



# South Texas College

**Pecan Campus**

(McAllen)

**Mid-Valley Campus**

(Weslaco)

**Starr County Campus**

(Rio Grande City)

**Nursing & Allied Health Center**

(McAllen)

**Technology Center**

(McAllen Trade Zone)

# College Success Workbook

**ACTIVITIES FOR ORIN0101**



## INTRODUCTION

Welcome to STC’s College Success activities workbook. The information, exercises, and worksheets contained here are designed to be used together with the textbook and class work to enable you to learn, practice and perform the study skills necessary to succeed in college and in your later life.

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## Links Page

Hyperlinks to important STC resources are:

- **College Academic Calendars:**
  - <http://www.southtexascollege.edu/academics/calendar/index.html>
- **Academic Degree Plans:**
  - **Associate Degrees**
    - <http://www.southtexascollege.edu/academics/degcerts/associates/index.html>
  - **Bachelor Degrees**
    - <http://www.southtexascollege.edu/academics/degcerts/bachelor/index.html>
  - **Certificates**
    - <http://www.southtexascollege.edu/academics/degcerts/certificates/index.html>
- **Core Curriculum:**
  - <http://www.southtexascollege.edu/academics/degcerts/core/index.html>
- **Campus Locations:**
  - <http://www.southtexascollege.edu/locations/>
- **Financial Aid:**
  - <http://studentservices.southtexascollege.edu/finaid/>
- **JagNet:**
  - <https://jagnet4.southtexascollege.edu/cp/home/displaylogin>
- **Jagmail:**
  - <http://login.live.com/login.srf?wa=wsignin1.0&rpsnv=10&ct=1225747945&rver=4.5.2130.0&wp=MBI&wreply=http:%2F%2Fmail.live.com%2Fdefault.aspx&id=64855>

Name \_\_\_\_\_  
ORIN0101 \_\_\_\_\_  
Date \_\_\_\_\_

### Degree Plan Worksheet

Assignment:

1. Go to the STC website location above and find the degree plan for your major. If you're not sure, pick one you think you might be interested in.
2. Print it, read it through, and briefly answer these questions:
  - a. What do you like about this degree plan? \_\_\_\_\_

Why? \_\_\_\_\_

- b. What do you not like about this degree plan? \_\_\_\_\_

Why? \_\_\_\_\_

- c. Give one long-term goal to help you get your degree: \_\_\_\_\_

- d. Give one short-term goal to help your long-term goal: \_\_\_\_\_

- e. What will you do after you graduate and get this degree (hint: go to a 4 year school or go get a job based on your degree?) Explain your answer –

3. We will discuss these in class.

**Developmental Studies Division**

**College Readiness Plan**

**2006-2007**

**STUDENT NAME** \_\_\_\_\_ **ID#** \_\_\_\_\_

**JAGMAIL** \_\_\_\_\_

<b>Placement:</b>	<b>READ</b>	<b>WRITING</b>	<b>MATH</b>
<b>Accuplacer</b>			
<b>THEA</b>			
<b>Other</b>			

**Tips:**

How many hours a week do you work?

**Fall/Spring:** 16 hours each semester only

How many years have you been out of school?

**Summers:** 7 hours each semester only

**Retention Specialists' Phone #**

Carmen Gonzalez: 872-6713 Pecan  
 Fred Garcia:  
 872- 872-8338 Pecan  
 Linda Medrano 973-7668 MidValley  
 Melba Perkins 488-5854 Starr

Pre-requisite Courses			Dev. Hrs	SEM/YR	GRADE	Optional Courses
<b>First Semester</b>						
<b>ORIN</b>	<b>0101</b>	<b>College Success</b>	3			
<b>READ</b>			3			
<b>ENGL</b>			3			
<b>MATH</b>			3			
<b>Second Semester</b>						
<b>READ</b>			3			
<b>ENGL</b>			3			
<b>MATH</b>			3			
<b>Third Semester</b>						
<b>READ</b>			3			
<b>ENGL</b>			3			
<b>MATH</b>			3			
<b>Fourth Semester</b>						

\_\_\_\_\_  
**STUDENT'S SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**FACULTY/ADVISOR**

\_\_\_\_\_  
**DATE**

# SYLLABUS ACKNOWLEDGEMENT

## Instructor Copy

My College Success instructor \_\_\_\_\_ has explained the importance of class attendance, turning in assignments on time, the grading system, and other course requirements as described in the course syllabus. I acknowledge my responsibility in reviewing the contents of this document on a periodical basis and of asking questions for clarification. Also, I understand that a requirement of this course is to prepare a portfolio with the assignments for periodic, assignment inspection, as well as, as final review of its contents at the end of the semester.

I have read the above information and understand that the syllabus is an academic agreement between my instructor and me.

Semester- Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Section: ORIN0101 \_\_\_\_\_

### Student Information (Please Print):

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone (Home): \_\_\_\_\_

Phone (Cell): \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**College Success Student Learning Outcomes:**

**Name: \_**

<b>Item</b>	<b>Performance</b>	<b>Instrument</b>	<b>Level 1 – None to Poor</b>	<b>Level 2 - Satisfactory</b>	<b>Level 3- Outstanding</b>
1	TLW demonstrate effective time management skills	Planner	No evidence of planner use	Occasional use of planner	Regular use of planner
2	TLW demonstrate appropriate comprehension of course material	Completion of daily assignments	Up to 50% of assignments completed	50 to 99% of all assignments completed	All assignments completed
3	TLW exhibit personal behaviors that prepare student for success	Class attendance	Absences greater than 30% of total class hours	Absences between 1 hour and less than 30% of total class hours	Perfect attendance
4	TLW exhibit classroom behaviors that prepare student for success	Class participation, bringing books & materials	Little to no participation, no books or materials	Some participation, books or materials usually brought	Participates fully in class, always brings books and materials
5	TLW demonstrate the ability to take effective notes	Class notes in portfolio	No evidence of class notes	Some evidence of class notes	Full & effective class notes
6	TLW exhibit the ability to take exams successfully	Test scores on mid-term & final exams	Average grade of 69 or less	Average grade of 70 – 89	Average grade of 90 or better
	Mid-Term = Final Exam =				
7	TLW demonstrate the ability to deliver an oral presentation	Class presentation	No presentation	Presentation given and acceptable	Presentation well-planned and well-delivered
	Presentation =				
8	TLW write a grammatically correct, properly documented, typed essay using a word processor	Research essay	Failing grade of 69 or less on research essay	Grade of 70 -89 on research essay	Grade of 90 or above on research essay
	Essay =				
9	TLW keep an organized portfolio of all class work	Portfolio	Portfolio not kept	Portfolio is kept and acceptable.	Portfolio is neat, organized and complete
	Portfolio =				
10	TLW demonstrate the ability to access STC's website on the Internet, and send email to instructor & print reply	Technology assignment	Assignment not done	Assignment completed	N/A
11	TLW utilize library resources for study and research	Library information orientation worksheet	Assignment not done	Assignment completed	N/A

Name \_\_\_\_\_

Class/Section ORIN0101\_\_\_\_\_

Date \_\_\_\_\_

## **COLLEGE SUCCESS SYLLABUS QUIZ**

Using your course syllabus, answer the following questions regarding this course:  
[20 questions – 5 points each – partial credit given]

- 1) What is your instructor's name?
- 2) What are your instructor's office hours?
- 3) What are three ways to contact your instructor? Be precise.
- 4) What is the prerequisite for this course?
- 5) How many times do you need to take College Success?
- 6) How is your grade calculated?
- 7) What is the policy on make-up exams?
- 8) What is the policy on bringing children to class?
- 9) What should you do if you must be absent from class?
- 10) What is the name of the textbook required for this course?
- 11) What must be done with your phones and beepers during class time?
- 12) What is the policy on talking during class?
- 13) What are three goals for this course?
- 14) What does the acronym (initial letters) GPA stand for?
- 15) Why is regular punctual class attendance mandatory?
- 16) What are three Learning Objectives for this course?

17) Do you need to take College Success if you have only passed 2 sections of the ACCUPLACER?

