

# High School vs. College

It is important that students learn to use the resources that are available to make everything from registering for classes to preparing for graduation easier.

This section is designed to help students understand the some of the differences in high school and college.

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\*Available in appendix of *New Connections*



**Associated Readings:** *New Connections*, pp. 179-180

*Power Learning*, chapter 1, pp. 6-21

*Power Learning Appendix:*

“On Becoming a Better Student” by Donna Farhi Schuster, p. R-3

“Letter to a ‘B’ Student” by Robert Oliphant, p. R-11

“Risks” (Anonymous), p. R-82

“Exile and Return” by James Keller, p. R-89

## A Comparison Between High School and College

Adapted from <http://www.smu.edu/alec/whyhighschool.html>

<b><u>FOLLOWING THE RULES IN HIGH SCHOOL</u></b>	<b><u>CHOOSING RESPONSIBLY IN COLLEGE</u></b>
High school is <i>mandatory</i> and usually free	College is <i>voluntary</i> and <i>expensive</i>
Your time is structured by others	You manage your own time
You need permission to participate in extracurricular activities	You must decide whether to participate in co-curricular activities
You can count on parents and teachers to remind you of your responsibilities and 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 per week in class
Most of your classes are arranged for you	You arrange your own schedule in consultation with your advisor. Schedules tend to look lighter than they really are.
You are not responsible for knowing what it takes to graduate	Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
<b>Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.</b>	<b>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.</b>
<b><u>GOING TO HIGH SCHOOL CLASSES</u></b>	<b><u>SUCCEEDING IN COLLEGE CLASSES</u></b>
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
Classes generally have no more than 35 students.	Classes may number 100 students or more
You may study outside class as little as 0-2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2-4 hours outside of class for each hour in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.

You are expected to read short assignments that are then discussed, and often re-taught in class	You may be assigned substantial amounts of reading and writing, which may not be directly addressed in class.
<b>Guiding principle: You will usually be told in class what you need to learn from assigned readings.</b>	<b>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.</b>
<b><u>HIGH SCHOOL TEACHERS</u></b>	<b><u>COLLEGE PROFESSORS</u></b>
Teachers check your completed homework	Professors may not always check completed homework but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not 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.
Teachers are often available for conversation before, during, and after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting 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.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
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 the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attend.
<b>Guiding Principle: High School is a teaching environment in which you acquire facts and skills.</b>	<b>Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.</b>
<b><u>TESTS IN HIGH SCHOOL</u></b>	<b><u>TESTS IN COLLEGE</u></b>
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.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
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.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
<b>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.</b>	<b>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.</b>
<b><u>GRADES IN HIGH SCHOOL</u></b>	<b><u>GRADES IN COLLEGE</u></b>
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 may not available to 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 <i>first</i> tests. These are usually “wake-up calls” to let you know what is expected—but they may also account for a substantial part of your course grade. You may be shocked when you get your grades.
You may graduate as long as you have passed all required course with a grade of D.	You may graduate only if your average in classes meets the departmental standard- typically a 2.0 or higher.
<b>Guiding principle: “Effort counts”.</b> Courses are usually structured to reward a “good-faith effort”.	<b>Guiding principle: “Results count”.</b> Though “good-faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results in the grading process.

## Faculty/Student Role Play

### *Overview*

This activity examines, tests, and explains both faculty expectations of students, and student expectations of faculty. This exercise is a great way to break down any stereotypes that exist between these two groups, allowing for a better working relationship.

This exercise should be used toward the beginning of the semester.

Time required: 30 minutes

### *What You Need*

List of role plays (sample included)

### *What You Do*

1. Make a copy of the scenarios, cut them up and put them in a hat, so that every student can draw a scenario.
2. Have each student act out how they would handle each situation.
3. *After their 'performance', allow the class to critique, and then offer your suggestions, from a faculty perspective, on how they could handle the situation.*
4. Usually two students will have the same role play – allow the second student to go after the first 'critique' to see changes in the scenarios.

This would also be a great idea for a journal topic or admit card. Simply have the students pull a scenario and ask them to react to it. Their written reactions can be discussed later in class.

