Designing a great Co-requisite course

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Student Success Department Chair

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Math Program Chair
What is a Co-requisite
Ivy Tech Co-requisite Structure

Support Course
10-15 Co-req
Students

College Course
10-15 Co-req
Students

College Course
10-15
Non-Co-req
Students
What makes a great Co-req?
Great Co-requisite courses

Co-req is:
- Required
- Supportive
- Collaborative
- Student Centered

Co-req is not:
- Optional
- Tutoring
- All Lecture
- Homework Time
Development Process

2013 – Developed Math Pathways
Regional Lead Instructors Identified

2014 - Quantitative Reasoning Course Developed
Co-Req Piloted on Existing Course

2015 - Co-Req Course Revised for QR
Backwards Design/Just in Time Resources
Statewide Lead Instructors Identified
Statewide Faculty Training
Resource Development

Textbook
Projects
Assessments
Videos
Homework
Lecture Slides
Suggestions for Success

- Close ties between instructors
  - Content based material designed by college-level instructor
  - Scheduling content in advance for adequate preparation
  - Continuity between methods and expectations.

- Multiple class sessions per week
  - Repetition of key concepts critical for mastery
  - Consistent reminder of upcoming course objectives
  - Builds sense of community to facilitate group work

- Separate instructors for each course
  - Gives students multiple styles of instruction
  - Increases instructor availability
  - Increases the chance for students to connect with at least one instructor
Variables Contributing to Student Academic Achievement

50% Cognitive Entry Skills and IQ

25% Quality of Instruction

25% Affective Characteristics

Objectives of the support course

- Develop student success skills
- Build a community of learners
- Solidify previous math knowledge while supporting new materials
Self-Assessments to Develop Student Skills

- Learning Resources
- Personal Learning Style
- Mindset and Mental Attitude
- Characteristics of Successful Students
- Productive Test-taking methods
Math 080 Journal Entry:

Week 2:

Math Autobiography

In a short paper, write about the following:

Tell me about your past:

- What was the last math course you took? When?
- How motivated were you? How successful?
- What factors contributed to your success/non-success?
- Which courses have you liked? Why?
- Which courses have you dis-liked? Why?
- Describe your favorite math instructor.

Tell me about your present:

- What is your major?
- Why are you taking this course?
- What factors may be barriers to your success in this class?
- What factors may contribute to your success in this class?
- Is there anything that would be helpful for your instructor to know?

Tell me about your future:

- Describe where you would like to be in ten years.
- How is this course going to help you reach your goals?
- What is the highest educational/professional level you hope to reach?

Math 080 Journal Entry:

Week 2:

Exploring Resources

There are many resources available to help you to be successful in this class. During the next week, choose one of the following resources:

- Tutors in the LRC
- Tutors in room 1260
- Pencasts
- Instructor’s office hours
- Study group
- Website
- Other:

In a paragraph, answer the following:

- Describe this resource. This should include who, what, where and when.
- How could this resource help you?
- Would you use it again?
- Would you recommend it to another student? Why or why not?
Organization

- Pre-Test Prep Worksheet
- Weekly and Monthly Schedules
- Course Notebook
- Definitions and Terms Sheet
- Assignment and Grade Sheet
<table>
<thead>
<tr>
<th>Method of Preparation</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>TEST DAY</th>
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<tr>
<td>Attend class</td>
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<td>Work on homework.</td>
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<td>Use My Math Lab</td>
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<td>Review notes / old homework.</td>
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<td>Work in a group with other 118 students</td>
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<td>Visit Instructor to ask questions</td>
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<td>Watch pencasts, or MyMathLab Videos</td>
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<td>Work Hull-Tests</td>
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<td>Use online tutoring via Blackboard IM.</td>
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<td>Complete Definitions &amp; Formula sheet</td>
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<td>Make notecards</td>
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<th>Total hours worked for the day</th>
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<tr>
<td>Thursday Total</td>
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<td>Week Total:</td>
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How are you taking care of yourself outside of school?
(Fill in how much time you are spending on each activity)

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<th>Personal Care Checklist</th>
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<th>7-Sep</th>
<th>8-Sep</th>
<th>9-Sep</th>
<th>10-Sep</th>
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<td>One hour of “downtime”</td>
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<td>Positive Reinforcement / Pos Mental Attitude</td>
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<td>Exercise</td>
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<td>Stress Management</td>
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Math 080 Portfolio Checklist