18) What % (percentage) of your grade are the Class Assignments?

19) What happens if you are dropped from a Developmental Course?

20) What are the three sections of the ACCUPLACER called?

Extra Credit:

21) What does the letter W in ORIN0101.W24 stand for? \_\_\_\_\_

P in ENGL1301P17? \_\_\_\_\_ G in MATH1332.G14? \_\_\_\_\_

## COLLEGE SUCCESS CAMPUS SCAVENGER HUNT

Name \_\_\_\_\_

ORIN0101 \_\_\_\_\_

Date \_\_\_\_\_

1. Who is the president of STC?
2. How many campuses does STC have? Where are they located?
3. What is your major?
4. Who is the chair of College Success?
5. What is a Dean? What is a Department Chair?
6. From where can you get a degree plan?
7. What are the differences between counselors and advisors? Where are they located?
8. Where can you pick up a copy of the STC catalogue?
9. On what page of the catalogue would you find information on your major?
10. On what page of the catalog would you find the core curriculum?
11. Who is the Vice President for Instruction?
12. Where can you get the Student Handbook?
13. What is the name of the Ombudsperson? Where is the office?
14. Where can you receive tutoring services on your campus? What are the hours of operation?
15. What is the name of the computer-based tutoring program?
16. What services are available at the Career Center? What are the hours of operation?
17. What services are available at the PASS Center? What are the hours of operation?
18. What is the building letter of the campus library?
19. What are the hours of operation of the bookstore?

20. Where is the Testing Center? What are the names of the assessments you can take when you apply for college?
21. Where is the Financial Aid Office?
22. Where can you get a student identification card?
23. Where can you get a parking permit?
24. Where are you allowed to park on your campus?
25. What is your student ID number?
26. Where is the Developmental Studies office? What is the advantage of taking Developmental Studies?
27. Where are the Retention Specialists located on your campus? What do retention specialists do?
28. What is Supplemental Instruction?
29. Where is the Center for Learning Excellence?
30. Who are the Jaguars?

Name \_\_\_\_\_

ORIN0101\_\_\_\_\_

Date \_\_\_\_\_

## TECHNOLOGY ASSIGNMENT (Email) WORKSHEET

**Objective:** TLW (The learner will) use technology to assist in academic & personal life as well as in career research.

**Why Learn This Skill?** Technology improves our lives. More and more businesses, colleges, and universities are using technology to improve productivity. An email account, for example, allows you to correspond with instructors and fellow students when necessary. In fact, many professors have their own web page where you can obtain material missed in class. The syllabus, for most instructors, can be found and downloaded online. In addition, by learning to send emails, links, and attachments, you may be able to send homework to instructors when you are unable to attend class as well as to inquire about what you missed during that class session.

### Directions:

1. Obtain a Jagmail (email) account, if you do not already have one.\*\*\*

*Note: Write down your user name & password. Keep this information in a safe, but readily accessible location!*

2. Send an email to your instructor at the following address: \_\_\_\_\_@southtexascollege.edu

3. Include the following in the body of your email:

A) Your Full Name (Example: Rosa Garcia)

B) Dates/Meeting Times of Your Class (Example: MW 8:30 - 9:50 AM)

C) A link to STC's homepage: <http://www.southtexascollege.edu>

4. Include an attachment in MS Word addressing the following:

A) Compose a paragraph in which you state what you hope to learn in College Success and why.

Indicate what strengths you currently possess which will help you succeed in college. Also, tell about what you think you need to improve to succeed at STC. **OR**

B) Attach a digital photo in .jpg format if you don't have access to Microsoft Word.

5. Later, check your email and print your instructor's reply as well as your original email. Place both the reply and original email in your portfolio.

### Your Notes

My email address is:

The steps to create a link with an email message are:

The steps to create an attachment with an email message are:

I can go for further assistance with technology to STC's:

## *Finding Your Grade Point Average (GPA)*

### Grading System:

*It is the policy of STC to measure student achievement and to report a student's performance level for each course attempted or used toward graduation according to the following:*

<b>GRADE</b>	<b>GRADE MEANING</b>	<b>POINT VALUE</b>
<i>A</i>	<i>Excellent</i>	<i>4</i>
<i>B</i>	<i>Good</i>	<i>3</i>
<i>C</i>	<i>Average</i>	<i>2</i>
<i>D</i>	<i>Passing</i>	<i>1</i>
<i>F</i>	<i>Failing</i>	<i>0</i>
<i>I</i>	<i>Incomplete</i>	<i>*</i>
<i>W</i>	<i>Withdrew</i>	<i>*</i>
<i>CR</i>	<i>Credit By Exam</i>	<i>*</i>
<i>AUD</i>	<i>Audit</i>	<i>*</i>
<i>N</i>	<i>Non-Credit</i>	<i>*</i>

*\* Not Computed in the GPA*

*Note - A grade of "I" is given when a student has not completed the required work for a course. The work must be completed the following semester (fall or spring) or the student will receive an "F" for the course.*

### Example:

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Engl 1301</i>	<i>C</i>	<i>3</i>	<i>x</i>	<i>2</i>	<i>=</i>	<i>6</i>
<i>Math 1414</i>	<i>F</i>	<i>4</i>	<i>x</i>	<i>0</i>	<i>=</i>	<i>0</i>
<i>Arts 1301</i>	<i>B</i>	<i>3</i>	<i>x</i>	<i>3</i>	<i>=</i>	<i>9</i>
<i>Psyc 2301</i>	<i>D</i>	<i>3</i>	<i>x</i>	<i>1</i>	<i>=</i>	<i>3</i>
<i>Kine 1102</i>	<i>A</i>	<i>1</i>	<i>x</i>	<i>4</i>	<i>=</i>	<i>4</i>
<i>Totals</i>	<i>-</i>	<i>14 credit hours</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>22 grade points</i>

*To get the semester GPA, divide the Total Grade Points by the number of Credit Hours. GPA = 22 Grade Points/14 Credit Hours = 1.57 GPA*

*(Note - Developmental Courses are averaged into your semester GPA.)*

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Math 85</i>	<i>C</i>					

<i>Engl 80</i>	<i>B</i>					
<i>Read 90</i>	<i>A</i>					
<i>Orin 101</i>	<i>A</i>					
<i>Totals</i>	<i>-</i>		<i>-</i>	<i>-</i>	<i>-</i>	

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Anth 2301</i>	<i>C</i>					
<i>Arts 1301</i>	<i>C</i>					
<i>Biol 1322</i>	<i>D</i>					
<i>Chem 1411</i>	<i>D</i>					
<i>Totals</i>	<i>-</i>		<i>-</i>	<i>-</i>	<i>-</i>	

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Crij 1301</i>	<i>B</i>					
<i>Engl 1302</i>	<i>C</i>					
<i>Govt 2302</i>	<i>B</i>					
<i>Hist 2311</i>	<i>A</i>					
<i>Totals</i>	<i>-</i>		<i>-</i>	<i>-</i>	<i>-</i>	

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Kine 1101</i>	<i>A</i>					
<i>Math 1414</i>	<i>A</i>					
<i>Musi 1306</i>	<i>A</i>					
<i>Phil 1301</i>	<i>D</i>					
<i>Totals</i>	<i>-</i>		<i>-</i>	<i>-</i>	<i>-</i>	

<i>Course</i>	<i>Grade</i>	<i>Sem. Hours</i>	<i>X</i>	<i>Points</i>	<i>=</i>	<i>Total Points</i>
<i>Crij 1301</i>	<i>A</i>					
<i>Bio 1322</i>	<i>F</i>					
<i>Arts 1301</i>	<i>A</i>					
<i>Phil 1301</i>	<i>C</i>					
<i>Totals</i>	<i>-</i>		<i>-</i>	<i>-</i>	<i>-</i>	



# LEARNING STYLES INVENTORY

(Learning Styles Defined)

The three categories assessed - Cognitive, Social and Expressive - are subdivided into nine areas:

**I. Cognitive style refers to the preferred mode of taking in information. This category is divided into five areas.**

## AUDITORY LANGUAGE

### **Cognitive Learning Styles**

These are students who learn from hearing words spoken. You may hear them vocalizing or see their lips or throats moving as they read, particularly while striving to understand new material. These students will be more capable of understanding and remembering words or facts learned by hearing.

