

## Assignment Schedule Spring 2008

**I. MANDATORY ASSIGNMENTS-** To successfully complete this course each student **MUST** complete **ACCORDING TO THE INSTRUCTIONS GIVEN**:

- (A) 50 STUDY/VOCABULARY CARDS - Due \_\_\_\_\_
- (B) ORAL BOOK REPORT - Due \_\_\_\_\_

**II. REQUIRED ASSIGNMENTS** - Students will be expected to complete the following assignments (due dates will be given when specific assignments are made):

**(A.) STUDY SKILLS ASSIGNMENTS**

- SQ3R
- Outline
- Cornell notes
- Time budget
- Library worksheet and research exercise

**(B.) READING ASSIGNMENTS FROM TEXTBOOK**

**Read chapters and work exercises shown BEFORE coming to class on DUE date.**

**ALL EXERCISES, AWARENESS CHECKS AND REFLECTIONS are to be complete unless otherwise noted. These are to be completed individually even if the directions call for group work.**

- (1) Chapter 2; omit Ex 2.3, 2.4 & 2.5**
- (2) Chapter 3; omit Ex 3.2, 3.3 & 3.7**
- (3) Chapter 4; omit Ex 4.1, 4.4 & 4.5**
- (4) Chapter 13; omit Ex 13.1, 13.4 , 13.5 & 13.6**
- (5) Chapter 8; omit Ex 8.1, 8.2, 8.3, 8.4 & Reflections**
- (6) Chapter 10; omit Ex 10.2 & 10.5**
- (7) Chapter 5; omit Ex 5.2, 5.3 & 5.4**
- (8) Chapter 9; omit Ex 9.1, 9.3 & 9.4**
- (9) Chapter 6; omit Ex 6.1, 6.2, 6.3, 6.4 & 6.5**
- (10) Chapter 11; omit Ex 11.1, 11.4 & 11.6**
- (11) Chapter 12; omit Ex 12.3 & 12.4**

**III. EXTRA CREDIT OPTIONS (LIMITED TO 50 POINTS TOTAL)**

(A.) LAB WORK - extra credit from individual reading materials, must be completed in the Reading Lab (NB 1008 from 2 - 4 p.m. Monday - Thursday ). All work must be scored and properly entered on a lab daily record sheet. Attach answer sheet and scratch paper.

(B.) TEXT BOOK - extra credit can be obtained by completing Chapters 1,7 and 14 in the textbook. To receive full credit for the chapters you should use SQ3R correctly, complete all the chapter exercises, the reflection and all of the .com assignments. Textbook extra credit should be entered on the daily record sheet and turned in on the projected due date (to be announced).

### STUDY/VOCABULARY CARD ASSIGNMENT

1. This is a mandatory assignment which must be completed before a grade is assigned. If completed correctly and on time, the assignment is worth a total of **50 points**.
2. The purpose of this assignment is to make flash cards to aid your study in other courses or to help improve your general vocabulary. It is to your advantage to select words, dates, names, etc., for this assignment which you need to learn for other courses of some specific purpose. Suggestions for using the cards to study for exams will be given at a later time.
3. Each student is required to **COMPLETE 50 VOCABULARY CARDS** according to the following instructions:
  - A. Write cards in **BLUE OR BLACK INK**, using a 3" x 5" index card.
  - B. Select terms appropriate for a college student, preferably from courses you are taking.
  - C. The word or phrase to be defined will appear only on the front of the card.
  - D. On the reverse side of the card, give the meaning or information to be remembered about the word. Be sure that the definition **DOES NOT USE THE WORD OR ANOTHER FORM OF THE WORD** being defined. Do not give too much or too little information about the word being defined. Pronunciation and a sentence using the word are **OPTIONAL**. If included, they also should be written on the back of the card.
  - E. Be sure the word is **spelled correctly** and the **writing is legible**.
  - F. Put cards in **ALPHABETICAL** order and secure them with something such as a rubber band.
  - G. **Include on top a 51<sup>st</sup> card** on which is written your name, course/section number, and the date turned in.
4. This assignment will be due no later than \_\_\_\_\_.