## Faculty/Student Role Play

1. You have missed two days of class. Ask the faculty member for the material.
2. You need to be out for a week for oral surgery. How do you handle it?
3. You are unsure of your grade on a midterm. How do you find out?
4. You failed the first test. What do you do?
5. You are so overwhelmed you need an extension on a paper. How do you handle it?
6. You are confused about a concept discussed in class. What is your next step?
7. You feel that your test has been graded unfairly. How do you handle it?
8. Your final grade is lower than you expected. What do you do?
9. You need some extra help with your homework. How do you contact the faculty?
10. You have lost your class syllabus. How do you get another copy?

## Faculty/Student Agreement Contracts

The purpose of this exercise is to give students the choice about whether or not they want to pass the course. It is based on the philosophy that people's lives work (run smoothly) to the extent that they keep their agreements. It can be used to introduce crucial expectations for your course.

### Procedures

Pass out two-part sheets of paper. One copy of this contract will be for your records. Students will keep the other. Instruct students to write their names, addresses, and phone numbers across the top of the paper and to number one through ten down the left side. (Put an example on the board.) You will then read and explain each agreement and they will have an opportunity to write "yes" or "no" after each one. That "yes" or "no" signifies whether or not they agree to abide by the agreement. Emphasize that what they do or do not agree to is up to them, but that each of these agreements refer to behaviors that you have seen in successful students.

You can now lay out course requirements that you consider essential. You may even want to attach a weight to the agreement, including living up to certain agreements to make an "A" or "B". Not fulfilling this contract might even contribute to failure. Set it up any way you want. You might also want to use this exercise to explain basic course policies on attendance, grading, classroom behavior, etc.

Ask students to write down the key phrases of each agreement and "yes" (meaning I intend to do this) or "no" (I do not promise to do this). Explain each agreement and encourage them to write "no" instead of "maybe". After the last agreement, ask students to sign their full names to make it official.

During the next class period, summarize the Agreement Contracts. Report to students approximately how many agreed to all items. Tell them which item was avoided most. Thank them for their agreements.

The Student Agreement Contract might include the following:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

<b>I Agree To:</b>	<b>Yes</b>	<b>No</b>
1. Attend every class or contact	_____	_____
2. Pass all weekly quizzes	_____	_____
3. Be on time	_____	_____
4. Complete all assignments	_____	_____
5. No side conversations	_____	_____
6. Complete all evaluations	_____	_____
7. Take notes	_____	_____
8. Keep an open mind	_____	_____
9. Participate in exercises	_____	_____
10. Report problems	_____	_____
11. Speak if not satisfied	_____	_____

### Instructor's Assignments

You can also make a contract with the class. Your agreements can be written on the board in a form similar to the student contracts. You might consider agreeing to things such as the following:

Name \_\_\_\_\_  
 Class \_\_\_\_\_  
 Date \_\_\_\_\_  
 Phone \_\_\_\_\_

I agree to:

1. Be available for consultation – Students can call me at \_\_\_\_\_, or stop by my office at these times \_\_\_\_\_. If I am not in, leave a message and I will return your call promptly. I am available for consultation about anything connected with your education.
2. Be prepared—I agree to bring a written plan to each class and present material in this course in a logical, orderly way. I agree to be alert and at my best in class.
3. Make expectations clear – I agree to tell you exactly how the grading system works and what I expect of you.
4. Encourage sharing – I agree to encourage you to participate in class and to provide an environment in which you can express your thoughts and feelings about school.

Ask students if there is anything else to which they would like you to agree. Let them know that, like them, you may not say “yes” to every agreement. Explain that you would like their support in keeping these agreements and if they feel you have broken one, to bring it to your attention. Sign your name to the bottom of the contract.

Summary --- This agreement has value in that you can share with students the times it is difficult for you to keep your agreements and even when you break them. This reinforces the idea that agreement keeping, in the sense that it is used in this course, is a selfish activity. You don't keep your agreements to please the class; you keep them to reinforce your picture of yourself as a good teacher. Satisfaction in a job is a pleasure. Sometimes making a sacrifice to keep an agreement is worth the pleasure.