### **Teaching Techniques**

These students will benefit from hearing audio tapes, rote oral practice, lecture or a class discussion. They may benefit by listening to tape-recorded cassettes, by teaching other students or by conversing with the teacher. Interaction activities or games for groups of two or more provide the sound of words being spoken, which is essential for pupils with this learning style. Software or CD-ROMS with an audio component will be helpful.

## VISUAL LANGUAGE

### **Cognitive Learning Styles**

These are the students who learn well from seeing words in books, in computer software and CD-ROMS, on the board and on charts. They may even write down words, which have been delivered orally, in order to learn by seeing them on paper. They remember and use information better if they have read it.

### **Teaching Techniques**

These students will benefit from a variety of books, pamphlets, computer software and CD-ROMS, and written materials on several levels of difficulty. Given some time alone with a book, this type of student may learn more than s/he would learn in class. Make sure that important information is given on paper, or that notes are taken, if you want this student to remember specific information.

## AUDITORY NUMERICAL

### **Cognitive Learning Styles**

These students learn from hearing numbers and oral explanations. They may remember phone and locker numbers with ease, and they are probably successful with oral numbers, games and puzzles. They may do almost as well without their math books, for written materials are not as essential. They can probably work problems in their heads. You may hear them saying numbers to themselves or see their lips moving as they read a problem.

### **Teaching Techniques**

These students will benefit from math audio tapes or from working with another person and talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. These students will benefit from tutoring others, or delivering an explanation to a study group or to the teacher. Make sure important facts are spoken.

## **VISUAL NUMERICAL**

### **Cognitive Learning Styles**

These students have to see numbers on the board, in a book, on a computer, in a video or on paper in order to work with them. They are more likely to remember and understand math facts if they have seen them. They don't seem to need as much oral explanation.

### **Teaching Techniques**

These students will benefit from worksheets, workbooks, computer software, videos and texts. Give a variety of written materials and allow time to study them. While playing games and activities with numbers and number problems, make sure there are visible, printed numbers rather than oral games and activities. Important information should be given on paper.

## **TACTILE CONCRETE**

### **Cognitive Learning Styles**

These students learn best by experience. They need a combination of stimuli. The manipulation of material, along with sight and sound, will make a big difference to them. They seek to handle, touch and work with what they are learning.

### **Teaching Techniques**

These students must be given more than just a reading or math assignment. Involve each of them with at least one other student, and give activities to relate to the assignment. Or, accompany an audio tape with pictures, objects, and an activity, such as drawing, writing or following directions with physical involvement. Use of simulation software and drawing programs may be effective.

## **II. Social style refers to a learner's preference to work alone or in a group.**

## **INDIVIDUAL LEARNING**

### **Social Learning Styles**

These students get more work done alone. They think best and remember more when they have learned alone. They do not allow other students' opinions to influence them. They value their own opinions. You will not have much trouble keeping these students from over-socializing during class.

### **Teaching Techniques**

These students must be allowed to do important learning alone. Socializing should be saved for a non-learning situation. Allow the student to go to the library or to a corner of the room to be alone. Don't force group work on this student. It is distracting and will cause irritability.

## **GROUP LEARNING**

### **Social Learning Styles**

These students strive to study with at least one other student and will not get as much done alone. Others' opinions and preferences are valued. Group interaction increases their learning, and later, recognition of facts. Class observation will quickly reveal how important socializing is to such students.

### **Teaching Techniques**

These students need to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others, and you may be able to facilitate the timing for this student.

### **III. Expressive style refers to the preferred methods of giving out information.**

## **ORAL EXPRESSIVENESS**

### **Expressive Style**

These students can easily tell you what they know. They talk fluently, comfortably, and seem to be able to say what they mean. After talking to them about their work, you may find that they know more than their tests show. They are probably not shy about giving reports or talking to the teacher or to classmates. The muscular coordination involved in writing may be difficult for them. Organizing and putting thoughts on paper may be a slow, tedious task for these students.

### **Teaching Techniques**

Allow these students to make oral reports instead of written ones. Whether in conference, small groups or large, evaluate them more by what they say than by what they write. Reports can be on tape to save class time. Demand a minimum of high quality written work, and you won't be ignoring the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.

## **WRITTEN EXPRESSIVENESS**

### **Expressive Style**

These students can write fluent essays and good answers on tests to show what they know. They feel less comfortable, perhaps even insecure, when they have to give oral answers. Their thoughts are better organized on paper than when given orally.

### **Teaching Techniques**

These students need to be allowed to Write reports, to keep notebooks and journals for credit, and to take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps mainly in a one-to-one conference.

## THE MULTIPLE INTELLIGENCES SURVEY.

**3 = Often Applies**

**2 = Sometimes Applies**

**1 = Never or Almost Never Applies**

- \_\_\_ 1. When someone gives me directions, I have to visualize them in my mind in order to understand them.
- \_\_\_ 2. I enjoy crossword puzzles and word games like scrabble.
- \_\_\_ 3. I enjoy dancing and can keep up with the beat of music.
- \_\_\_ 4. I have little or no trouble conceptualizing information or facts.
- \_\_\_ 5. I like to repair things that are broken such as toasters, small engines, bicycles, and cars.
- \_\_\_ 6. I enjoy leadership activities on campus and in the community.
- \_\_\_ 7. I have the ability to get others to listen to me.
- \_\_\_ 8. I enjoy working with nature, animals, and plants.
- \_\_\_ 9. I know where everything is in my home such as supplies, gloves, flashlights, cameras and compact discs.
- \_\_\_ 10. I am a good speller.
- \_\_\_ 11. I often sing or hum to myself in the shower, car, or while walking or just sitting.
- \_\_\_ 12. I am a very logical, orderly thinker,
- \_\_\_ 13. I use a lot of gestures when I talk to people.
- \_\_\_ 14. I can recognize and empathize with people's attitudes and emotions.
- \_\_\_ 15. I prefer to study alone.
- \_\_\_ 16. I can name many different things in the environment such as clouds, rocks, and plant types.
- \_\_\_ 17. I like to draw pictures, graphs, or charts to better understand information.
- \_\_\_ 18. I have a good memory for names and dates.
- \_\_\_ 19. When I hear music, I "get into it" by moving, humming, tapping, or even singing.
- \_\_\_ 20. I learn better by asking a lot of questions.
- \_\_\_ 21. I do enjoy playing competitive sports.
- \_\_\_ 22. I communicate very well with other people.
- \_\_\_ 23. I know what I want and I set goals to accomplish it.
- \_\_\_ 24. I have some interest in herbal remedies and natural medicine.
- \_\_\_ 25. I enjoy working puzzles or mazes.
- \_\_\_ 26. I am a good storyteller.
- \_\_\_ 27. I can easily remember the words and melodies of songs.
- \_\_\_ 28. I enjoy solving problems in math and chemistry and working with computer programming problems.
- \_\_\_ 29. I usually touch people or pat them on the back when I talk to them.
- \_\_\_ 30. I understand my family and friends better than most other people do.
- \_\_\_ 31. I don't always talk about my accomplishments with others.
- \_\_\_ 32. I would rather work outside around nature than inside.
- \_\_\_ 33. I enjoy and learn more when seeing movies, slides, or videos in class.
- \_\_\_ 34. I am a very good listener and I enjoy listening to others' stories.
- \_\_\_ 35. I need to study with music.
- \_\_\_ 36. I enjoy games like Clue, Battleship, chess, and Rubik's Cube.
- \_\_\_ 37. I enjoy physical activities such as bicycling, jogging, dance, rollerblading, skateboarding, or swimming.
- \_\_\_ 38. I am good at solving people's problems and conflicts.
- \_\_\_ 39. I have to have time alone to think about new information in order to remember it.
- \_\_\_ 40. I enjoy sorting and organizing information, objects, and collectibles.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then, tally each line at the side.

