Chapter 1
Making a Smooth Transition to College
Learning Outcomes

When you complete Chapter 1 Making a Smooth Transition to College, you are expected not only to understand the material presented but also you should be able to

• **Use analogies to explain** what adjustments you will need to make for a smoother transition.
• **Explain** what is found in basic resources such as the college catalog, student handbook, schedule book, and student services website.
• **Describe** the steps of the learning process.
• **Explain** the responsibilities of a college student, and identify behavior that is not acceptable.
• **Calculate** a grade point average.
• **Evaluate** your performance as a student.
• **Demonstrate** how to e-mail your instructor.
• **Demonstrate** the BREATHE System.
Essential Resources for College Students

- College Catalog
- Student Handbook
- Schedule Book
- Class Syllabus
College Catalog

- Your CONTRACT with the university
- Information about the university (rules, regulations, and procedures)
- Requirements for graduation
- Requirements for your major
- Description of courses by number
Student Handbook

• Campus Resources
• Rules
  – University Rules
  – General regulations on student conduct
  – Housing regulations
• Policies
• Organizations
• Reference
Schedule Book

• Class schedule for the semester
• Payment instructions
• Important dates for the semester such as drop and add dates
• Final exam schedule for the semester
• How you get grades at the end of the semester
Class Syllabus

• Rules and policies for that class. *(Not all classes will have the same grading scale, absence policy, or make up policy.)*
  • Grading scale
  • Absence policy
  • Policy for missed work
  • Assignments--both overall and day by day
  • Instructor’s office hours and phone
Don't Forget to Use:

• Your Academic Advisor
• Adult Service Center
• Disabled Student Services
• On-line Resources (E-Mail, College Home Page, etc.)

• Health Services and Counseling Services
College Protocol/Classroom Savvy

1. Attend every class.
2. Come to class prepared.
3. Be alert and attentive in class.
4. Participate in class discussions.
5. Show an interest in the subject.
6. Ask questions when you don’t understand.
7. Seek outside sources if you need information.
8. Take advantage of all outside help.
9. Set up meetings with professors.
10. Go the extra mile with all assignments.
11. Always be on time for class.
12. Take notes.
13. Be responsible when you must miss class.
14. Comment on lecture material.
15. Get to know your professors.
16. Set goals and objectives for your classes.
17. Evaluate yourself.
18. Make friends in each of your classes.
19. Have a positive attitude toward the professor and the class.
Grade Point Averages
GPA

- $A=4$
- $B=3$
- $C=2$
- $D=1$
- $F=0$
- Grade value for QUALITY POINTS
GPA

• Multiply letter value \( \times \) credit hour
• A in a 3 hour course = 12 quality points
• Divide total quality points by total credit hours taken
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 141</td>
<td>3</td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>Biol 101</td>
<td>4</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td>Engl 111</td>
<td>3</td>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>Psy 141</td>
<td>3</td>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>Hper100</td>
<td>1</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

14 hours

35 quality points

35 divided by 14 = GPA

GPA = 2.5
Practice GPA

Math 141  3 hours  B
Psy 141  3 hours  C
Hyper100  1 hour  A
Eng 111  3 hours  C
Hist 221  3 hours  D

Calculate GPA
Practice GPA

3 x 3 (B)= 9
3 x 2 (C)= 6
1 x 4 (A)= 4
3 x 2 (C)= 6
3 x 1 (D)= 3

___
13
Credit hours

28
Quality points

28 ÷ 13 = 2.15
Tips for Online Classes

• Familiarize yourself with the course design.
• Read the entire course syllabus.
• Be realistic.
• Set interim goals and deadlines for yourself, and stick to them.
• Organize your goals in a study schedule.
• Avoid interruptions.
• Know where to study.
• Stay in touch with your instructor.
• Prepare for assignments and tests.
• STAY UP-to DATE
Modeling the Learning Process

4 Basic Functions the Brain Uses for Learning

- Getting Information
- Making Meaning of Information
- Creating New Ideas
- Acting on Those Ideas
Learner *Begins* as *Receiver* of Knowledge
Gathering
Information Enters through Senses

Can you remember four things that influence this gathering?

✓ Interest
✓ Intent
✓ Basic Background (prior knowledge)
✓ Understanding
Gathering takes place in the sensory cortex
Analyzing to Make Meaning

REFLECTION

• Try to make personal
• Try to determine connection to past experiences
• Try to discover relevance and usefulness
• Try to discover what it's like that we already know.
Analyzing takes place in the Back Integrative cortex
Creating Convert comprehension to

- Ideas
- Hypothesis
- Plans
Creating Takes Place in the front integrative cortex
Acting Testing Ideas

- Writing
- Speaking
- Drawing
- Can you think of other ways?
Acting Takes Place in the Motor Cortex
Learner becomes *Producer* of Knowledge