Name __________________________

Week 1  19-Aug
1 Notebook Check
2 Journal Entry
3 Classwork
4 Quiz
5 Ch 5 Pretest
6 Ch 5 MML
7
8
9
10

<table>
<thead>
<tr>
<th>Due?</th>
<th>Complete?</th>
<th>Turned in?</th>
<th>Score?</th>
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Score for the week: __________________________

Week 2  26-Aug
1 Notebook Check
2 Journal Entry
3 Classwork
4 Quiz
5 Ch 8 Pretest
6 Ch 8 MML
7
8
9
10

<table>
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<th>Due?</th>
<th>Complete?</th>
<th>Turned in?</th>
<th>Score?</th>
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Score for the week: __________________________
Knowledge Base

- Additional Lectures
- Group Work
- Concept checks
- Assessments – pretest quizzes
- Test corrections
- Project Checks
Summer 2018 to Spring 2019 Lafayette Results

QR Co-req student grades '18-'19

- W: 11%
- FW: 16%
- F: 6%
- D: 12%
- A-C: 55%

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<tr>
<td>D</td>
<td>14</td>
</tr>
<tr>
<td>A-C</td>
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</table>

Total: 116
Summer 2018 to Spring 2019 Lafayette Results

QR Co-req student grades '18-'19
W's removed

- W: 13
- FW: 18
- F: 7
- D: 14
- A-C: 64
- Total: 116
QR Co-req student grades '18-'19
FW and W's removed

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<thead>
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<th>Grade</th>
<th>Count</th>
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<tbody>
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<td>FW</td>
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<td>F</td>
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<td>D</td>
<td>14</td>
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<tr>
<td>A-C</td>
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116
Questions?
MATH 080 Instructor’s Guide:

Welcome to MATH 080! This course is a co-req course for MATH 123. As a result, you will have some exciting opportunities that may be different from traditional math courses that you have taught. There may also be some unique challenges. As we continue to develop this course, your input and ideas will be invaluable. I am glad that you have decided to join this adventure!

The material for 080 is intended to reinforce the concepts that are being learned in 123. Sometimes you will introduce the concepts. Usually you will reteach the concepts. The Math 080 material is found in the appendix of the Math 123 book. It is labeled with the same section as Math 123, but has an A in front of it and it is marked Math 080 in the title. There are a few archived learning activities in Ivy Learn as well. You may work some in class and you may assign some as homework. It is not expected that you will complete all available learning activities, so you should focus on the ones that match your students’ needs. You will need to know your students well so that you can make this determination. Many of your students placed in 080 because they have math knowledge deficits. As their instructor you will help them to gain this necessary knowledge. You may also need to lecture and provide practice problems to help them to gain missing skills. This class is NOT tutoring or working on homework time, although you should use their questions to guide what additional help and instruction they need. This course is not intended to duplicate student resources, but rather to provide specific support for success in MATH 123. The work you do together in class is invaluable to student learning so each week you should assign about 10 activity points under Classwork and you may decide how to weight each assignment/class period. Student class attendance is strongly associated with student success and this fact should be emphasized to students. However, because we know that there will be times when students are not able to attend class, the two lowest weeks are dropped from the final grade in the Classwork category.

Another reason students place in MATH 080 is that they lack student success skills. Your students may need guidance in topics ranging from how to study, how to manage their time, how to take tests, and others. There is a bank of self-assessment activities to address these needs. Each instructor is asked to have their students complete 3-6 self-assessment activities for the course. You have 60 points to distribute to this category. The initial grade book has been set up for the four recommended assignments that are marked with an asterisk and the points of 10, 10, 10 and 30 have been assigned. You may adapt this for your class within Ivy Learn if you choose. You may assign certain ones to the entire class or you may let students choose the one that best meets their individual needs. I would recommend assigning the Math Autobiography during the first week of class. This will help you get to know your students and it will also give you an indication of their writing skills. I have also found the End of Semester Reflection helpful in assessing how students have
grown throughout the course. I use this as the “final exam” for Math 080. The goal of these activities is to help students develop a better understanding of how they can learn math and be successful in Math 123. These activities should not consist of long writing assignments and they should not repeat information from their IVYT course.

