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Dear Student,

SUNY Oswego is committed to you achieving academic success. This guide will serve as a resource to help you succeed. We are here to work through the Academic Success Guide with you and offer continuing support.

Sincerely,

Michelle Kent and Dan Lupa

Student Academic Success Specialists
SUNY Oswego Office of Learning Services
174 Marano Campus Center
315-312-2571
michelle.kent@oswego.edu
daniel.lupa@oswego.edu

HELPFUL LINKS:

Office of Learning Services - www.oswego.edu/ols – Free learning center, writing center, and tutoring information.
Tutortrac - oswego.tutortrac.com – Free walk-in and by appointment based tutoring sessions.
Star-NY - www.cortland.edu/asap/online/STAR-NY_signin.asp - Free online tutoring system.
Compass - www.oswego.edu/compass - Explore majors/internships/careers, service learning, & transfer services.
Counseling Services - www.oswego.edu/student/services/counseling_services - Access to free, confidential counseling.
Name: ___________________________  Semester: ___________________________

**FINANCIAL AID - Culkin 206**

Do you have GPA requirements to keep your financial aid?  
Yes or No
If yes, what are they?
_________________________________________________________________________________________

Do you have Credit requirements to keep your financial aid?  
Yes or No
If yes, what are they?
_________________________________________________________________________________________

**ACADEMIC ADVISOR – Contact Information**

Advisors Name: ___________________________
Office location: ___________________________
Date of Meeting #1: ____________________  Date of Meeting #2: ____________________

**COURSE INSTRUCTOR – Information & Office Hours**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>OFFICE HOURS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**TUTORING APPOINTMENTS – Marano Campus Center 174**

Do you know how to sign up for a tutoring appointment?  
Yes or No

Of the courses you are currently taking, which one(s) have tutoring availability?

<table>
<thead>
<tr>
<th>COURSE</th>
<th>WALK-IN / APPOINTMENT</th>
<th>TIMES</th>
<th>1ST APPOINTMENT DATE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**WRITING CENTER - Penfield Library**

Do you know how to sign up for a Writing Center appointment?  
Yes or No

What are the available days / times you can make a Writing Center appointment?
_________________________________________________________________________________________
1. **GO TO CLASS**

- Learn course material.
- Take notes, quizzes and exams.
- Participate in discussions.
- Learn assignment expectations.
- Prevent falling behind in course material.
- Gain participation and attendance grades
- Better comprehend course material.
- Improve your preparation for tests
- Ask questions

2. **GET HELP**

- Utilize the tutoring center - https://oswego.tutortrac.com
- Utilize the librarians - http://www.oswego.edu/library.html
- Utilize the writing center - http://www.oswego.edu/academics/support/OLS/wc.html
- Visit your teachers office hours
- Form study groups
- Attend all review sessions held by the teacher.
- See an Academic Success Specialist if needed.
- Mary Walker Health Center/Counseling Services
- See Academic Advisor

3. **BE ORGANIZED & USE GOOD TIME MANAGEMENT SKILLS**

- Have separate binders or notebooks for each class.
- By using Binders, hole punch assignments/handouts and put them in place with your notes.
- Print powerpoint slides that are on Angel. Hole punch them and put them in order in a binder. Bring them to class if posted before class.
- Use a planner: go through each syllabus and put any dated assignments, exams, papers, presentations, etc, in your planner.
- Make note of when you need to start each assignment.
- Don’t procrastinate.
- Use your entire day to accomplish what you need to. Use a clock sheet. *See “Developing My Weekly Routine – P.5”

4. **STUDY & COMPLETE ALL HOMEWORK**

| Hours to study each course per week | *See “Studying – P.12”*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty:</td>
<td>Credits:</td>
</tr>
<tr>
<td>Lower Difficulty</td>
<td>3</td>
</tr>
<tr>
<td>Medium Difficulty</td>
<td>3</td>
</tr>
<tr>
<td>Higher Difficulty</td>
<td>3</td>
</tr>
</tbody>
</table>

5. **MAKE GOOD DECISIONS: It’s all in your hands! You decide:**

- What time you go to sleep.
- Amount of time you spend studying.
- Amount of time you spend socializing.
- Amount of time you spend on extracurricular activities.
- Amount of time you spend working.
- If you are going to attend class, and on time.
- How well you manage your time so that you never have to cram for an exam.
- To sit in the front of class.
- To see your advisor at least once a semester and know your degree & grade requirements.
- To see your instructors when needed.
- To get help when needed.
Setting academic goals is one of the key skills to be successful. Research indicates students who set academic goals for themselves are more likely to graduate.