Score					Total Code
					<u>Across</u>
1-	9 -	17 -	25-	33 -	Visual/Spatial
2-	10-	18-	26-	34-	Verbal/linguistic
3-	11-	19-	27-	35-	Musical/Rhythm
4-	12 -	20-	28-	36-	Logic/Math
5-	13 -	21-	29-	37-	Body/Kinesthetic
6-	14-	22-	30-	38-	Interpersonal
7-	15 -	23-	31 -	39-	Intrapersonal
8-	16-	24-	32-	40-	Naturalistic

**MIS TALLY- MULTIPLE INTELLIGENCES**

Look at the scores on the MIS. What are your scores? Rank them with your first score representing the highest number of total points and so on down to eighth score representing the lowest number of total points. Then, label each intelligence code that corresponds with each score. *This tally can help you understand where some of your strengths may be. Again, this is not a measure of your worth or capacities, nor is it an indicator of your future successes.*

First Score:	_____	Intelligence Code	_____
Second Score:	_____	Intelligence Code	_____
Third Score:	_____	Intelligence Code	_____
Fourth Score:	_____	Intelligence Code	_____
Fifth Score:	_____	Intelligence Code	_____
Sixth Score:	_____	Intelligence Code	_____
Seventh Score:	_____	Intelligence Code	_____
Eighth Score:	_____	Intelligence Code	_____

Write a brief paragraph about what you learned about your "intelligence" (your ability to solve problems). What are your most developed intelligences? What are your intelligences you could develop more fully? Do you agree with the assessment? Why or why not?

# Emotional Intelligence - What does it mean?

To be **Emotionally Intelligent** means to be able to use the four basic emotions in smart ways to help yourself to be a better person, get along well and work well with other people and have a life that makes you feel positive and joyful.



**Happy**

**Sad**

**Angry**

**Afraid**

To understand how to be **Emotionally Intelligent**, you need to take an assessment, called the ESAP. An assessment is like a test, but without a grade. You answer questions about yourself and then take the number answers and make a profile or chart about how you work in thirteen skills..

**Part I: Interpersonal Skills** (this means outside yourself, with other people)

**1. ASSERTION** - to be able to speak clearly and honestly with other people without being afraid they'll be angry or feel bad and knowing they will understand what you really mean.

**Part II: Leadership Skills** (knowing how to influence others positively.)

**2. COMFORT** - knowing how to make other people feel that you really understand them so they will trust you and not put up walls to protect themselves from you.

**3. EMPATHY** - to be able to feel what other people are feeling by being a good listener and caring about what others really need from you: to be able to walk a mile in the other guy's shoes.

**4. DECISION MAKING** - to be able to plan ahead, think things over, come up with new ideas to help you make a good solid decision that will help you and other people solve a problem and then do something that needs to get done.

**5. LEADERSHIP** - to be able to be thoughtful and persuasive to show other people a positive direction to go. A good leader is thoughtful, firm but fair and gets people to follow him or her by helping everybody on the team understand that they are all working together

**Part III: Self Management Skills -**

**6. DRIVE STRENGTH:** to be able to direct yourself with power and strength in the way you need to go to make your goals happen. This means that you achieve your goals in a way that makes you feel satisfied about yourself when you are successful.

**7. TIME MANAGEMENT:** do you manage your time or does time manage you? Prioritizing (putting things in order of importance), scheduling (figuring out when to do what) and learning not to procrastinate are very important parts of time management. By the way, you really don't manage time, what you really do is manage yourself to work with time.

**8. COMMITMENT ETHIC** - a commitment is a promise you make to yourself to stay with what you start until it is completed. An ethic is a rule that you live by. Put them together and you have a rule of life to finish what you start - to “hang in there, baby.”

**Part IV Intrapersonal Skills** (this means inside yourself)

**9. SELF ESTEEM:** this is how you feel about yourself. If you see yourself as competent and pretty much always successful, this is how you are going to be: self-confident and able to do what you need to do very well. If you feel bad about yourself because you don't think you have what it takes, then you won't do very well.

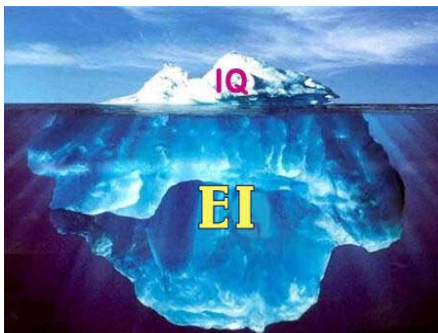
**10. STRESS MANAGEMENT:** If the pressure on you is too much and you get “stressed out”, can you control yourself and keep your cool? Can you stay on top of your emotions and not get angry and up-tight? Stress management is the ability to handle stressful situations and keep doing what you need to do calmly and carefully to make things work.

**Potential Problem Areas**

**11. AGGRESSION:** Do you resolve your differences with other people by getting angry, yelling and screaming or maybe even fighting? Do you like to dominate or overpower others to get your way? Being too aggressive is not a good way to have positive relations with people. If the answer is yes, you need to work on Anger Control and Management.

**12. DEFERENCE:** Are you shy and timid and let other people run over you very easily because you are afraid they will be angry with you and won't like you? Do you not say what you really think because you feel if you do, there will be problems? If so, then you need to work on Fear Control and Management to learn how to be Assertive when you need to.

**13.CHANGE ORIENTATION:** When something brand new happens in your life, can you “go with the flow” and make a positive change that will satisfy yourself in the new situation? When you are dissatisfied with yourself, can you make a change that makes you a happier person? If you said yes, then you have a handle on Positive Personal Change. If not, here is a really important place to try this very necessary skill.



**IQ is Intelligence Quotient** - this is a number that tells how smart you are. 150 is very smart and 90 is about average.

**EI is Emotional Intelligence**—it tells how much positive control you have over your emotions. It is not a number, it is the part of you that has wisdom because of your experience in life.

Which do you think is more important?

Name \_\_\_\_\_

ORIN0101 \_\_\_\_\_

Date \_\_\_\_\_

### Personality Assessment Profile

**3 = Often Applies**

**2 = Sometimes Applies**

**1 = Never Or Almost Never Applies**

- \_\_\_ 1a. I am a very talkative person.
- \_\_\_ 1b. I am a more reflective person than a verbal person.
- \_\_\_ 2a. I am a very factual and literal person.
- \_\_\_ 2b. I look to the future and I can see possibilities.
- \_\_\_ 3a. I value truth and justice over tact and emotion.
- \_\_\_ 3b. I find it easy to empathize with other people.
- \_\_\_ 4a. I am very ordered and efficient.
- \_\_\_ 4b. I enjoy having freedom from control.
- \_\_\_ 5a. I am a very friendly and social person.
- \_\_\_ 5b. I enjoy listening to others more than talking.
- \_\_\_ 6a. I enjoy being around and working with people- who have a great deal of common sense.
- \_\_\_ 6b. I enjoy being around and working with people who are dreamers and have a great deal of imagination.
- \_\_\_ 7a. One of my motivating forces is to do a job very well.
- \_\_\_ 7b. I like to be recognized for, and I am motivated by, my accomplishments and awards.
- \_\_\_ 8a. I like to plan out my day before I go to bed.
- \_\_\_ 8b. When I get up on a non-school or work day, I just like to let the day "plan itself."
- \_\_\_ 9a. I like to express my feelings and thoughts.
- \_\_\_ 9b. I enjoy a great deal of tranquility and quiet time to myself.
- \_\_\_ 10a. I am a very pragmatic and realistic person.
- \_\_\_ 10b. I like to create new ideas, methods, or ways of doing things.
- \_\_\_ 11a. I make decisions with my brain.
- \_\_\_ 11b. I make decisions with my heart.
- \_\_\_ 12a. I am a very disciplined and orderly person.
- \_\_\_ 12b. I don't make a lot of plans.
- \_\_\_ 13a. I like to work with a group of people:
- \_\_\_ 13b. I would rather work independently.
- \_\_\_ 14a. I learn best if I can see it, touch it, smell it, taste it, or hear it.
- \_\_\_ 14b. I learn best by relying on my gut feelings or intuition.
- \_\_\_ 15a. I am quick to criticize others.
- \_\_\_ 15b. I compliment others very easily and quickly.
- \_\_\_ 16a. My life is systematic and organized.
- \_\_\_ 16b. I don't really pay attention to deadlines.
- \_\_\_ 17 a. I can be myself when I am around others.
- \_\_\_ 17b. I can be myself when I am alone.
- \_\_\_ 18a. I live in the here and now; in the present.
- \_\_\_ 18b. I live in the future; planning and dreaming.
- \_\_\_ 19a. I think that if someone breaks the rules, they should be punished.
- \_\_\_ 19b. I think that if someone breaks the rules, we should look at the person who broke the

rules, examine the rules, and look at the situation at hand before a decision is made.