In addition to self-assessment activities, there is an expectation that students will keep all of their course materials neatly organized. I have found a binder to work well. A Notebook Checklist may be kept at the front of the binder to help with this. Because 080 and 123 are so closely linked, I recommend using one notebook/binder for both courses. My students experimented with organizational styles, but in the end having 080 materials in the front of the binder, a folder in the middle to keep assignments that they were working on, and then 123 materials in the back seemed to work the best. Tabs separating the units for both courses were also helpful. This is not meant to be a terribly time consuming process, but rather a helpful way to keep all of the course material available for students. Many times we went back in course material or back and forth between 080 and 123 material and it was imperative that students could easily maneuver these changes. Please allocate 20 points to 1-3 organizational activities. I will have my students set up their organizational system for 10 points. Then I will check the organization of their materials after the second and third units for 5 points each.

One of the most drastic differences with MATH 080 compared to traditional math courses is the class structure. While there will be some lecture opportunities, just like MATH 123, most of your class time will involve student discovery and discussion. Students will guide the topics covered based on your evaluation of their work and questions. If your students demonstrate a mastery of a topic, you can quickly move on to one where they need additional work. So your weekly assignment guide will have the topics being covered in both 123 and 080, but it will be up to you to choose exactly what activities your students will be involved in during class and as homework. The resources in the textbook appendix for Math 080 will help to guide these activities. However, unlike the Math 123 material, the Math 080 material is NOT intended to be worked through in its entirety. Both you and your students will feel overwhelmed and frustrated if this is your approach. Know your students and feel free to choose what will meet their needs. As you develop your relationship with your students and an understanding of the 123 materials, this will become an easy and enjoyable part of teaching 080. The textbook pages are also found in Ivy Learn. The answer keys are also there, but unpublished so that students will not be able to see them unless you publish them. I want my students to be able to work independently and then check their work and bring any questions to class to discuss so I will publish the answer keys for my class.

Another difference with MATH 080 and other courses is that you are not primarily responsible for evaluating student mastery of the material. This responsibility rests with the MATH 123 instructor. While the student grade in 080 does have an impact, if they pass
MATH 123 then they are given a passing grade in 080. So the assessments in 080 are not as important for assigning a grade, but rather for assessing student knowledge. Each unit has three different quizzes worth 10, 20 and 40 points. The first type of quiz is a Vocabulary Quiz. These quizzes will be found in Ivy Learn under the Unit Vocabulary Quiz Module and they should open when the unit opens and close when the unit closes. Students may take the quiz as often as they like. The grade for the quiz will automatically be placed in the gradebook. The second type of quiz is a Math Skills Quiz. This quiz is found in the Ivy Learn Organization, under Unit Quizzes, for the Instructor to print and distribute. This should assess how well students can perform the math skills required to complete the reasoning activities. It should be given near the end of the unit, but with time remaining to help to correct any gaps in knowledge before the 123 exam. The third type of quiz is a Reasoning Quiz. These questions should assess the students’ ability to complete reasoning activities and it most closely resembles the types of problems that they will be asked to solve in 123. This is a great Practice Test to help students to prepare for their MATH 123 exam. In fact, these quizzes are the closest you will get to an exam in MATH 080. I used them as practice tests for 123 and since there was not as much pressure, it was a good opportunity to help students with high test taking anxiety. Since these quizzes now count for 40% of the course grade, please treat them as you would any other test and give them in a testing environment. These are intended to measure individual student knowledge in a timed setting without resources or help. However, these quizzes may be separated into smaller quizzes or the Skills and Reasoning Quizzes may be given in one sitting depending on how the class is scheduled. The goal is to assess student knowledge and readiness to test in Math 123.

After students take their MATH 123 exam, discuss concepts that they still struggle to master. Perhaps arrange individual times to meet with them in your office to discuss their exam. Then have students re-write the questions that they missed. Since some of the problems are very long, I did not have them write out the questions but I did require that they write the corrected solution (with all of the work!) on a separate sheet of paper and attach it to the test. I gave them one week to complete the re-write. I encouraged them to meet with myself, their 123 instructor, or one of our math tutors to figure out all of their mistakes. We are shooting for Mastery, not just squeaking by! You will be able to complete this process with the first two exams. Students should never be required to share their exam or grade with other students. Please respect each student’s right to privacy throughout this process. Students may receive 25 points for each of these test corrections.