Goals can be short term (an “A” in Math) or long term (i.e. - graduate with Honors in your major, get into grad school). Defining your goals helps you structure your time so that you can focus.

DIRECTIONS:
1. Identify your short and long-term goals and put them in writing. Think about what you’d like to accomplish; what skills you’d like to master; what connections you’d like to make at the university. Make sure your goals are realistic and fit your personality, lifestyle and values.

2. Describe what you need to do to accomplish each goal. For example a goal of finding a major that fits your interests would take meeting with a career counselor and exploring majors. A goal of graduating with honors would require maintaining the required GPA and fulfilling the honors degree requirements.

3. Keep your list handy for future reference and review it periodically.

WRITE YOUR SHORT-TERM GOAL HERE: ____________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

THIS IS WHAT I NEED TO DO TO ACCOMPLISH THIS GOAL: _____________________________
_________________________________________________________________________________
_________________________________________________________________________________

WRITE YOUR LONG-TERM GOAL HERE: ________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

THIS IS WHAT I NEED TO DO TO ACCOMPLISH THIS GOAL: _____________________________
_________________________________________________________________________________
_________________________________________________________________________________

PERIODIC REVIEWS:  (#1) Date: ______________ ( #2) Date: ______________ ( #3) Date: ______________
**DIRECTIONS:** Use the clock sheet to plan class times, regular meeting times, and times you will eat, study, and have down time. This will help you use time more wisely, keep you organized, and may even reduce stress!

<table>
<thead>
<tr>
<th></th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
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<tr>
<td>7:00-8:00</td>
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<td>8:00-9:00</td>
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<td>9:00-10:00</td>
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<td>10:00-11:00</td>
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<td>11:00-12:00</td>
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<td>12:00-1:00</td>
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<td>1:00-2:00</td>
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<td>2:00-3:00</td>
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<td>3:00-4:00</td>
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<td>4:00-5:00</td>
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<td>5:00-6:00</td>
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<td>6:00-7:00</td>
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<tr>
<td>7:00-8:00</td>
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<td>8:00-9:00</td>
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<td></td>
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<tr>
<td>9:00-10:00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW** – TUTORING IS AVAILABLE ON SUNDAYS? Make an appointment through Office of Learning Services!
KEY THINGS TO KNOW ABOUT YOUR SYLLABUS:

- The syllabus sets the guidelines and requirements for the course.
- Teachers’ office locations and office hours.
- Books required for the course.
- Grading structure (see example below).
  - Assignments, exams, papers, etc. & weight (how much they count toward your final grade).
- Dates (exams, homework, papers, projects) – put these in your planner at the beginning of the term!
- Attendance & participation policy
  - Attendance & participation are two different things. If participation is a part of your grade, you must actually participate in class by speaking and contributing to class.
  - Attendance is solely based on being present. Know your teachers expectations and know if there is a penalty for absences.
- Late work submission policy
  - Will work be accepted late, and if so, is there a penalty to your grade?

GRADING STRUCTURE (EXAMPLE):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Grades Earned</th>
<th>Points earned toward final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1:</td>
<td>20%</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Paper #2:</td>
<td>20%</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Exam #1:</td>
<td>20%</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>Exam #2:</td>
<td>20%</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>Homework:</td>
<td>10%</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>Participation:</td>
<td>10%</td>
<td>90</td>
<td>9</td>
</tr>
</tbody>
</table>

78/100 is your final grade (sum all of points earned) C+

To calculate points earned toward grade, multiply the percentage of the grade (20% for example) by the grade you earn (80 for example) to get the points you earned for that assignment:

\[0.20 \times 80 = 16 \text{ points earned, toward your final grade.}\]

Note: DO ALL OF YOUR ASSIGNMENTS! A missed grade can significantly reduce the grade you earn in the course.