\_\_\_ 20a. I do my work; then I play.

\_\_\_ 20b. I play; then do my work.

Refer to your score on each individual question. Place that score beside the appropriate question number below. Then tally each line at the right side. The higher score is your profile.

Score						Total Across	Code
1a ___	5a ___	9a ___	13a ___	17a ___	___	E	Extrovert
1b ___	5b ___	9b ___	13b ___	17b ___	___	I	Introvert
2a ___	6a ___	10a ___	14a ___	18a ___	___	S	Sensing
2b ___	6b ___	10b ___	14b ___	18b ___	___	N	iNtuition
3a ___	7a ___	11a ___	15a ___	19a ___	___	T	Thinking
3b ___	7b ___	11b ___	15b ___	19b ___	___	F	Feeling
4a ___	8a ___	12a ___	16a ___	20a ___	___	J	Judging
4b ___	8b ___	12b ___	16b ___	20b ___	___	P	Perceiving

### PAP SCORES - PERSONALITY INDICATOR

Look at the scores on your PAP. Is your score higher in the E or I line? Is your score higher in the S or N line? Is your score higher in the T or F line? Is your score higher in the J or P line? Write the code to the side of each.

Is your highest score      E or I      Code

Is your highest score      S or N      Code

Is your highest score      T or F      Code

Is your highest score      J or P      Code

Write a brief paragraph about what you learned about your personality. What does each of your "codes" mean? Do you agree with the four assessments? Why or why not?

## GOAL SETTING WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

**Objective:** To effectively be able to set long and short term goals using the practices of goal setting.

**Why learn this skill?** By setting goals, we answer the questions, “Who wants it?” “What do I/we want?” “When do I/we want it?” “Where is it?” “Why do I/we want it?” and “How will I/we get it?”

**Directions:** First, ask yourself, “What do I consider a short time to be?” Is it one week? One month? Six months? One year? After you decide the length of time that YOU consider to be a short time, list two goals you can accomplish in that length of time. Then, ask yourself, “What do I consider a long time to be?” Is it one month? Six months? One year? Five years? After you decide the length of time that YOU consider to be a long time, list two goals you can accomplish in that length of time.

Short Term Length of Time: \_\_\_\_\_

Academic Goal #1:

Personal Goal #2:

Long Term Length of Time: \_\_\_\_\_

Academic Goal #1:

Personal Goal #2:

Finally, answer the following questions for each goal:

- Are my goals specific?
- Are my goals realistic?
- Are my goals measurable?
- To whom can I be accountable for my goals?

# TIME OF YOUR LIFE ACTIVITY

Name \_\_\_\_\_ Date \_\_\_\_\_ **ORIN0101**\_\_\_\_\_

## Part I.

For each category below, **estimate the number of hours per week** that you spend doing each activity. For example, if you sleep 8 hours a night, multiply 8 x 7 and write 56 in the space next to "Sleep". Do not include time spent in class or studying in this section.

- 1) Work \_\_\_\_\_
- 2) Sleep \_\_\_\_\_
- 3) Meals (include prep time, clean-up, and going out to dinner) \_\_\_\_\_
- 4) Children (bathing, feeding, transporting, playing, etc.) \_\_\_\_\_
- 5) Religious and/or spiritual services \_\_\_\_\_
- 6) Laundry and house cleaning \_\_\_\_\_
- 7) Exercise \_\_\_\_\_
- 8) Errand time (post office, paying bills, grocery store, etc.) \_\_\_\_\_
- 9) Travel time (to and from work, school, religious services, etc.) \_\_\_\_\_
- 10) School sports, teams, clubs, student activities, etc. \_\_\_\_\_
- 11) Personal time (showering, make-up styling, reading, TV, meditating, etc.) \_\_\_\_\_
- 12) Hobbies (woodworking, shopping, caring for pets, knitting, etc.) \_\_\_\_\_
- 13) Social time (spending time with friends, talking on the phone, chatting on line, going to the movies, etc.) \_\_\_\_\_
- 14) Other activities not included above not including studying (please list) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Add #1-# 14 and put the amount in the Subtotal space:

**SUBTOTAL Part I.** \_\_\_\_\_



# Time Management Activity

Record the amount of time you spend each day on each of the following activities. Following the guidelines below to make sure you record your times accurately:

1. Some activities can be applied to multiple categories. For example, exercising with your friends could be considered socializing, relaxation, AND exercise. Be sure you do not duplicate your times. Count the time in only one of the categories, not both.
2. Meals should include preparation, clean-up, going out to eat, picking up fast food, etc.
3. Family can include chores, family commitments, family activities, etc.

Daily Activities	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Date →	_____	_____	_____	_____	_____	_____	_____
Sleeping							
Personal Care							
Meals							
Family							
Socializing							
Relaxation							
Exercise/sports							
Transporation							
Work							
Classes							
Studying							
Other							
Total							

Once completed, review the amount of time you spend on each activity. Can you spend your time more wisely? If so, which activities would need to be adjusted? What actions will you take to adjust the amount of time you spend on each activity? Record your answers on a separate sheet of paper.

**Sample of Formal Outline Note-Taking**  
**Informal would be without letters & numbers**

Name \_\_\_\_\_ Date \_\_\_\_\_ ORIN0101 \_\_\_\_\_

Topic \_\_\_\_\_

I.

A.

1.

a.

i.

ii.

iii.

iv.

b.

i.

ii.

2.

a.

i.

ii.

b.

i.

ii.

iii.

B.

1.

a.

II.

A.

1.

