

UK 101 ACADEMIC EXPECTATIONS LESSON PLAN

- I. **Goal:** Students will be able to articulate some of the differences between high school and college.
- II. **Materials:** Post-it paper sheets (available in 567 POT), markers, and copies of high school/college differences handout.
- III. **Differences between High School and College Exercise**
 - a. Divide students into 5 groups.
 - b. Distribute handout that describes only the high school categories (pages 4 and 5 of this lesson plan). Assign each group a category.
 - c. Introduce exercise: A first step toward understanding academic expectations is grasping some of the differences between high school and college.
 - d. Ask students to complete the college side of each category, writing what they think are the differences between high school and college.
 - e. Instructor and Peer Instructor circulate among groups to keep students on track and answer questions. Utilize completed chart below when guiding students.
- IV. **Gallery Exercise**
 - a. Ask each group to choose 3 of the differences they think may be most challenging and write them on a post-it large sheet of paper.
 - b. Post the 5 sheets (one from each group) around the room.
 - c. Ask students to walk around the room and examine the "college differences" on the sheets. Ask them to write their initials next to two differences that they think will require the most adjustment.
 - d. Discussion: Did a lot of students mark the same items? Why?
 - e. Ask each group to share the "Guiding Principle" difference that they wrote for the college side of their category. The guiding principle requires students to synthesize the information and create a summary conclusion.

GROUP 1: FOLLOWING HIGH SCHOOL RULES	CHOOSING RESPONSIBLY IN COLLEGE
Your time is structured by others.	YOU manage your own time.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	YOU must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	You often have hours between classes; class times vary throughout the day and evening; and you spend only 12 to 16 hours each week in class.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex and differ from year to year. You're expected to know those that apply to you. Visit regularly with your academic advisor.
Guiding principle: Typically, you are told what to do and corrected if your behavior is out of line.	Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

GROUP 2: GOING TO HS CLASSES	SUCCEEDING IN COLLEGE CLASSES
Classes generally have 35 or fewer students.	Classes may number 100 students or more.
You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	Treat your student status like a full-time job, devoting about 40 hours per week on study, homework, and class.
Just listening in class is often enough instead of taking notes, and you seldom take notes on what you read.	You need to review and rework class notes and text material regularly.
You are expected to read short assignments that are then discussed and often re-taught.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class. You're expected to complete & comprehend readings.
Guiding principle: You will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.
GROUP 3: HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
Teachers check your completed homework and remind you about incomplete work.	Professors may not check completed homework, but they'll assume you can perform the same tasks on tests. They usually won't remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. They also expect you to receive constructive criticism, evaluate it, and use it to improve your academic work.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to impart knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
GROUP 4: HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook, and they expect <i>you</i> to relate the classes to textbook readings.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Most teachers carefully monitor class attendance.	You are expected to attend classes and arrive on time. Professors may not formally take roll, but they are still likely to know whether or not you attended.
Guiding principle: High school is a teaching environment in which you acquire facts and skills.	Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.
GROUP 5: TESTS IN HIGH SCHOOL	TESTS IN COLLEGE
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
Also GROUP 5: GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first exams. These are usually "wake-up calls" to let you know what is expected, but they also may account for a substantial part of your course grade.
Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

In summary, high school is teaching centered; college is learning centered. YOU are responsible for your learning. YOU are also responsible for seeking help when you need it.

(Portions of chart excerpted from Southern Methodist University Learning Enhancement Center's website. Used with permission.)

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

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