HELPFUL LINKS:

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Tutortrac - Oswego.tutortrac.com – Free walk-in and by appointment based tutoring sessions.
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Counseling Services - www.oswego.edu/student/services/counseling_services - Access to free, confidential counseling.
<table>
<thead>
<tr>
<th>Student:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
<tr>
<td>Grade breakdown</td>
<td>Percentages/Pts poss.</td>
</tr>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
<tr>
<td>Grade breakdown</td>
<td>Percentages/Pts poss.</td>
</tr>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
<tr>
<td>Grade breakdown</td>
<td>Percentages/Pts poss.</td>
</tr>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
<tr>
<td>Grade breakdown</td>
<td>Percentages/Pts poss.</td>
</tr>
<tr>
<td>Course:</td>
<td>Instructor:</td>
</tr>
<tr>
<td>Grade breakdown</td>
<td>Percentages/Pts poss.</td>
</tr>
</tbody>
</table>
### Student: Joe Smith

#### Course: ANT 210  Instructor: Barb Hicks

<table>
<thead>
<tr>
<th>Grade breakdown</th>
<th>Percentages/Pts possible</th>
<th>Grade Totals</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Writer assignments (13 pts ea.)</td>
<td>39</td>
<td>25/39 (64%)</td>
<td>Writer #1: 8/13 (62%)</td>
<td>Writer #2: 8/13 (62%)</td>
<td>Writer #3: 9/13 (69%)</td>
<td></td>
</tr>
<tr>
<td>3 Responder Assignments (10 pts ea.)</td>
<td>30</td>
<td>25/30 (83%)</td>
<td>Responder #1: 8/10</td>
<td>Responder #2: 8/10</td>
<td>Responder #3: 9/10</td>
<td></td>
</tr>
<tr>
<td>3 Participant Assignments (2 pts ea.)</td>
<td>6</td>
<td>5/6 (83%)</td>
<td>Participant #1: 1/2</td>
<td>Participant #2: 2/2</td>
<td>Participant #3: 2/2</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>20/25 (80%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>75/100 (C)</td>
<td></td>
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</tbody>
</table>

#### Course: SOC 400  Instructor: John James

<table>
<thead>
<tr>
<th>Grade breakdown</th>
<th>Percentages/Pts possible</th>
<th>Grade Totals</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
<td>Pts earned: 16</td>
<td>Exam #1: 80/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
<td>Pts earned: 15</td>
<td>Exam #2: 75/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Pts earned: 16</td>
<td>Final Exam: 80/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>25%</td>
<td>Pts earned: 21</td>
<td>Writing assigns: 85/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labs</td>
<td>10%</td>
<td>Pts earned: 9</td>
<td>Labs: 90/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>5%</td>
<td>Pts earned: 5</td>
<td>Attendance: 100/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>82/100 (B-)</td>
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</tbody>
</table>

### Course: PSY 101  Instructor: Matt Parker

<table>
<thead>
<tr>
<th>Grade breakdown</th>
<th>Percentages/Pts possible</th>
<th>Grade Totals</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
<td>Pts earned: 15</td>
<td>Exam #1: 75/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
<td>Pts earned: 15</td>
<td>Exam #2: 75/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Pts earned: 16</td>
<td>Final Exam: 80/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>25%</td>
<td>Pts earned: 21</td>
<td>Quiz Average: 85/100</td>
<td>Quiz #1: 80/100</td>
<td>Quiz #2: 90/100</td>
<td>Quiz #3: 85/100</td>
</tr>
<tr>
<td>clicker participation</td>
<td>15%</td>
<td>Pts earned: 13.5</td>
<td>Clicker Participation: 90/100</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>100%</td>
<td>80.5/100 (B-)</td>
<td></td>
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</table>

### Course: ANT 230  Instructor: Cindy Ryan

<table>
<thead>
<tr>
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<th>Percentages/Pts possible</th>
<th>Grade Totals</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st mid-term exam</td>
<td>25%</td>
<td>Pts earned: 21</td>
<td>Exam #1: 85/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd mid-term exam</td>
<td>25%</td>
<td>Pts earned: 18.75</td>
<td>Exam #2: 75/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Pts earned: 20</td>
<td>Final Exam: 80/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>25%</td>
<td>Pts earned: 22</td>
<td>Written Work: 88/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>81.75/100 (B-)</td>
<td></td>
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### Course: PBJ 101  Instructor: [Name not provided]