Another important piece to 123 is the projects. Students will complete three of them in Math 123. In 080 the students will work on their projects and can earn 15 points each time. About one week before the project is due in 123, students should bring their project to class for a review. If a computer lab is available, students might be given the opportunity to work on their project while you meet with each student to answer questions and review their
progress. This is not intended to be a comprehensive evaluation, but rather an opportunity to work on a rough draft of their project and gain feedback.

**Some best practice recommendations:**

- Make sure that the Math 123 grading rubric is available and use it to help students evaluate projects. Also use any checklist that was provided.
- Provide class time, up to one full session all at one time or spread over several days, for students to work on their projects. This ensures that students begin the project early and it also allows students to master Excel functions with guidance and support.
- Instructors should see Excel as a course tool and not a focus of the class.
- Computer access is ideal for maximum student support.
- Any student who does not bring a project to review should lose points and be allowed to work only on their project but not to view other students’ work.
- Have students email their project to you after class work time for additional feedback.

The goal of this activity is to provide feedback to help the student create a really excellent project. For my students who struggle with taking tests, this also allows them the opportunity to really showcase their understanding. It should not be an opportunity to procrastinate working on their own project and instead taking their classmates ideas for their own. As a result, I do not allow students who have not started their project to work with other students and see what they have done. They are given the opportunity to work on their project but do not benefit from talking about the challenges with a classmate.

I mentioned challenges at the beginning of this guide and you will experience some, especially when you teach the course for the first time. Perhaps the biggest challenge that I have heard involves team teaching with another instructor. To help your students to succeed in MATH 123, it is imperative that you understand the expectations of the 123 instructor. Their priorities will need to be your priorities. Your activities should support and model their course activities. If they ask for homework to be set up a certain way, then you should as well. Our goal is for our students to feel as if they have two opportunities to master one set of learning objectives. Instructors must support and encourage each other as well, and never undermine what the other instructor is doing. Questions relating to methods or expectations or grading should be directly dealt with between instructors. Students should NEVER be put in a position of choosing sides or trying to meet two very different instructor expectations. I was fortunate to teach with a respected colleague whose office is right next door. We work together easily and give each other room to try new things. We are also comfortable with constructive feedback and we keep the focus on math and our students, and not our personal styles or differences. I also attended most of the MATH 123 classes the first time I taught Math 080. Since 123 was new to me, it was
helpful to experience exactly what my 080 students experienced. I completed the notes and activities, and I sometimes shared what I had done with my 080 students to model note taking skills. My colleague treated me as a partner and so I had credibility with all of the students in 123. Team teaching may be an area where we will do additional training as it is an integral part of the success of the co-req model. **We were also loaded into each other’s Ivy Learn courses so that all material and announcements were easily available to each other.** This connection has really helped both instructors to know what is going on in the other class!

I hope that you enjoy the freedom that you have to really build relationships with your students and to tailor your course to meet your students’ needs. I hope that you will share your ideas and any new activities that you find or create in the course Community in Ivy Learn. I hope that you enjoy working closely with your colleagues and building professional relationships. I also hope that you feel supported as part of this team. I look forward to working with you this semester and continuing to build a course that allows our students to successfully complete their math requirements and reach their academic goals.

Sincerely,

**Kristin Oakes**

Department Chair, Academic Skills Advancement  
Assistant Professor, ASA Mathematics  
Math 080 State Lead Instructor  
Ivy Tech Community College- Lafayette  

1-888-IvyLine (489-5463) | (office) 765-269-5468 | koakes3@ivytech.edu  
3101 South Creasy Lane; Lafayette, IN 47905
Math 080 Self-Assessment Activities

Math Autobiography: This assignment gives students the opportunity to share about themselves in relation to mathematics. It is a good assignment to use at the beginning of the semester to help instructors get to know their students. It also is a good early indicator of their writing ability. Students could also answer these questions on a notecard so that instructors have easy access to this information.