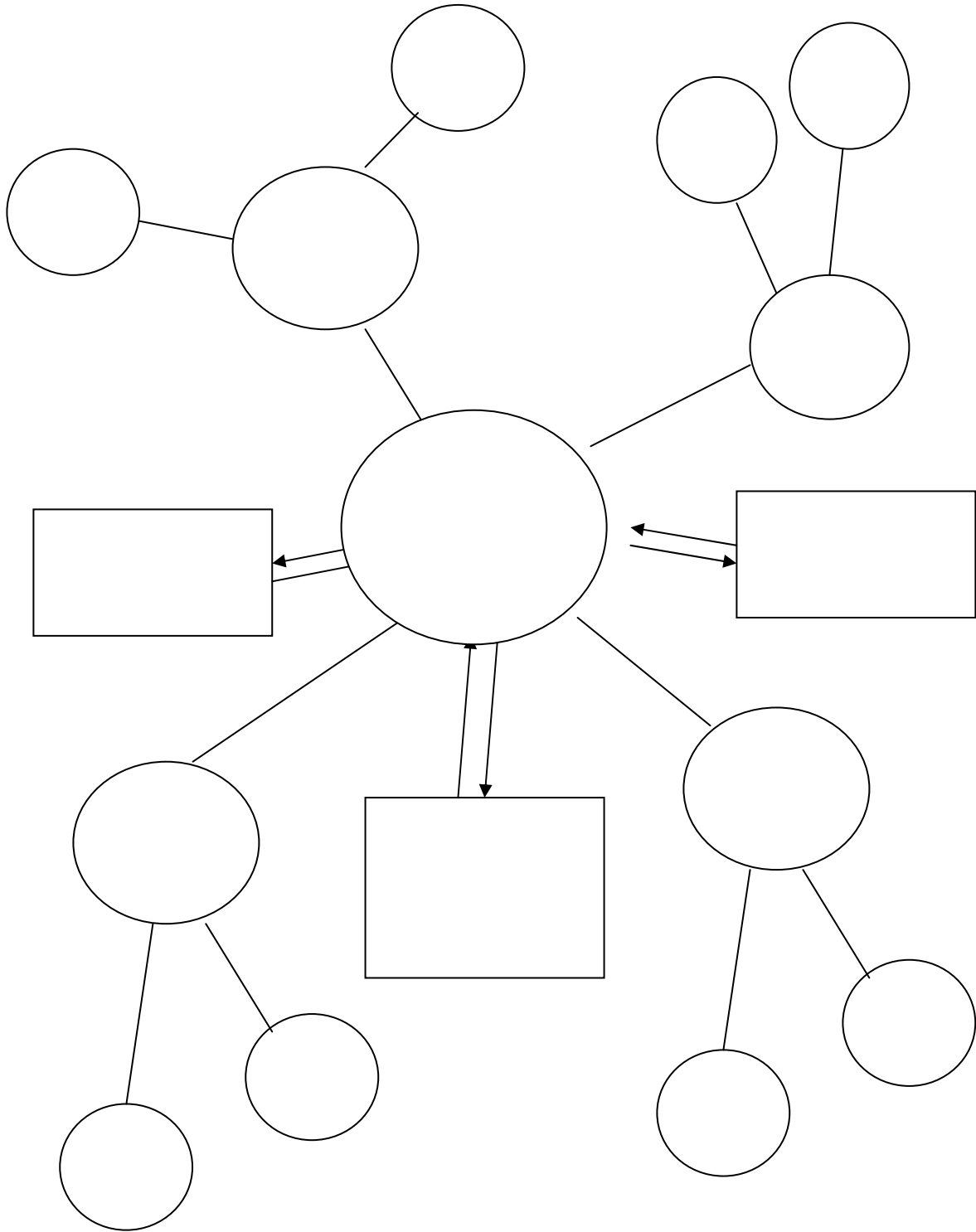
a.

i.

ii.

# Sample of Mind-Mapping

Name \_\_\_\_\_ Date \_\_\_\_\_ ORIN0101 \_\_\_\_\_



## Sample of Cornell Format

Name \_\_\_\_\_

Date \_\_\_\_\_ ORIN0101 \_\_\_\_\_

Topic: \_\_\_\_\_

**Recall Column**

**Notes Column**

**(Main Idea)  
(Key Words and  
Phrases)**

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**Summary**

## ESSAY TESTS (REVIEW MODULE 7) – ESSAY WORDS

Know what your task is. Once again, know these key words:

*analyze*: to divide a topic or issue into its parts; to show the relation of one part to another

*apply*: to use your knowledge in a new or different situation

*assess*: to judge the merits of some issue; to evaluate

*classify*: to put things into categories

*compare*: to provide similarities, differences, consequences (see *analyze*)

*contrast*: to provide differences

*criticize*: to judge critically

*define*: give a statement of meaning

*defend*: to argue for a particular issue

*describe*: to explain an event, issue, topic; to explain the main characteristics

*discuss*: to explain in detail; to go beyond mere description

*enumerate/list*: recall items/facts/events in list form

*evaluate*: to judge, criticize, establish standards

*explain*: make an idea clear by providing supporting examples

*identify*: to show how something is unique or individual

*illustrate*: to provide examples

*interpret*: to describe the meaning of an issue, draw conclusions from examples

*motivations*: what caused something to happen

*outline*: organize the main ideas and discuss them

*prove*: use recall of facts and other mind actions to show that something is true

*review*: provide an overview of ideas and evaluate their merits and features

*relative importance*: how two or more factors compare with one another

*state*: explain clearly and simply, connecting idea to example

*summarize*: to restate the main points briefly

*trace*: to provide an order or sequence of events

- . Know what the essay topic is.
- . Develop a main idea and follow it.
- . Support your thesis with substantial facts; don't insult the teacher with "fluff. "
- . Pay attention to grammar and sentence structure.
- . Never leave an essay item blank. Put something down-you might get credit.
- . Don't forget to use the clustering strategy.
- . If you tend to get writer's block, practice the strategies introduced in Module 7 of the text.

As you prepare for the exam, be kind to yourself. Don't sit there saying you are going to fail. Establish a goal and go for it. Successful students carry a positive attitude in their book bag.

Name \_\_\_\_\_

ORIN0101 \_\_\_\_\_

Date \_\_\_\_\_

## TEST TAKING-SKILLS WORKSHEET

### Essay Words

**Objective:** To effectively learn and use common action verbs on essay tests.

**Why Learn This Skill?:** When answering essay questions on a test common action verbs tell us what is being asked and how it should be answered. Becoming familiar with these essay words will allow us to understand and correctly answer essay questions on tests.

**Directions:** Choose one of the essay words from the essay words list, write the definition of the verb, create a test question for the upcoming test effectively using the essay word and answer the question in a short answer essay.

Essay Word: \_\_\_\_\_

Essay Word Definition: \_\_\_\_\_

\_\_\_\_\_

Predicted Test Question: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Short Answer Essay: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Quick Relaxation Techniques: Reducing Test Anxiety

Name \_\_\_\_\_  
ORIN0101 \_\_\_\_\_  
Date \_\_\_\_\_

Try the following “quick-release” techniques to reduce test anxiety. They can be done almost anywhere.

*Here are some pointers that apply to all the exercises that follow:*

- Get as comfortable as possible.
- Remain passive. Just watch your mind work. Whatever thoughts come to mind are okay.
- Take note of all sounds in the environment and let them pass.
- Focus inward on breathing as a natural, easy process.

### Whole Body Tension

- Tense everything in your whole body, stay with the tension, and hold it as long as you can without feeling pain.
- Slowly release the tension and gradually feel it leave your body.
- Repeat three times.

When I did this exercise I: \_\_\_\_\_.

### Visual Imagery

- Open your imagination and focus on your breathing.
- As your breathing becomes calm and regular, imagine that the air comes to you as a cloud - it fills you and then goes out. Try imagining the cloud to be a particular color.
- With your head level and your body relaxed, pick a spot to focus on with your eyes open.
- When ready, count to five breaths backwards. With each breath allow your eyes to close gradually.
- When you get to number one, your eyes will be closed. Focus on the feelings of relaxation.

When I did this exercise I: \_\_\_\_\_.

### Counting Ten Breaths Backwards

- Allow yourself to feel passive and indifferent, counting each breath slowly from ten to one.
- With each count, allow yourself to feel heavier and more relaxed.
- With each exhale; allow the tension to leave your body.

When I did this exercise I: \_\_\_\_\_.

### Shoulder Shrug

- Try to raise your shoulders up to your eyes.
- Hold for the count of four.
- Drop your shoulders back to the normal position.
- Repeat 3 times.

When I did this exercise I: \_\_\_\_\_.

### Shoulder Rotation

- Rotate your shoulders back, down, and around. First one direction, then the other.
- Do one shoulder, then the other.
- Now do both at the same time.
- Note: this is also good for back, arms, and neck.

When I did this exercise I: \_\_\_\_\_.

Name \_\_\_\_\_  
ORIN0101\_\_\_\_\_  
Date \_\_\_\_\_

## MEMORY SKILLS-WORKSHEET

### Mnemonic Devices

**Objective:** To effectively use mnemonic devices as a memory tool.

**Definition:** Mnemonic devices are "Memory techniques that take new information and link (associate) it with simple information you already know."

**Why Learn This Skill?:** Mnemonic devices help us associate information we already have stored in long term memory with new information in order to recall the information when we need it, such as in a test.

**Directions:** Using each type of mnemonic device create an association to help your memory in preparation for the upcoming test. Create the mnemonic and explain the device.