<table>
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<th>Percentages/Pts possible</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
<td>Exam #1: 65/100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
<td>Exam #2: 70/100</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Exam #3</td>
<td>100</td>
<td>Exam #3: 79/100</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exam #4</td>
<td>100</td>
<td>Exam #4: 80/100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 web assignments</td>
<td>100</td>
<td>85/100</td>
<td>#1: 10/10</td>
<td>#2: 9/10</td>
<td>#3: 8/10</td>
<td>#4: 7/10</td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>375/500= 75% (C)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**GRADING SYSTEM:**
Scale of 0-100 may vary by teacher, below is an approximate example:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 (92 &amp; above)</td>
<td>3.00 (74-76)</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 (90-91)</td>
<td>2.67 (70-73)</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 (87-89)</td>
<td>2.33 (67-69)</td>
</tr>
<tr>
<td>B</td>
<td>3.00 (84-86)</td>
<td>2.00 (65-66)</td>
</tr>
<tr>
<td>B-</td>
<td>2.67 (80-83)</td>
<td>1.67 (60-64)</td>
</tr>
<tr>
<td>C+</td>
<td>2.33 (77-79)</td>
<td>0.00 (Below 60)</td>
</tr>
</tbody>
</table>

**DEAN’S LIST= 3.3-3.79**  
**PRESIDENT’S LIST= 3.8-4.0**

*GOOD ACADEMIC STANDING = 2.0 or above*

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade/ Grade Points</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>B</td>
<td>3</td>
<td>9.0</td>
</tr>
<tr>
<td>ART 100</td>
<td>C+</td>
<td>3</td>
<td>6.99</td>
</tr>
<tr>
<td>MAT 210</td>
<td>D</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY 100</td>
<td>B-</td>
<td>3</td>
<td>8.01</td>
</tr>
<tr>
<td>HIS 202</td>
<td>B+</td>
<td>3</td>
<td>9.99</td>
</tr>
</tbody>
</table>

**SUM OF ALL QUALITY POINTS = 37.99**

**SUM OF ALL QUALITY POINTS: 37.99 / TOTAL CREDITS: 16 = GPA: 2.37**

**TERM GPA: Set a goal grade for each class!**

(i.e. B+ 3.33)

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade/ Grade Points</th>
<th>Credits</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**SUM OF SEMESTER QUALITY POINTS (QP’s) = **

**SUM OF SEMESTER QP’s: _____ / TOTAL SEMESTER CREDITS: _____ = SEMESTER GPA: _____**

**CUMULATIVE GPA:**

<table>
<thead>
<tr>
<th>Cumulative QP’s (from transcript): _____</th>
<th>Semester QP’s (above): _____</th>
<th>TOTAL QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative GPA Hours (from transcript):</td>
<td>Semester Credit Hours (above):</td>
<td>TOTAL CREDIT HOURS</td>
</tr>
</tbody>
</table>

**TOTAL QUALITY POINTS _____ / TOTAL CREDIT HOURS _____ = _____ (NEW CUM GPA)**
GET THE MOST OUT OF CLASS TIME... TAKING NOTES:

- Helps you pay attention.
- Prepares you for what will be covered on quizzes and exams.
- Gives you material to review when studying.
- Combined with active listening keeps you focused and helps your mind from wandering.
  - **Active Listening** – not just hearing the words spoken, you are thinking about and trying to understand the information being presented.
- Helps to identify areas needing clarification.
  - Write as much information as possible for future reference.

NOTETAKING SYSTEM:

- **Spiral Notebooks**
  - 1 notebook per subject
  - Folder pockets for keeping class handouts

- **3-Ring Binders**
  - Have a separate one for each class.
  - Hole punch handouts in class and put them in your notebook as soon as you get them.
  - If you ever miss a class, get a copy of the notes and insert them where they belong.

- **Cornell Note-taking System**
  - Record, Question, Recite, Reflect, and Review material.
  - Leave 2 ½” column to left for Cue questions, and next 6” as notetaking column.
  - Leave 2” at bottom of page for summary.
  - Reference: [YouTube](https://www.youtube.com) or [Google “Cornell Note Taking Method”](https://www.google.com)

NOTETAKING TIPS:

- Start a new page for each class and day.
- Write the date at the top of the page.
- Keep your notes in chronological order from start to finish of semester.
- Print PowerPoint slides in note-taking format (3 slides per page).
- Use an outline format with headings and bullets.
- Underline all Key Concepts/Terms.
- Reread notes and rewrite them if necessary
- Use highlighters
- Compare notes with study group members or classmates.
- Don’t write in complete sentences, use symbols & abbreviations to help you take notes faster:
  - = (Same or Equal)  w/o (Without)
  - > (Greater than)  w/in (Within)
  - < (Less than)  b/c (Because)
  - ~ (Approximately)  & (And)
  - w/ (With)

(Source: Woodburn Press)

NEEDING HELP – TO BECOME ORGANIZED AND LEARN WHICH NOTE TAKING SYSTEM WORKS BEST FOR YOU?

