someone not mentioned in the story who may also bear responsibility for Kim's failing grade?

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Step 7: Think back to a time when you did not receive the grade that you thought you deserved. Do you believe you were **more**, **less or equally** responsible for that grade after reading this story?

Explain why:

Compare your rating of the paper above with someone from your Success Team. Did they have the same rating that you did if yes, why do you think that happened? If no what were the differences and why?

Posts who you thought was the most responsible and why on Facebook, make sure to tag UB so that we can see what you posted. Label it as sophomore, Portfolio 3.

Step 8: Using Positive Language:

Non-responsible (Victim) **vs. Responsible** (Creator): Fill in the bottom spaces of the table with times that you have been Non-responsible (Victim) and what you should have done to be Responsible (Creator).

Non-responsible (Victim)	Responsible (Creator)
"I'm terrible in this subject."	"I find this course challenging, so I'll start a study group and ask more questions in class."
""The instructor is so boring they put me to sleep."	"The instructor's teaching style makes it difficult for me to pay attention, so I'll challenge myself to pay attention in class."
"This course is a stupid requirement."	"I don't understand why this course is required, so I'm going to ask the instructor how it will help me in the future."
"I'll never do as well as Suzie, she's a genius."	"I need help in this class, so I'm going to ask Suzie if she'll help me study for tests."
"The tests are ridiculous. The teacher gave me an "F" on the first one."	"I got an "F" on the first test because I didn't read the assignment thoroughly. From now on I'll take detailed notes."
"I'll try to do better."	"To do better, I'll do the following: take good notes, ask questions in class, start a study group, and make an appointment with the teacher."

Step 9: How can you be responsible as it relates to the goals you want to achieve from your first Portfolio? Choose two of the goals you chose and list a series of steps below (or on another piece of paper) to take to be a creator in achieving those goals.

Learning Styles and Study Skills

Step 10: Learning Style Inventory

Adapted from the Northern Arizona University Student Learning Center

<u>How do you learn best</u>? The process of understanding how you learn is called **metacognition**. The prefix *meta* means "beyond" and the word *cognition* means "to know." **Metacognition** means "to go beyond just knowing": it is knowledge of your own thoughts and the factors that influence your thinking. To learn more about how the metacognitive process relates to you, you will take the following <u>Learning Style Inventory</u>. Identifying your learning style is the first step towards effective learning. Knowing your own learning style can help you improve the excellence of your study skills. It can even help you choose your career in the future. To what extent is each statement below true for you? Remember that there are no right or wrong answers!

In the boxes below, write one of the following numbers for each example and how it applies to you:

Often Applies = 3

Sometimes Applies = 2

Never Applies = 0

Learning Style Example	Often Applies = 3 Sometimes Applies = 2 Never Applies = 0
1. I enjoy doodling. My notes are covered with pictures, arrows, etc.	
2. I get good ideas while walking or doing routine tasks.	
3. I find it tiring to write.	
4. I find it hard to think while sitting still.	
5. It's hard for me to read other people's handwriting.	
6. I find it hard to remember unfamiliar names unless I see them written down.	
7. If I am trying to remember information I read, I can close my eyes and "see" the page it's written on.	
8. I would rather be told how to do something than have to read about it.	
9. I usually get started on a project before I finish reading the directions.	
10. I don't get lost easily, even in strange surroundings.	
11. I remember a lot from discussions, debates, and other spoken activities.	
12. I prefer to work in a quiet place and find it hard to concentrate if there is a radio or TV on that I can hear.	
13. I can usually remember not only what was said, but the exact speaker's tone of voice.	
14. I tend to prefer a trial-and-error approach to problem-solving, rather than a step-by-step method.	
15. Creating a visual representation of connected ideas (such as a flow chart, or diagram) helps me remember them.	

Now add up your responses: write down the number for each learning style example in the corresponding column.

Column 1	Column 2	Column 3
1.	2.	3.
6.	4.	5.
7.	9.	8.
12.	10.	11.
15.	14.	13.
TOTAL	TOTAL	TOTAL

• If Column 1 is your highest score, you are a Visual Learner.

You learn best by seeing. While reading or taking notes, you can make a visual map of key ideas and concepts or redo written notes into pictures, graphs, etc. Ideally, you should sit at the front of the classroom and away from the windows to be as close as possible to the teacher and away from visual distractions.

If Column 2 is your highest score, you are a Kinesthetic Learner.

You learn best by doing, such as moving, etc. While in class, participate in class discussions and raise your hand and volunteer to answer questions frequently. For note taking, you should write extensively on your subject and recopy any notes / vocabulary. When reading, use workbooks and computers to learn material whenever possible. Try to write a summary immediately after reading a difficult paragraph or section. Seek experiences that will teach you main concepts: labs, discussions, field work, etc.

If Column 3 is your highest score, you are an Auditory Learner.

