This workshop is all about how to get started in the course. We will cover:

Time management, Creating weekly and semester schedules, developing a Class Notebook, making a Bullet Point Outline, and how that fits into the learning process, Responsibility & Choices, and finally how to log into MyMathLab and use the online course.

Just a reminder. ALWAYS turn your cell phone off while you are in the Math Center. Double check to make sure your cell phone is off during this workshop. Also, I recommend that you take the front cover page out of your Binder Packet and write your name on it. This will reduce the chance of it getting mixed up with another students packet.
Learning math is like learning a language. You need to immerse yourself in the language of math. The best way to do this is to set up a weekly schedule in which you reserve dedicated hours to learning math. An average student will need to spend 12 or 15 hours per week studying math to finish the course in one semester.

Student generated video to illustrate that making a study plan and sticking to it can help you pass your classes and reach your educational goals.

Now it is your turn to make your own weekly schedule. Turn to page 29 in your BinderPacket and fill out the first page. You’ll find your Math Center ID on the back of your CSID. Use an X or check mark to indicate the course you are taking, Math 38, 46, or 96. Note the weekly study hours associated with that course, and make sure you include that many hours on the next page of the personalized schedule.
Start with the fixed items first. Fill in all of your other classes. Then add any work or internship hours.

Once the fixed items are scheduled, block out study time dedicated to this class. If you are in Math 38, write “Math 38” at least 12 times on the schedule, with at least 3 of these in the shaded area. If you are in Math 46 or 96, write “Math 46” or “Math 96” at least 15 times on the schedule, with at least 4 of these in the shaded area.
**Commitment**

Write total number of hours (12 or 15)

Make commitment to yourself by your signature

Use schedule as a guideline. Revise as necessary.

Add up the number of “Math” hours you wrote on your schedule, then write that number on the total line. Then sign at the bottom, making a commitment to yourself to adhere to the schedule you set. Use this schedule as a guideline as you plan out each week of the semester. Revise this schedule as your situation changes.

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Once you’ve got a workable Weekly schedule, show it to a staff member. They will make a note of it. An acceptable Math Study Schedule is required to unlock your the Course Quiz, which is the next step after this workshop.

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**Staff Verify**

Show completed schedule to staff

Staff will verify hours

Staff will unlock your Course Quiz after the workshop

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Attendance in the Math Center is checked every two weeks. The attendance check dates are listed on page 20 of your Binder Packet and posted on the bulletin board. Use these dates to manage your attendance. For example, if you know that you will be out of town the second week, then double up on your hours the first week. You can monitor your current attendance total every time you check in or out at the front counter. Look for the attendance between dates field on the screen. That’s your total attendance to date for the current attendance check period. Ask a staff member to show you if you can’t find it. Your attendance requirement starts the week after this Getting Started workshop.
Next, take out your One-Semester schedule, page 31, and the Learning Flow Overview, page 25. Transfer the specific Checkpoint requirements to the shaded dates on the one-semester schedule. These requirements are different for each course. Continue through Checkpoint 11 until both sides of the schedule are completed. (Pause the video now.)

It is very important to finish the course in one semester. Now you have a schedule that will keep you on track to do just that. After the workshop, transfer these deadline dates to your smartphone calendar, personal planner, or whatever you use to plan out your school deadlines. The key to keeping up with this schedule is putting in 12 to 15 hours every week studying math and keeping your eye on these deadlines. If you do that consistently, you’ll be well on your way to completing this course in one semester.

There are other barriers to success besides poor time management. One of these is negative inner talk. All of us have negative tapes running in our head to some degree. Could be left over from our childhood where we had critical parents or other judgmental adults. Let’s call it the inner critic. The inner critic judges us, blames us, complains about us, demeans us. The constant barrage from our inner critic is a definite barrier to our success.
There are four key ways to dispute your Inner critic.
- offer evidence
- offer a positive explanation
- Question the importance of the self-criticism
- Acknowledge the truth and create a plan

If you don’t think that disputing your inner critic can help, think again. When your inner critic’s negative chatter threatens to take you off course, let your Inner Guide respond with positive statements to get you back on course. Listen to these examples of the inner critic and Inner Guide.