Meet with a Student Academic Success Specialist through Office of Learning Services!
• Preparation: in your planner, put down the date to start studying for each assigned quiz and test.
• Speak with your instructor prior to test to clarify any questions you have. Ask what will be on the test.
• Depending on the test begin studying 1-2 weeks in advance (i.e. number of chapters & value of the test.)
• Studying should be ongoing (each day). This will reduce procrastination and test anxiety.
• Get a good night’s rest: minimum 6 hours, and eat a nutritious meal prior to the test.
• Enter the test knowing you have prepared to the best of your ability.
• Get to class early and bring everything you need: walk into the classroom with a positive attitude.
• At the test: write down any equations or terms you are likely to use.
• Flip through the test to become familiar with the sections & monitor your time as you work through them.
• If you begin to feel overwhelmed, take a moment to take a few deep breathes in order to relax and re-focus.
• If essay based, provide good detail, depth, and examples as evidence to show your understanding.

TEST ANXIETY:

Effects:
• Nervousness: difficulty reading and understanding the questions on the exam paper, difficulty organizing thoughts, and difficulty retrieving key words and concepts when answering essay questions.
• Doing poorly on an exam even though you know the material.
• Mental Blocking: going blank on questions, remembering the correct answers as soon as the exam is over.

Reducing Test Anxiety:
• Study and know the material well enough so that you can recall it even if you are under stress.
• Learn and practice good time management and avoid laziness, procrastination, day dreaming
• Studying throughout the semester and avoid cramming the night before the exam.
• Learn to concentrate on the material you are studying by generating questions from your textbooks and lecture notes, focusing on key words, concepts and examples in your textbooks and lecture notes, and making charts and outlines which organize the information in you notes and textbooks.
• Use relaxation techniques; for example, take long deep breaths to relax the body and reduce stress.

(Source: Downing, S.)

Reading

• Read chapters before material is taught
• Reread your text if necessary
• Quiz yourself after reading texts
• Write your own study guide
• Do problems from the text
• While reading, highlight important info
• Read aloud
• Use color coding
• Flag important pages in the text
• Create chapter outlines
• Use online resources
• Learn and use new words each day
• Write notes in the margin

(Source: Counseling Services, University at Buffalo)
STUDYING:

- Avoid cramming, numerous study sessions well in advance, is best.
- Tackle challenging subjects first: save easy subjects for last.
- Study in 45 minute intervals with 15 minute breaks.
- Create an ideal space: plenty of room, plenty of light, comfortable setting.
- Arrange to be undisturbed: take away cell phone, internet, T.V., friends, etc.
- Identify prime learning time: morning, afternoon, evening – determine when you are most alert.
  
  \textit{Note: 1 hour studying in your “prime time” is worth 2 hours of studying in your “off time”!}

- Study all course materials: readings, handouts, study guides, quizzes, essays.
- Condense course material: highlight important terms in book & notes, create outlines.
- Consider quiz & test questions: focus on what your instructor will expect you to know.
- Flashcards: effective for memorizing terms, concepts, and equations.
- Use a mnemonic device: a pattern of letters, ideas, or associations that assists with memorization.
- Make review sheets highlighting main ideas.
- Quiz yourself on the notes and do practice problems.
- Practice using technology applications & programs.
- Attend course review sessions.
- Check off the topic when you feel comfortable with the material.
  
  ✓ Ask the professor to go over unchecked topics.

- Additional resources:
  
  ✓ Visit your professor (after class, during office hours or make an appointment) to get help.
  ✓ Study in groups to solidify comprehension.
  ✓ Seek tutoring or writing services – visit Office of Learning Services!