**Visual Images & Associations** – a picture of a \_\_\_\_\_ goes with \_\_\_\_\_

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**Acronyms (initials):** [CIA means Central Intelligence Agency]

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**Acrostics** (the first letter of a line or word spells a word you want to remember)

**S**illy

**C**hildren

**H**old

**O**nto

**O**ther's

**L**egs

**Songs, Rhymes or Raps** \_\_\_\_\_

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## Right Brain vs. Left Brain

This theory of the structure and functions of the mind suggests that the two different sides of the brain control two different "modes" of thinking. It also suggests that each of us prefers one mode over the other. Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking: <sup>1</sup>

Left Brain	Right Brain
Logical	Artistic
Sequential	Intuitive
Rational	Holistic
Analytical	Synthesizing
Objective	Subjective
Looks at parts	Looks at wholes

Here's an exercise to "turn off" the normal left-brain mode of thinking and "turn on" the right brain instead:<sup>2</sup>

Find an everyday object - like a screwdriver, stapler, coffee cup or chair, whatever – to draw. ***Now draw the object, but looking only at the object you are drawing, not at your hand and the pencil actually drawing it.*** After a while, the left brain, which wants to see what you are drawing and analyze your drawing as well as your ability to draw it, will get bored and turn off.

Then your right brain, the more artistic part of you, will take over to do what it considers to be fun – drawing in a relaxed, non-analytic way.

After doing this exercise a few times, you should feel an actual "shift" in consciousness from the slightly tense intellectual left-brain mode to the more relaxed right-brain mode.

Try it and see...

Another exercise to get the left brain to go to sleep-

- Draw something upside-down, looking more at the lines, curves and shading of what you are drawing than the actual object itself.

Did you feel the "shift" from left to right brain? Yes or no? \_\_\_\_\_

What did the shift feel like? Can you describe it? \_\_\_\_\_

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1- Adapted from "Funderstanding Website" - [http://www.funderstanding.com/right\\_left\\_brain.cfm](http://www.funderstanding.com/right_left_brain.cfm)

2- Adapted from Edwards, Betty - Drawing on the Right Side of the Brain 1999, Putnam Penguin Inc.

## Bloom's Taxonomy

Benjamin Bloom created this taxonomy (classification system) to break down the ways we learn into six “competencies” –

- Knowledge – putting something into your mind, knowing it
- Comprehension – understanding it
- Application – using it
- Analysis – taking it apart to see how it works
- Synthesis – putting it back together in a different way
- Evaluation – how important is it to you

<b>Competency</b>	<b>Skills Demonstrated</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>. observation and recall of information</li> <li>. knowledge of dates, events, places</li> <li>. knowledge of major ideas</li> <li>. mastery of subject matter</li> <li>. <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>. understanding information</li> <li>. grasp meaning</li> <li>. translate knowledge into new context</li> <li>. interpret facts, compare, contrast</li> <li>. order, group, infer causes</li> <li>. predict consequences</li> <li>. <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>. use information</li> <li>. use methods, concepts, theories in new situations</li> <li>. solve problems using required skills or knowledge</li> <li>. <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>. seeing patterns</li> <li>. organization of parts</li> <li>. recognition of hidden meanings</li> <li>. identification of components</li> <li>. <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</li> </ul>

<b>Synthesis</b>	<ul style="list-style-type: none"> <li>. use old ideas to create new ones</li> <li>. generalize from given facts</li> <li>. relate knowledge from several areas</li> <li>. predict, draw conclusions</li> <li>. <i>Question Cues:</i></li> </ul> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>. compare and discriminate between ideas</li> <li>. assess value of theories, presentations</li> <li>. make choices based on reasoned argument . verify value of evidence</li> <li>. recognize subjectivity</li> <li>. <i>Question Cues</i></li> </ul> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Name \_\_\_\_\_

ORIN0101 \_\_\_\_\_

Date \_\_\_\_\_

### Bloom's Taxonomy Exercise

Take the idea of \_\_\_\_\_

1) How do you know it? \_\_\_\_\_

\_\_\_\_\_

2) How do you understand it? \_\_\_\_\_

\_\_\_\_\_

3) How can you apply (use) it? \_\_\_\_\_

\_\_\_\_\_

4) Analyze it: \_\_\_\_\_

\_\_\_\_\_

5) Synthesize it: \_\_\_\_\_

\_\_\_\_\_

6) Evaluate it: \_\_\_\_\_

\_\_\_\_\_

South Texas College Library Orientation Worksheet

Name _____
ORIN0101 _____
Date _____

1. The days and hours of the library at the \_\_\_\_\_ campus are \_\_\_\_\_.
2. STC has \_\_\_\_ libraries located in the \_\_\_\_\_  
\_\_\_\_\_ campuses.
3. The web address of South Texas College’s homepage is \_\_\_\_\_.
4. The web address for the STC Library Services Online homepage is \_\_\_\_\_.
5. A \_\_\_\_\_ is an letter-number code which helps you to locate books on the shelf.
6. To obtain a free Texshare card I need to fill-out an application at the Circulation desk and to submit what for identification purposes? \_\_\_\_\_
7. Through the Texshare Library Program, I can go to and in person check out resources from libraries other than the STC campus libraries. List three such Texshare libraries. \_\_\_\_\_  
\_\_\_\_\_
8. Ways to search for books, audiovisual items, and electronic books include “words or phrases,” \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and periodical title.
9. A Call Number with the letters EB at the end signifies an \_\_\_\_\_ book.
10. Students can request items be sent from other STC campus libraries through the \_\_\_\_\_ loan program. (Choose either Intra-library or Interlibrary.)
11. Through the \_\_\_\_\_ loan program, students can request items be sent from libraries other than STC campus libraries. (Choose either Intra-library or Interlibrary.)
12. To return items borrowed from other STC campus libraries or any library outside STC, I have to drive to that location myself to return the items. (Circle the correct answer.) TRUE or FALSE
13. Databases students can access through the STC Library Services Online “Search for Articles” page include (name three): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
14. The “Search the Web” page of Library Services Online provides such information as: “Search the Web,” “Regional News,” “Current News,” “People Finders,” \_\_\_\_\_ and \_\_\_\_\_.
15. On the “About the Library” page of Library Services Online can be found such information as: (Give two.) \_\_\_\_\_  
\_\_\_\_\_
16. If you cannot find any resources on your topic after searching for books and/or articles, you can ask a question using email via the \_\_\_\_\_ service.

**THE STUDENT EXPERIENCE**  
**ORIN 0101: College Success**

**CAREER RESEARCH**

The following is a description of a three-part career research project. The first part is a written report, the second an interview with a person currently working in your field of choice, and the third an oral, in-class presentation.

**PART I: THE WRITTEN PORTION**

The written portion will be done in answer to ALL of the following questions. The final version of the paper should be in the regular form of an essay. ALL projects must contain a bibliography containing at least four (4) references. These references may be from any combination of the following: newspaper articles, professional journals, magazines, videos, internet articles (see: Electronic Media). All references must be in APA format.

**Questions:**

1. What is the job/professional title you have chosen to investigate?
2. What are some of the specific tasks that are performed on a day-to-day basis in your chosen profession?
3. What tasks performed in the occupation appeal to you the most? The least?
4. What salary can you expect to make upon entry into the occupation?
5. What opportunities are typically available for advancement in the occupation?
6. What training/education is needed to enter this occupation?
7. Where is the necessary training/education available?
8. What is the expected cost of the training/education? The time needed?
9. What part of the training /education is available at STC? Be specific. Use Catalogue/Course Schedule where applicable.
10. What type of person, in respect to strengths and qualities, is most likely to be successful in this occupation?
11. How do you currently compare to the person described above? How can you develop any personal characteristics that, currently, may be lacking or weak?
12. What was the most interesting information that you discovered about your chosen occupation?  
About YOU?
13. What, if anything, did you find that was negative or disappointing about the occupation?
14. What is your personal response to the information you have gathered?

15. What goals do you now have concerning your chosen occupation?

16. What plans do you have?

### **PART II: THE INTERVIEW**

For this portion, you must perform an interview, either individually, or in a group of students with similar career interests. The interview will be done in accordance with the handout, INFORMATION INTERVIEW. You may use the questions prepared on that handout or you may modify them to fit your personal preference. The information you gather during the interview will be used to complete the written part of this project. Completely fill in the top part of the handout (not the questions) and turn it in with your written portion. You might start with the Career Center, Counseling, other students, suggestions from your instructor, or professionals you know to find someone to interview.