**Inner critic:** I'm terrible at math.
**Inner guide:** That’s wrong. I just need to study more.

**Inner critic:** I haven’t made any new friends.
**Inner guide:** True, but it’s a good thing.

**Inner critic:** I’ll mess up on my first speech.
**Inner guide:** True, but so what? It won’t matter 5 years from now.

**Inner critic:** I’m doing terrible in college.
**Inner guide:** True, but I have a plan to get better.

So, don’t let your inner critic prevent you from being the best student you can be. Talk back to your inner critic. Turn the negative patter into positive reinforcement using these four techniques. When the self-criticism is false, provide evidence that it is factually wrong. When the self-criticism is true, Admit
Your mind shapes your reality. Feed your mind positive affirmations to transform your reality. Write some positive affirmations to support your success in math. Post them where you can see them. Check out affirmation apps on your smartphone.

Being organized in a math class is essential. Keeping a well-organized math notebook will turn math from an ocean of confusion to a smooth flowing river of concepts, ready to be accessed exactly when you need them.

Keeping a math notebook is one of the study skills that helps students be successful in learning math. Student after student has testified that keeping an organized math notebook is what got them through the course, especially through the tougher chapters.

You’ll find more about keeping a notebook in the Notebook link in the online course. Also in Chapter 6 of the Math Study Skills booklet by Alan Bass.

You’ll use a 3-ring binder for your course notebook and index tabs to separate the sections.

Keep it simple. Don’t try to cram all your courses into this notebook. Make it math only.

Also, make it your travel notebook. Bring it to class with you every day. Just bring the notes on the current chapter with you; leave the rest at home. You can also bring a few pages from your loose-leaf 3-hole textbook. That way, when the online website goes down, you can continue without a hitch.
The Study Skills book recommends 5 sections in your class notebook. Take out your five index tabs and label them now.

A **Handouts** section where you put your master weekly schedule, orientation handout and more.

A **Notes** section where you put your bullet point outlines for each section of the text, notes from reading the text, video notes, and notes from the chapter summary pages.

A **Homework** section containing any math exercises that you work, such as practice exercises, homework exercises, and study plan exercises.

A chapter **Tests** section where you put the worked out problems for each test for reference.

And, a **Glossary** section where you put definitions and formulas that you encounter throughout the course.

The main reason to keep a notebook is to refer back to it throughout the course. You'll use it to review and study for exams. And when you ask for help from a tutor or instructor, they'll ask to see your work you've done so far, and what problems you've encountered. To make it easy to find your work quickly, include the following three items at the top of every page: the category (such as homework, or glossary), the chapter and section, and the date.

I've noticed that some students who did not do well in previous courses would attempt to bypass reading the textbook or watching the section videos. They would jump right into the homework, and try to learn by mimicking patterns they observed in worked out solutions. The problem with this approach is that you totally miss the concepts and the big picture.

The point of Bullet point reading is to develop a scaffolding or a structure in your mind with the main concepts as the foundation. You fill in the details later when you watch the video and read the text thoroughly.
This document shows you how to outline a section of the text using Bullet Point Reading. You can find the document on the Math Center Website or in MyMathLab.

Making a bullet point outline is easy. Start with the title of the section. The major bullet points will be the objectives for the section. Some sections have 2 or 3 objectives. Some have 6 or 7. After each objective, scan through the text looking for the highlighted areas, and write these down. Look for procedures, notes, helpful hints... Anything that looks important.

Making a brief bullet point outline of each section before you start reading makes a lot of sense. It exposes you to the main objectives of the section and introduces you to some of the major concepts. Don’t get bogged down in the details; just catch the highlights. Then, when you read the text, you have a deeper understanding of the content. This technique works with any subject matter, so be sure to use it in your other classes as well.
The first assignment for Math 38 students is to practice your outlining skills on the chapters in the Math Study skills book. For each of the 10 chapters, make a brief one page or less bullet point outline. Chapter 6 is illustrated on the screen, and this sample outline is also located in the Notebook link of MyMathLab. Put the completed outlines in the Notes section of your notebook and turn it in to the staff at the front counter. When the outlines are complete, the staff will record your score in the MyMathLab Gradebook. A passing score on the BPR outline assignment is one of the requirements to unlock the chapter 1 homework.