<table>
<thead>
<tr>
<th>Difficulty:</th>
<th>Credits:</th>
<th>Multiply by (hours):</th>
<th>Total hours to study / week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Difficulty</td>
<td>3</td>
<td>1</td>
<td>3 hours</td>
</tr>
<tr>
<td>Medium Difficulty</td>
<td>3</td>
<td>2</td>
<td>6 hours</td>
</tr>
<tr>
<td>Higher Difficulty</td>
<td>3</td>
<td>3</td>
<td>9 hours</td>
</tr>
</tbody>
</table>

\begin{footnotes}

Lower Difficulty – advanced experience with content, performed high in prerequisites and related courses

Medium Difficulty – experience with content, performed satisfactory in prerequisites and related courses

Higher Difficulty – little to no experience with content, performed poorly in prerequisites and related courses

\end{footnotes}
<table>
<thead>
<tr>
<th>Campus Life</th>
<th>Campus Technology Services</th>
<th>COMPASS Career Services</th>
<th>COMPASS Center for Service Learning &amp; Community Service</th>
<th>COMPASS Experiential Learning (Experience-Based Education &amp; Co-ops)</th>
</tr>
</thead>
</table>
| 135 Marano Center  
312-2301  
Interim Director: Earnest Washington | 26 Lanigan Hall  
312-3456  
help@oswego.edu  
Chief Technology Officer: Sean Moriarty | 145 Marano Center  
312-2255  
Director: Gary Morris | 145 Marano Center  
312-5360  
Coordinator: Alyssa Amyotte | 145 Marano Center  
312-2151  
Director: Denise DiRienzo |

*student involvement  
*family & friends weekend  
*student organizations  
event planning & support  
*SUNY Oswego box office  
*skate shop  
/welcome center  
*Marano Center box office  
*check cashing  
*campus recreation |

*getting connected  
*help/training  
*instructional services  
*internet/email  
*labs/classrooms  
*requests for services  
*software/hardware  
*telephone/tv |

*undeclared advisement  
*major exploration  
*career exploration  
*self-assessments  
*skill identification  
*resume development  
*online tools & resources  
*career coaching |

*service learning  
*volunteer opportunities  
*service placements  
*alternative break programs  
*student led volunteer programs including:  
-adopt-a-grandparent  
-Mentor Oswego  
-Red Cross Club  
-Habitat for Humanity |

*career awareness  
*internships  
*service learning  
*cooperative education program |

Monday - Friday  
8:00am - 4:30pm |

Monday - Thursday  
8:00am - 9:00pm  
Friday until 4:30pm  
Sat. 12:00pm - 4:30pm |

Monday - Friday  
8:00am- 4:30pm |

Monday- Friday  
8:00am- 4:30pm |

| COMPASS  
First Year, Transfer & Orientation Programs | COMPASS  
Transition Support | Counseling Services Center | Disability Support Services | Financial Aid |
|------------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 145 Marano Center  
312-3068  
FY Coordinator: Michelle Bandia  
312-3638  
Transfer Coordinator: Corie Kohlbach  
312-5522  
New Student Orientation  
Orientation Coordinator: Daniel Roberts | 145 Marano Center  
312-2240  
Associate Director: Christy Huynh | 113 Walker Health Center  
312-4416  
Director: Maria Grimshaw-Clark | 155 Marano Center  
312-3338  
Coordinator: Dr. Starr Wheeler | 206 Culkin Hall  
312-2248  
Director: Dr. Mark Humbert |

*first year advisement  
*firstchoice program  
Transfer Programs  
*mentoring program  
*Tau Sigma  
*course equivalencies  
*articulation agreements  
New Student Orientation  
*Orientation  
*Break Transportation |

*out-of-class notices  
course withdrawals  
withdrawal from college  
medical leaves  
major exploration  
undeclared advisement  
individual counseling  
group counseling  
couples' counseling  
various workshops and seminars:  
-stress management  
-eating disorders  
-self-esteem  
-test anxiety  
provides reasonable accommodations to students that have documented physical, psychological, emotional, or learning disabilities  
applying for aid  
student employment  
grants  
*scholarships  
*loans  
personal money management  
financial implications of student withdrawals/drops |