### SAMPLE CARDS

FRONT	BACK
Sigmund Freud	Father of Psychoanalytic Psychology id, ego, superego
Novice He is novice on the tennis court. (novis)	A person new to any field or activity
Dec. 7, 1941	Japanese attack on Pearl Harbor US entered World War II

## ORAL BOOK REPORT ASSIGNMENT

1. This is a mandatory assignment which must be completed before a grade is assigned.
2. The purpose of this assignment is to practice reading skills on “free-reading” materials. Each student will read **ONE BOOK** which is appropriate for a college student. The book must be approved by your instructor within the first two weeks of class. The material read may **NOT** be required reading for another class (**INCLUDING HIGH SCHOOL BOOK REPORTS DONE PRIOR TO CLASS**).
3. The instructor will assign you a time to give a brief (2-3 minute) in-class presentation about your book. Your written report should include the following typed information.
  - A. Title of book and author
  - B. Type of book (from the list below)
  - C. Why did you select this book? How has the book met your expectations?  
How would you rate this book (Excellent, Good, Fair, Not so good, Awful)?
  - D. How long did it take you to read the book?
  - E. What characteristics of the author’s style made you enjoy or dislike the book?
  - F. Relate **ONE** specific incident you found interesting reading, and tell why that incident was interesting to you. **DO NOT** summarize the entire book.
  - G. **TEASER:** You want to sell this book to someone else. Why would they want to read it? Be specific.

**(YOU WILL BE GRADED ON ORAL AND WRITTEN PRESENTATION).**

### BOOK TYPES

#### Fiction

1. Story about children
2. Story about animals
3. Story about school life
4. Fantasy, magic, supernatural
5. Sports, hunting, outdoor life
6. Adventure (western, sea, war)
7. Success story
8. Humorous story
9. Detective, mystery, spy
10. Science fiction
11. Love, romance
12. Historical novel
13. Tragic, satiric, problem novel
14. Unclassified novel
15. Short stories

#### Nonfiction

16. Book information
17. Sports, games, outdoor life
18. Hobbies, practical arts
19. Vocations
20. Travel & exploration
21. History
22. Biography, autobiography
23. Social science
24. Science, natural history
25. Philosophy, religion
26. Music, art, architecture
27. Essays, criticism
28. Plays
29. Poems
30. Unclassified nonfiction

## STUDY SKILLS ASSIGNMENT SHEET

**PURPOSE:** The purpose of these assignments is to practice several study skills which are closely related to success in college work. Students who plan to continue in college after this class will find these assignments to be of practical use.

**REQUIREMENTS:** To fulfill each assignment you must:

- Complete each assignment and turn it in on the appropriate date.
- Write in INK or TYPE.
- Write your name, class section, and date in the upper right hand corner.

**GRADING:** Points will be awarded based on accuracy, quality of writing, neatness and completeness or response.

I. **SQ3R** (35 points) This assignment requires that you apply SQ3R to another class textbook. This is so your understanding of the SQ3R process may be evaluated, some portions of the process which normally occur only in your head will require written responses. FOLLOW THESE DIRECTIONS:

1. Turn headings and subheadings into questions. Write the questions in the margin of your text.
2. Indicate with a star (\*) where you stopped to study during your reading of the chapter.
3. Circle words/phrases/expressions that you would put on a flash card.
4. Use the underlining/marginal note system described in class (Chapter 8 & 13) to mark the pages.
5. Write a one sentence summary of each subsection on a separate sheet of notebook paper, complete 8.4 on page 206, and the Reflection on page 208.
6. Copy 4-5 pages from the textbook that was used so that you may provide an example of your work. (YOU MAY WANT TO MAKE COPIES FIRST AND THEN BEGIN SQ3R). Finally, staple the copied pages and the one sentence summaries together, Write SS#1 SQ3R on your daily record sheet and turn them in together.

II. **OUTLINE NOTES** (20 points) Select a chapter you have been assigned to read for another course. Copy three pages of the reading which includes the first major heading. Use correct outline format to prepare two pages of outline on the material read. The outline must go to the sub-sub detail level (a, b) at some point on the outline. At the top of the page, give the title of the text, the title of the chapter, the author of the book, and the number of total pages covered by your outline. (THIS SHOULD BE TYPED AND DOUBLE SPACED). Staple the outline and the copied pages of the text together and enter SS#2 Outline notes on your daily record sheet.

III. **SELF-TESTING (CORNELL) NOTETAKING** (25 points) In any class other than this one, take notes using self-testing (Cornell) notes as described in Chapter 5 and class lecture. DO NOT REWRITE, but edit and make appropriate marginal notations. Xerox 2 pages of your in-class notes as edited, staple them together, and enter on your daily record sheet SS#3 Self-testing notes.