### **PART III: IN-CLASS PRESENTATION**

You will present your findings you have recorded in written portion of your project. There is no minimum time limit. Just make sure that you cover the subject thoroughly enough to give your listeners a good idea about your chosen profession. Since our time is limited, all the information you gathered does not need to be presented at this time. Any visuals (PowerPoint is highly recommended) or other aids you can add to your presentation will be positively accepted.

If there are any questions about any of the three parts of the career project presented above, please be sure and ask questions to clear them up as early as possible. Time will be dedicated in future classes for questions. So keep track of anything that comes up and raise your issue.

## **INFORMATION INTERVIEW**

Name of Person Interviewed: \_\_\_\_\_

Date Interviewed: \_\_\_\_\_

Organization and Official Title: \_\_\_\_\_

Length of Employment: \_\_\_\_\_

1. How did you decide to enter this field?
2. What kind of education and training do you have?
3. What are your activities and responsibilities on the job?
4. How and by whom are work decisions made that affect you?
5. What do you like most about your job? Least?
6. How much influence do you have over decisions that affect you?
7. What do you find most difficult about your job?
8. What about the job would you change if you could?
9. What sort of person do you have to be really good at this job?
10. Is there any specific advice you would give to a person entering this field?
11. Where do you expect to go from here?

## **BIBLIOGRAPHY**

ALL projects must contain a bibliography containing at least four (4) references. These references may be from any combination of the following: newspaper articles, professional journals, magazines, videos, internet articles (see: Electronic Media). All references must be in APA format.



**Paragraph 3.** What is the entry level salary of your career? How much would you like to make?

What are the opportunities for advancement or promotion? Explain \_\_\_\_\_

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**Paragraph 4.** What training and education are required for your career? Where can you get this?

How much is available at STC? How much will it cost? How do you plan to pay for it? Explain

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**Paragraph 5.** What kind of person does it take to succeed in this career? Are you that kind of

person? Explain \_\_\_\_\_

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**Paragraph 6.** Think about the information you have gotten from your research and your own critical thinking: what was most interesting and positive to you? The most negative and disappointing? What

is your reaction to this information? Explain \_\_\_\_\_

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## APA format for citing references

**In-text citations:** In the body of the essay, when you use any reference from your Work Cited page, you need to insert a reference called an “in-text citation.” At the end of the reference, you put in a parentheses with the author’s name and the date of publication. Example: **(Henry, 1990)**

**Last Page – Bibliography or Work Cited:** The last page should give information on where you got your information. This is very important, so you are not plagiarizing another person’s work. The format should be APA as shown on the following page:

### Citing Sources in APA format: (examples)

#### Book:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

#### Reference Book: (Author or editor, date, title of article, name of reference book, volume #, pages.)

Wilson, Henry, (2006) Occupational Therapy, Encyclopedia Americana, Volume 12, 12-13

#### Periodical (magazine or journal):

##### Magazine (Author, date, title of article, name of magazine, issue#, pages used.)

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

##### Journal (Author, date, title of article, name of journal, issue#, pages used.)

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

##### Newspaper (Author, date, title of article, name of newspaper, pages used.)

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

#### Website: (Name of website, URL, date accessed)

“Find Jobs Today” <http://www.career-finder.org/local-jobs/>, October 15, 2008

**Interview:** the interview is considered non-recoverable data and need not be included in an APA format “Works Cited” page.





# Sample Bank

## Statement

**THE BANK**

BANK

The Bank  
5555 Nojive Drive  
McAllen, TX 78501

CUSTOMER REF

Joe Anybody  
1143 W. Anystreet Ave.  
McAllen, TX 78501

**STATEMENT 11**

CUSTOMER NO. PAGE NO.

123456789000 1 of 1

05/19/2005 to 06/15/2005

STATEMENT PERIOD

For 24 hour information about your account, please call Voice at (555)555-1515. Please examine and report any discrepancies within 14 days from your statement date by calling (555)555-1515

IBC Free Checking			Account Recap			Account Number - 123456789000			
Balance	Number of	Deposits	Number of	Withdrawals	Closing				
Forward	Credits	(Credits)	Debits	(Debits)	Balance				
397.72	2	3,165.00	11	2,649.65	913.07				
Deposits (Credits)									
Date	Deposit#	Amount	Date	Deposit#	Amount				
05/23		165.00	05/31		3,000.00				
Checks (Debits)									
Date	Check #	Amount	Date	Check #	Amount	Date	Check #	Amount	
05/23	2092	36.42	06/06 *	2099	500.00	06/10	2102	39.03	
06/02 *	2094	25.00	06/07	2100	759.73	06/09	2103	12.00	
06/06 *	2097	133.18	06/01	2101	175.00	06/14	2104	342.26	
* Indicates a skip in check number sequence									
Electronic Activity									
Debits									
06/02	Electronic Payment	HOUSEHOLDERSVCS	CHECKPAYMT	Check# 2095				342.09	
06/03	Electronic Payment	BEEBOPMOTOR ACC	DAL - LOAN					284.94	
Daily Ending Balance									
05/23		526.30	06/03		2,699.27	06/09		1,294.36	
05/31		3,526.30	06/06		2,066.09	06/10		1,255.33	
06/01		3,351.30	06/07		1,306.36	06/14		913.07	
06/02		2,984.21							
Balance Summary									
Average Collected Balance			1,816.93			Average Statement Balance			1,306.48

Take advantage of 24 hour bank online and free bill pay\* at [www.the.bank.com](http://www.the.bank.com)  
\*Up to 15 items per month, \$0.50 each thereafter.

SEE REVERSE SIDE FOR MEMBER BANKS

## Checkbook Reconciliation Form

CHECKBOOK RECONCILIATION																													
<p><b>HOW TO BALANCE YOUR CHECKING ACCOUNT</b></p> <ol style="list-style-type: none"> <li>1. Enter service charge, overdraft FINANCE CHARGE, or any other charges listed under misc. charges in your checkbook register and subtract from balance.</li> <li>2. Mark off as "paid" in your checkbook register all checks listed on statement. (Refer to actual check or duplicate check in case of "unnumbered" checks.)</li> <li>3. Review your checkbook register and list all checks you have written that we have not yet paid. (Outstanding checks you have not marked off in Step 2.)</li> <li>4. Mark off all deposits in checkbook register that are listed on statement.</li> <li>5. List any deposits you have in your register that are not listed on statement. (Outstanding deposits.)</li> <li>6. Make adjustments to the "Balance This Statement" figure as indicated.</li> </ol>			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">OUTSTANDING CHECKS</th> </tr> <tr> <th style="width: 50%;">CK#</th> <th style="width: 50%;">AMOUNT</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: center;">TOTAL</td> <td> </td> </tr> </tbody> </table>	OUTSTANDING CHECKS		CK#	AMOUNT																					TOTAL	
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TOTAL																													

It is **VERY IMPORTANT** to reconcile (make sure that your checkbook is the same as your monthly Bank Statement) by taking the Statement Balance, adding the OUTSTANDING deposits and subtracting the OUTSTANDING checks and seeing that it is equal to the balance in your checkbook.

*[Outstanding means that the deposits you have made or checks you have written do not show up in your monthly statement because the bank has not processed them yet.]*

It is also **VERY IMPORTANT** to remember that if you call the bank to get your balance, the bank can not tell you your exact balance because it does not know what your outstanding items are.

**Reconciliation Exercise**

Name \_\_\_\_\_

ORIN0101 \_\_\_\_\_

Date \_\_\_\_\_

Your statement balance is \$345.17.  
 You have two outstanding deposits of \$100.23 and \$45.63.  
 You have three outstanding checks: #243 - \$37.50  
   #244 - \$127.33  
   #245 - \$67.50

The current balance in your checkbook is \$258.14.  
 Question: Does your checkbook agree with your Monthly Statement? \_\_\_\_\_ If not, how far is it off? \_\_\_\_\_