## Professor Interview

### *Overview*

Managing relationships in Freshman Seminar means not only managing relationships between students, but also managing and strengthening relationships with faculty. This activity reveals the human aspect of students' instructors.

Time required: varied

### *What You Need*

Professor Interview questions (sample included)

### *What You Do*

1. Have students choose a professor they would like to know more about. It can be you or someone who they currently have for a class.
2. Have the students set up an appointment with the professor and complete the interview questions.
3. Arrange a time in class for students to report and reflect on their professor interviews.

If you are being interviewed as an instructor, it would be fun to do the "Who am I" exercise prior to this project, to expand the activities which build community with your students.

## Professor Interview<sup>1</sup>

*Name* \_\_\_\_\_ *Professor's Name* \_\_\_\_\_

*Date* \_\_\_\_\_ *Course* \_\_\_\_\_

*Please schedule an interview with one of your current professors and complete the following questions. Feel free to add questions of your own, but be respectful of this person's schedule.*

1. How did you choose your particular field? How old were you when you decided to go into it? Did you ever want to do anything else?
2. Where did you go to school? What teacher had the greatest influence on you? Why?
3. What do you like best about teaching? What do you like least?
4. What do you hope students will remember about your course when the semester is over? What do you hope they will remember 5 years from now?
5. Do you have a philosophy of teaching?

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<sup>1</sup> This activity is available in the *New Connections* appendix



## **Irritating Behaviors: Theirs and Ours**

### **Introduction: An Interesting Study**

Student behavior in class has been known to irritate faculty. On the other hand, faculty behavior in class has been known to irritate students. In 1990, Drew Appleby surveyed both faculty and student groups to determine what both faculty and students felt were irritating classroom behaviors. The results appeared in the *Teaching Professor* (October 1990).

### **Faculty Views of Students' Irritating Behaviors**

In a survey of 43 faculty, Appleby asked: "What three student behaviors irritate you the most?"

Considerable consensus emerged when faculty answers were analyzed. Although 30 different student behaviors were identified, the nine cited most accounted for 77% of the responses. They were in order:

1. Talking during lectures
2. Sleeping during class
3. Chewing gum, eating, or drinking noisily
4. Being late
5. Cutting class
6. Acting bored or apathetic
7. Not paying attention
8. Being unprepared
9. Creating disturbances

### **Student Views of Faculty Members' Irritating Behaviors**

Then 214 students were asked, "What faculty behaviors irritate you the most?" Of the 645 student answers, the 35 most common responses fell into four categories, with the "communication problems" category containing 50% of the responses and the "unresponsive to student needs" category 41%. The most common communication problems included:

- ❖ Poorly presented lectures
- ❖ Monotone delivery
- ❖ Digressions
- ❖ Talks too fast
- ❖ Rambled
- ❖ Disorganized
- ❖ Repetitious

In the area of not responding to student needs, the most common complaints were:

- Keeping class beyond end of period
- Arriving late to class

Students also objected to faculty having a condescending attitude toward students (treat them like children), to faculty who act as if their class is the only one students are taking, and to faculty who feel that their point of view is always correct.

### **Reciprocal Irritations in the Classroom**

Sometimes the behavior of students and faculty become circular, with each contributing to the undesirable response of the other.

Example: Students yawn, gaze around the room, and otherwise look bored. The instructor reads this behavior as students not caring and concludes: "If they're not interested why should I try to be interested? I'll just do it and get it over with." So, there's nothing but lecture, endless instructor talk, and more students get bored and yawn and gaze around.

Example: The professor shows up five minutes late the first week. Soon students are arriving five and then ten minutes late for class.

Example: Teachers are irritated when students pack up their books and materials before class is over. Students are irritated when teachers continue to lecture after a class period is over.

Example: Teachers are irritated by students who cut class. Students are irritated by teachers who cancel or don't show up for class.

Maybe, just maybe, if students and teachers would agree not to irritate each other in these ways, classroom experiences could be more pleasant for both.