IV. **GRAPHIC** (20 points) Two different types of graphic notes covering two separate topics are required for this assignment. The first type is *mapping*, and the second may be any other type of graphic note we discussed in class (ProCon T, Timeline, Chart, etc.). For the mapping assignment, select a section from a textbook which you need to read and remember. Create a map to help you organize the material. Do the same thing for the second type of graphic notes except this time you may use **EITHER** textbook information or class notes. The two graphic notes must be on separate pages and each page must have the following information: 1. Type of graphic notes, 2. Title of book or course, 3. Author or instructor. Enter on your daily record sheet as SS#4.

V. **TIME BUDGET** (30 points) On the budget form given to you, predict your schedule for the next week. Include time for all required activities, things you want to do, and things you ought to do (INCLUDING STUDY). Carry this schedule with you and correct it daily with a red pen. At the end of the week, evaluate what happened by answering questions 1, 2, and 3 at the top of page 140 of your text on the BACK OF THE BUDGET SHEET. Then prepare a budget for the coming week, trying to correct problems encountered during week 1. Turn in both budgets (p. 140 answers on the back of the first weeks budget). On your daily record sheet list as SS#5 Time Budget.

VI. **LIBRARY SKILLS** (35 points) Using the information presented during the library tours, lectures, and from your text, complete the library assignment sheet you are given. Write neatly and clearly in ink. On your daily record sheet list as SS#6 Library Skills.

## WRITING ASSIGNMENT SHEET

**PURPOSE:** The purpose of these assignments is to practice writing and thinking skills. Writing and thinking skills are important to success in college work.

**REQUIREMENTS:** To fulfill each assignment you must:

- Complete each assignment and turn it in on the date shown on the class schedule.
- Staple together: 1. Final draft (final draft on top) 2. Rough draft and 3. Outline or map.
- \* Write “rough draft” and “final copy” on the appropriate sheets.
- Type the final copy.
- Type your name, class section, and date in the upper right hand corner.

**GRADING:** Points will be awarded based on content, quality of writing, neatness, and completeness of response.

### ASSIGNMENTS

1. **Your Study Area.** Describe what your study area is like. Turn in a map and rough draft along with final a copy. On your daily record sheet list as Writing #1 Study Area.
2. **Word Definition.** 1. Explain in your own words, the meaning of the word assigned. 2. Give a personal example which further explains the word (personal narrative). On your daily record sheet list as Writing #2 Word definition – (word). This assignment may be repeated.
3. **Study Problem.** On the study skills exam you will be asked to write about one of the study strategies we have discussed. To practice, write a 2 paragraph essay about the study problem which Cornell notetaking addresses. Include in your essay, what problem does this strategy help, what steps are required to apply the strategy and how the strategy helps solve the problem (What it is, how you do it, how it helps). On your daily record sheet list as Writing #3 Problem-Solution.
4. **Essay.** Choose the topic READING or STUDYING. Think about what you knew and how you felt about the topic before class. Write a 2 paragraph paper to compare and contrast what you know and how you feel today. Be specific. Use a Pro-Con T as your brainstorming. Turn in Pro-Con T and rough draft along with the final copy. On your daily record sheet list as Writing #4 Comparison/Contrast Essay.

### **HINTS FOR WRITING**

1. Select a topic.
2. Brainstorm. Write down all possible ideas, even farfetched ones. May be done in a group or individually. Organize by mapping.
3. Write a rough draft. This is written for ideas only.
4. Have someone else read it to help determine what this writer needs to do to make it a better paper. Consider: (1) content, (2) sequence, (3) mechanics, (4) grammar, (5) spelling.
5. Edit and make changes. Type your final copy. Look at it from the point of view of the reader. This is not merely the rough draft in better handwriting. **USE THE WRITING CENTER IF YOU NEED HELP IMPROVING YOUR WRITING.**

### **DATES OF IMPORTANCE**

<b>Last date to enroll or add a class</b>	<b>January 22, 2008</b>
<b>Last date to drop without entry on transcript</b>	<b>January 28, 2008</b>
<b>Last date to drop with a full refund</b>	<b>January 28, 2008</b>
<b>Holiday ( Martin Luther King Day)</b>	<b>January 21, 2008</b>
<b>Holiday (Spring Break )</b>	<b>March 17-21, 2008</b>
<b>Last date to withdraw with an automatic "W"</b>	<b>April 14, 2008</b>
<b>Last date to withdraw from a class</b>	<b>April 28, 2008</b>
<b>Finals</b>	<b>May 6-9, 2008</b>
<b>Grades posted to CAMSIS</b>	<b>May 13, 2008</b>
<b>Faculty offices close</b>	<b>May 14, 2008</b>