Let’s do a quick outline of Chapter 6 of the Study Skills book together. Looking at the first page, we write down the title. The first major bullet point is the exercise - Assessing your Organizational Style. You can throw in the Aristotle quote if you wish.

Just a couple of items on this page. Three Rings is a major heading. Also, the Structure of your math notebook. It talks about a title page, so I noted that as well.
This page has the first three headings of your math notebook. You can add more detail if you like, but we are just scanning and looking at the big picture at this point.

Add the last sections of the math notebook, Exams and Glossary, and note three sources for the glossary entries. Notice how quick and easy this process is? Yet it really helps your mind get familiar with the main points of the content.

Add the main heading - General Remarks, then pick a couple of key points in that section.
Create Sample BPR-6

On the last page, we have the major heading and a few key points which you can summarize. That’s it! Just skim the pages and make a note of the major headings and key points. That’s all there is to making a BPR outline.

Learning Process

The learning process outlined here is designed to promote long term learning. For each section in the textbook, write a brief bullet point outline of the section. This provides the foundation. Watch the section video and take notes. Read the text and work practice exercises. Do the assigned homework. Make sure you store all outlines, notes, and homework in your course notebook for reference. Complete all sections in the chapter, then take the chapter test. When it is time to prepare for a midterm, the Study Plan exercises will help you focus on areas that you need to study. Take a midterm exam, then move on to the next chapter.

Learning Process Core

1. Scan the section. Write a bullet point outline
2. Watch the section video
3. Read the text and work practice exercises
4. Do homework, as many problems as possible

Just in case you missed it, the key to learning the math content so that you can remember it on the final exam, is to prepare your mind with the concepts before you start the homework. Then do lots of homework to drill the problem-solving techniques into your long-term memory. These are the steps.

1. Scan the section in the text and write a brief bullet point outline of the highlights.
2. Watch the section video and take notes.
3. Read the text and work the practice exercises.
4. Do the assigned homework. Do as many problems as possible.
Responsibility & Choice

These descriptions of victims and creators are pretty general, but they make a lot of sense if you think of these roles in the context of learning math. It's no secret that many students have to take these courses two, three, or even more times. Why? Mostly because they are not willing to change their behaviors. These students just keep studying the same way, even if it doesn't work.

Student generated video to emphasize the importance of being a creator, not a victim.

You are creators. This is your opportunity to engage in a new way of learning. Learn how to make a BPR outline and how to organize your notes in a math notebook. You'll be amazed at how well it works, and you'll avoid the cycle of repeating the same course over and over.

Yes, it will require making math your top priority for a while and putting some other things aside, but it's necessary. Passing this math course is a major step in accomplishing your long range educational goals. The Math Center staff will support you throughout the process.
So, go forth and create. Here are your next steps to being a creator in this class. You may want to write these down.

For all students, once you log into MyMathLab, click on the Take a Quiz link to take the Course Quiz. Use the Student Handbook to answer the questions. Keep retaking the Course Quiz until you score 90% or higher. Then take the SLO Pretest. Just do your best and don’t worry about the score.

Math 46 and 96 students can now access the first chapter homework. Math 38 students must turn in their BPR outlines of the Math Study Skills book and attend the Math Study Skills workshop before accessing the Chapter 1 homework.

In a few minutes, you’ll go out to the computers and log into MyMathLab. If you already have a MyMathLab account that is still active from a previous course, DON’T create another account. Log into your existing account and add a new course. If you are new to MyMathLab, the staff will help you set up your account and show you the course features.

- Before you sign in, make sure you log the previous student out. You don’t want to use your priceless access code on some other student’s account.
- First, if you see the course window, click logout.
- Next, if the Browser is open, choose Safari, then Quit.
- Then, relaunch Safari. Click on the Safari icon in the dock at the bottom of the screen. It should open to MyMathLab automatically.

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