Semester Plan Worksheet

THIS DOCUMENT HAS 2 PAGES

# Learning Objectives

At the end of this assignment students will

* Create a calendar for assignment and semester planning
* Reflect on effective individual learning practices to maintain and improve
* Recognize their strengths in learning
* Effect change in plans to meet challenges

# Instructions

This section has TWO parts. *When you’re done upload your file as a PDF or .doc file. If you need help saving as a PDF, Google “How to save a Word document as a PDF”. Only submit ONE file.*

1. **Create a calendar**. Change the course schedule into a 4-month, 30-day calendar with the due dates for this and your other classes. Include the assignment weights (the percentage each assignment is worth). To see this, go to Course Information and scroll to Course Outcomes and Assignments.

Create your calendar by using

* the table function to make a calendar in this Word document

OR

* a calendar and handwriting the due dates. If you do this, take a picture and upload it into this file. Make sure it’s orientated correctly and is clear (For instructions, Google “How to upload an image in a Word document”) MAKE SURE PICTURES ARE CLEAR AND ORIENTED CORRECTLY.

1. Answer the following as honestly. *Type your answers under each question, using a different font. Do not change the numbering or delete questions.*
2. Think about times when you’ve studied on your own. How long does it take you to begin a lesson or course reading where you feel fully focused? Describe what helps you get into that state. (e.g., clean desk, quiet music etc.)
3. How are you accessing this course? Are you using your phone or a lap/desktop?
4. Have you taken classes online before? What was the experience like? What are some of your concerns about online learning?
5. Think of a time when you’ve read a lot information online and had to remember and understand the information. How did you keep track of information? Describe your process (e.g., take notes, copy and paste text, print files etc.). Where do you store your notes? How often do you refer to them?
6. Describe how you plan for large projects (e.g., complete it in stages or all at once, etc.) How do you feel when you work on assignments using your process? What would you change and continue to do the same? Why?
7. What are some potential barriers to your learning? What are some strategies you use to help you get through them?
8. In point form, write down the office hours for all of your courses, including virtual office hours and email hours).
9. For each of your classes, locate and record the penalty for late assignments/tests in point form.
10. How will you use this for project planning? What other information can you add to plan the time you need to complete assignments?
11. Where will you keep your calendar? How frequently will you consult it?
12. Have a look at your calendar and your answers to questions 2 a – i. Describe how you’re feeling about online learning now. Identify some areas you can improve to make your semester more successful and less stressful.

**Rubric.** Note: Read the rubric carefully and apply the criteria to your assignment.

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| *Mastered*  *3* | *Proficient*  *2* | *Doesn’t meet expectations*  *1-0* |
| *Image is clear, contains dates, and is a 4 month calendar (30-31 days for each month); includes assignment weights*  *Student gives sincere answers to questions and answers reflect understanding of backwards planning, and student’s study style/work habit.*  *Questions are answered as complete sentences and paragraphs*  *No spelling or grammatical errors* | *Image is a little difficult to read, but still legible or images are put into multiple files;*  *sincere effort to answer questions; questions answered as complete sentences and paragraphs. Some reflection demonstrated. Evidence of proofreading or minor spelling or grammatical errors.* | *Requirements not correctly applied or attempted*  *Student has only copied the class schedule (no calendar); image not oriented correctly; minimal effort to answer questions; questions answered in point form, no reflection evident. No evidence of proofreading.* |

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