## Irritating Behavior Exercise

**Set-Up:** Explain to students that you want to see if irritating behaviors can affect a classroom experience. You may want to even mention the study above to validate your interest. Be certain to set up a flip chart or have a chalkboard ready.

**Irritating Student Behaviors:** Ask students to relate the kinds of student behaviors they believe irritate faculty. They may be a little hesitant at first, not wanting to reveal embarrassing behaviors of the past. But they will often catch fire in a few minutes and have a field day thinking of those irritating things they have done in other classes (or even your class). Write as many as you can on a flip chart with a magic marker, or on the board. You will be surprised at how honest students can be.

**Irritating faculty Behaviors:** Now comes the fun part. Ask your students to identify behaviors that irritate them. You may have to prompt them first because they won't want to offend you by suggesting that you do anything irritating. But if you treat this as a fun exercise and say "OK, how do I irritate you in Freshman Seminar?" things will get rolling. With a little coaching, they will have a field day. Their comments will probably surprise you. Write these down on a flip chart page as well.

**Comparison:** Now tape both flip chart pages on the wall next to each other and ask students to look for reciprocal irritating relationships (like lateness, time disruptive behaviors, etc.).

### **Processing:**

This kind of activity can significantly alter classroom behaviors in your class. Someone will invariably ask you about your views, and this will be a perfect chance to raise behaviors that are bothering you. It also gives students a chance to bring out things in a lighthearted manner that you might not have been aware of. It can also provide an opportunity to talk about how to communicate with other students or faculty about their irritating behaviors. What can you do as a faculty member or student about offensive behaviors (smells, personal habits, etc.)? You can also use this discussion to point out just how interconnected faculty and students are in the classroom enterprise. This exercise forces all of us (students and instructors) to think more carefully about our behaviors while blowing off a little steam about things that irritate us.

## **Suggestions for Classroom Behavior from Real ASU Professors**

**Collected by Brad Vest**

**Main tip: Treat school as a job...act as you would in the workplace!**

- If you come into class late or need to leave early, choose a seat that is close to the door
- Make sure to turn off cell phones
- Do not sleep in class or sit with your head on your desk
- Do not read non-class material during class such as newspapers or magazines
- Do not do work for other classes
- Do not pass notes or talk to other students during lectures
- Do not surf the internet or use IM during class while supposedly using your laptop in class to take notes
- Participate in classroom discussions
- Make time to visit your teachers after classes
- Do not pack up your bookbag before the class is over
- Ask questions during class...don't be afraid to ask a stupid question
- Be respectful of the professor and other students
- Raise your hand when asking questions
- Go to class regularly!!
- Do not make fun of other students and be respectful of others' opinions
- Remove hats and sunglasses during class
- Turn in all work on time
- Do not monopolize the class time with personal stories that do not pertain to the class discussion or that are too personal to share with a large group of people
- Make sure to pull your share during group work

- Check your ASU email often to make sure you are not missing an email or assignment from your professors (especially on snowy and icy days!☺)
- After being absent, do not ask; “Did I miss anything important when I was out?”
- Do not come to class high, drunk, or obviously hung over
- Say “please” and “thank you”
- Learn the names of your professors and their preferred title (ex: Dr., Mrs., first name)
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- Take notes during every class (even in the library or on field trips )
- If you are having a problem in a class, talk to the professor after class and early in the semester so that the problem can be addressed
- Be prepared for class...have a writing utensil, a notebook with paper, and your textbook for every class
- If leaving class early or if you know you will be absent, talk to the teacher beforehand so they know why you are missing class
- Rent your textbooks and buy your supplemental texts as soon as possible so that you can be ready for class assignments
- Do not bring food or drinks into computer labs
- Read your syllabus and know the information on it
- Let teachers know of any personal issues early in the semester so that they can work with you
- Be polite to your professors
- Pretend you like the professor’s subject even if you hate it so that they like you and think that you are interested
- Dress properly...try not to wear pajamas to class unless it’s the only way you’ll be on time
- Read the assigned reading for class so that you can participate in the discussion and answer questions that the professor might ask you