What Kind of Learner Are You? Some students have no ideas as to different methods that they can use to learn. This activity asks them to identify their personal learning style by taking the VARK assessment and then to create a plan of study for Math 123. This assignment is most helpful for students who have been out of school for some time.

Exploring Resources This activity asks students to pick a resource for Math 123 and explore its usefulness. The list of resources should be updated to match your campus resources. It is helpful for students to recognize that they have multiple places and ways to get help.

Behaviors of Successful Students This activity helps students to identify things that they are currently doing that will help them to be successful students. It also lets them identify additional behaviors that can be helpful to their success. My first generation students found this activity to be very reassuring. Some of them shared that they just had no idea what a successful student should do, and this gave them some very concrete examples that they either were doing or could be doing. This was the only journal assignment that our classes requested to do a second time, about mid-term, to help them finish strong. That is why you will find two activities here.

Building a Support Systems This activity allows students to identify people and resources that can help them to meet their goals.

Positive Self-Talk This activity asks students to monitor how well they encourage themselves. Many students are very hard on themselves, and this activity encourages them to be positive and productive in the things they say to themselves.

Mind-set Research is indicating that a fixed or growth mind-set can have huge implications on student behavior. This activity asks students to read an article about mind-set and reflect on their own mind-set related to learning math.

Identifying Your Values Before a student manages their time, it is helpful to reflect on what they value. Since there are limits on our time, this activity helps students to identify what is most important to them to spend their time on.

Managing Your Time This activity has students plan how they will spend their time each week. The four areas of attending class, studying, work and family or home life are the focus.
Pre-test Study Chart This activity has students track how long they are studying and how they are studying one week before an exam. The back side of the chart has them monitor self-care. This piece was added at the request of students who struggled to take care of their personal needs. Since it asks them to keep track each day, it provides a more accurate record of how they are preparing to test. The dates on the schedule will need to be revised each time it is used.

Study Techniques Many students don't know where to begin to study for college classes, or they think taking notes in class is all they need to do to be successful. This journal asks them to watch a series of videos about how people learn (and how to do it effectively), then write a 1 page reflection. This is a good activity for the beginning of the semester.

Test Self-Assessment This activity asks students to reflect on how they prepared for an exam. It also asks them to identify each error that they made so that they can identify any common types of test taking errors and thus work to correct them.

Study Techniques 2.0 In this journal we revisit the how-to-study videos and ask students to assess their progress so far in the course. This is useful after students take Exam 1, but before Exam 2.

End of Semester Reflection This activity asks students to reflect on their growth for the semester. It can be a nice contrast to the Autobiography from the beginning of the semester to see how much the student has grown. I used it as the final exam in Math 080.
Math 080 Journal Entry:

Math Autobiography

In a short paper, write about the following:

Tell me about your past:

- What was the last math course you took? When?
- How motivated were you? How successful?
- What factors contributed to your success/non-success?
- Which courses have you liked? Why?
- Which courses have you dis-liked? Why?
- Describe your favorite math instructor.

Tell me about your present:

- What is your major?
- Why are you taking this course?
- What factors may be barriers to your success in this class?
- What factors may contribute to your success in this class?
- Is there anything that would be helpful for your instructor to know?

Tell me about your future:

- Describe where you would like to be in ten years.
- How is this course going to help you reach your goals?
- What is the highest educational/professional level you hope to reach?
Math 080 Self-Assessment:

Exploring Resources

There are many resources available to help you to be successful in this class. During the next week, choose one of the following resources:

- Tutors in the Learning Commons
- Tutor.com
- Lecture videos
- Instructor’s office hours
- Study group
- Website
- Other:

In a paragraph, answer the following:

- Describe this resource. This should include who, what, where and when.

- How could this resource help you?

- Would you use it again?