You learn best by hearing. While studying, highlight chapter headings, and ask questions out loud. Make sure to read difficult sections out loud. In class, listen for specific information, but don't let note taking interfere with listening. Use a tape recorder when appropriate (talk with your teacher first). Immediately after class, listen to the tape, summarize out loud, and update your notes. Make sure to participate in class discussions!

Step 9: Study Atmosphere Inventory

Study Atmosphere Inventory excerpted from The Active Learner Successful Study Strategies by Sallie A. Brown and Douglas E. Miller

Have you ever given any thought to where you do most of your studying? Your study area can affect your concentration and your grades. In the following exercise, **list three places where you work on your assignments**. For example, you could use the following study area examples, <u>but don't feel limited to the suggestions below!</u>

Example Study Areas:	A. my bedroom	B. library	C. at work
My Study Areas:	Α.	В.	C.

Write your corresponding study area into the following descriptive statements about the areas in which you normally study. Rate each statement below as the following: *True = 3*, *Sometimes True = 2*, or *Not True = 1*.

A	В	C	Study Atmosphere Scenarios
2	1	3	Example: There is no cellphone / telephone nearby to interrupt me.
			There is no TV to distract me.
			There is very little noise from outdoors.
			My family members do not interrupt me.
			There is not a couch or bed where I might lie down and sleep.
			A desk or table space is cleared for studying.
			Study supplies are available, such as paper, pens, computer, etc.
			Lighting is sufficient for long-term studying.
			Room temperature is comfortable, but a little on the cool side.
			TOTAL SCORES

	The	highest sco	e indicates that	(choose A	۸, B, or C)	is the	best stud	y area fo	or me
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After completing the Study Atmosphere Inventory, list the three areas that you work on your assignments and then list how you can improve each of those areas by adding or taking away certain "atmosphere" characteristics listed above or that you think of outside those listed:

1.			

2.		
3.		

How are learning styles and study skills connected? Compare your results with other UB students what are the similarities and differences?

Post on Facebook what you learned during this Portfolio, ask for comments and label it as sophomore Portfolio 3.

SOPHOMORE PORTFOLIO SELF-EVALUATION November / Unit 3 • Personal Responsibility / Study Skills

Student Name: _____

 Directions: To obtain full credit complete this check-in sheet of your unit work. It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
 Please always <u>answer in complete sentences</u>. Site Sponsor and Parent/Guardian must sign this sheet by due date on the 1st page of your portfolio unit. This is typically 1 week before your portfolio visit.
1. What parts of the unit do you still need to complete?
2. What part of this unit, if any, are you having difficulties with? Why?
3. What have you learned about being responsible so far?
Parent/Guardian Portfolio Evaluation:
Please check your child's Portfolio, what do they still have to complete?
Is the time and effort they put into the Portfolio their best work, please explain?
Is your child going to complete their Portfolio by the due date? Do they take responsibility for completing their Portfolios and getting into college?
Unit at least ½ complete: Y N
Site Sponsor Signature: Date:
Parent/Guardian Signature: Date:

STUDENT REFLECTION

November/Unit 3: Personal Responsibility / Study Skills

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	Student Name:
Dir	ections: To obtain full credit
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•	You are required to <u>fully explain</u> your answers to the following questions in full sentences. <i>Simple yes or no</i>
	responses are not acceptable.
•	It is advisable to take time to think of what was interesting to you, what you learned, and why.
1.	Based on the completion of this unit, how would you describe / define responsibility?
2.	How are study skills and responsibility related? Can you have one without the other? Why or why not?
3.	Are there areas in your life that you feel you do not have control or responsibility over? Please explain what and how.
4.	Let's reflect on the past three Portfolios. You've learned about goal setting, personal responsibility, time management, Success Team, and study skills. How are these things related? Please list each of these topics and write down one or two of the most important concepts that you learned about each one (use a separate piece of paper).
5.	How will you take more responsibility for your actions and behaviors in the future?
Stur	dent Signature Date
	Date
Stuc	dent Phone Number Student E-mail

PARENT/GUARDIAN REFLECTION

November/Unit 3: Responsibility / Study Skills

The following questions are for your parent(s)/guardian. If they do not complete the questions you will not be eligible for the complete stipend.

Parent Ph	one Number Parent E-mail
Parent Sig	nature Date
5.	Are there any changes in your contact information that we will need in order to contact you or send out important information?
<u> </u>	http://www.huffingtonpost.com/heather-wolpertgawron/the-education-of-studentb_789565.html
4.	This is a link that lists ten possible responsibilities of parents that can help to ensure their child's success. Please go to the website and see if you are helping with some of these items.
3.	Families also share a large amount of responsibility for their child's success in school. What do you think are some of your responsibilities?
2.	Do you think your child could be more responsible? If so in what ways?
1.	Do you think that your child is responsible? If so in what ways?