- Would you recommend it to another student? Why or why not?
Behaviors of Successful Students:

1. They attend class regularly.
2. They are attentive and participate in class activities and discussions.
3. They ask questions.
4. They are willing to take risks and try new things.
5. They see their instructor outside of class, for example during tutoring or office hours.
6. They complete all assignments, and they do not worry about being brilliant.
7. Their final product reflects care and pride in their work.
8. They take responsibility for themselves and their actions.
9. They take advantage of extra credit opportunities.
10. They visit their instructor during office hours at least once during the semester.
11. They learn to identify relevant information for a problem from an article or reading.
12. They learn how to organize information into an useful format.
13. They realistically evaluate what they have mastered and what needs additional practice.
14. They schedule adequate time to complete homework and study.
15. They are able to manage their time effectively.
16. They set short-term and long-term goals.
17. They carefully read all of the material that is assigned.
18. They check their email frequently.
19. They communicate regularly with their instructor and classmates.
20. They safeguard their physical and mental health.
21. They balance home life, work and school responsibilities.
22. They seek additional resources and use them regularly.
23. They understand course expectations and due dates.
24. They build a support system for themselves.
25. They make a commitment to do whatever it takes to be successful.
Math 080 Journal Entry

Behaviors of a Successful Student

Read The 25 Behaviors of a Successful Student.

List 5-10 things that you already do:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

List 3-5 things that you can work to do more often:

1.  
2.  
3.  
4.  
5.  
Building a Support System

Many of life’s challenges are easier when we have a system of support to help us. You may have people or resources that help with parenting or running children to activities. You may have others who support you with your job. There may be others who encourage and help you with your education. What people or resources do you currently have? When are they readily available? How are they most helpful?

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<tr>
<th>Current Person or Resource:</th>
<th>Availability:</th>
<th>How Helpful:</th>
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What areas could use some additional support? Who might be willing to help you? When would they be available? How, specifically, could they provide support to you?

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<thead>
<tr>
<th>Additional Person or Resource:</th>
<th>Availability:</th>
<th>How Helpful:</th>
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</table>
**How many hours will you need to spend studying this week?**

**Total hours dedicated to studying this week:**

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<th>8-Feb</th>
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<th>10-Feb</th>
<th>11-Feb</th>
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<th>13-Feb</th>
<th>14-Feb</th>
<th>15-Feb</th>
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<tbody>
<tr>
<td>How many hours each day can you dedicate to studying this material?</td>
<td>Thursday</td>
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<tr>
<th>Method of Preparation</th>
<th>Thursday</th>
<th>Friday</th>
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<th>TEST DAY</th>
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<tr>
<td>Attend class.</td>
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<td>Work on homework.</td>
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<td>Work additional unassigned problems</td>
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<td>Review notes / old homework.</td>
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<td>Read the textbook</td>
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<td>Work in a group with other students</td>
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<td>Visit tutor(s)</td>
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<td>Visit instructor to ask questions</td>
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<td>Attend supplemental instruction</td>
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<td>Watch videos</td>
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<td>Work Practice Tests</td>
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<td>Use online tutoring</td>
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<td>Create notecards</td>
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<th>Total hours worked for the day:</th>
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**Week Total:**
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<th>Date</th>
<th>Personal Care Checklist</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>One Hour of &quot;down time&quot;</th>
<th>Positive Reinforcement / Mental Attitude</th>
<th>Exercise</th>
<th>Stress Management</th>
<th>Time with friends</th>
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End of Semester Reflection

As this semester draws to an end, it is time to reflect on what you have learned and how you will use this new knowledge to move towards meeting your goals. Please write a minimum of 5 paragraphs explaining the following:

Paragraph 1: A brief introduction and summary of your journey this semester. Who were you when you started? What did you intend to accomplish? Did you achieve your goals?

Paragraph 2: What have you learned about yourself as a person? For example: What kind of student are you? What values are demonstrated by your choices and your behavior? How do you handle stress? How do you work with others? Have you discovered anything about yourself this semester that surprised you?

Paragraph 3: What have you learned about how you learn? For example: What student skills have you acquired this semester? What tools have helped you the most? How will you use what you have learned in future semesters to be successful?

Paragraph 4: What have you learned about math? For example: What concepts were new to you? What kind of problems can you now solve that you could not before? How will this knowledge help you in your major? Your career? Your life?

Paragraph 5: Summarize your semester and your journey. Where are you heading next?

This paper should be typed and double spaced. It is due ________________. You should support what you say with specific examples. While this is not an English class, I am looking for evidence of thought, clarity of ideas and Standard English grammar and spelling. I hope this helps you to identify all of the things you have learned and all of the ways you have grown this semester.