Monday - Friday  
8:00am- 4:30pm |

Monday - Friday  
8:00am- 4:30pm  
Call for appointment |

Mon, and Thurs. 8:00am - 5pm  
Tues and Wed 8am - 6pm  
Fridays 8am - 4:30pm |

Monday - Friday  
8:00am- 4:30pm |
## Services for Students

### Office of Learning Services – 174 Marano Campus Center – www.oswego.edu/ols

<table>
<thead>
<tr>
<th>International Student &amp; Scholar Services</th>
<th>Life Styles Center</th>
<th>Office of Learning Services</th>
<th>Registrar’s Office</th>
<th>Residence Life &amp; Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>102 Sheldon Hall 312-5775 Interim International Student Scholar Advisor: Dr. Joshua McKeown 100 Sheldon Hall 312-2118</td>
<td>116 Walker Health Center 312-5648 Health Promotion Coordinator: Shelly Sloan AOD Coordinator: Tricia DeWolf</td>
<td>173 Marano Center 312-2571 Director: Catherine Santos EOP Program 171 Marano Center Director: Elizabeth Gannon 312-3094 Academic Success Specialists: Michelle Kent Daniel Lupa 170 Marano Center 312-2571</td>
<td>301 Culkin Hall 312-2136 Registrar: Jerret LeMay</td>
<td>303 Culkin Hall 312-2246 Director: Dr. Rick Kolenda Fitness Centers 312-3963 Fitness Centers Manager: Brian Wallace</td>
</tr>
<tr>
<td>*Study abroad opportunities Dr. Joshua McKeown 100 Sheldon Hall 312-2118</td>
<td>*awareness campaigns programs and presentations *peer educators *topics: -alcohol and other drugs -general wellness -peer theatre -sexual health -violence prevention</td>
<td>*tutoring center *writing center *learning center: *(help with study skills) *math center Academic Specialists: *Time Management *Study Skills *GPA Calculations *Grade Tracking *Goal Setting *Academic Progress Reviews</td>
<td>*registration *grades/records *graduation *transcripts *myOswego *proof of enrollment *certifications</td>
<td>*on-campus housing *roommate concerns *in-hall programming *employment opportunities *support for residents *fitness centers</td>
</tr>
</tbody>
</table>

- Monday – Friday 8:00am - 4:30pm
- Monday - Friday 8:30am - 4:30pm
- Monday - Friday 8:00am - 4:30pm
- Monday - Friday 8:00am - 4:30pm

<table>
<thead>
<tr>
<th>Resident Dining / College ID Card</th>
<th>Student Accounts</th>
<th>Student Conduct &amp; Compliance</th>
<th>University Police</th>
<th>Walker Health Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>503 Culkin Hall 312-2331 Director: Craig Traub</td>
<td>408 Culkin Hall 312-2225 Director: Peg Lloyd</td>
<td>501 Culkin Hall 312-3378 Associate Dean of Students: Lisa Evaneski</td>
<td>Pathfinder Hall 312-5555 Chief of Police: John Rossi</td>
<td>Walker Health Center Phone: 312-4100 Fax: 315-312-5409 Director: Liz Burns</td>
</tr>
<tr>
<td>*meal plans *special needs *Oswego College ID *passport photos Health Insurance Waivers Auxiliary Services Mike Fialy 315-312-2107 Textbooks - College Store 315-312-2260</td>
<td>*tuition and fees *payment options *myOswego access</td>
<td>*educate students about community standards and students rights *provide conflict resolution *enhance student leadership opportunities Dean of Students Dr. Jerri Drummond 501 Culkin Hall 312-4887</td>
<td>*security *emergency response *detection and prevention of crime on campus</td>
<td>*primary care services *medical referrals *STD testing/screening *loans of crutches, canes, and splints *health/wellness education *FONEMED – talk to a Registered Nurse after hours 1-877-617-9538 (toll free)</td>
</tr>
</tbody>
</table>

- Monday - Thursday 8:00am - 6:30pm
- Friday 8:00am-4:30pm
- Monday - Friday 8:00am - 4:30pm
- Monday - Friday 8:00am - 4:30pm
- Monday - Friday 8:00am - 4:30pm

- 24 hours a day, 7 days a week
- Monday - Friday 8:30am - 4:00pm
Well Performing Students vs. Struggling Students

<table>
<thead>
<tr>
<th>Well Performing Students...</th>
<th>Struggling Students...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Go to class!</td>
<td>• Find excuses not to go to class.</td>
</tr>
<tr>
<td>• Sit where the professor can see them and participate.</td>
<td>• Don’t actively listen or take notes during class.</td>
</tr>
<tr>
<td>• Work on their assignments early and submit them on time.</td>
<td>• Procrastinate until all their work piles up.</td>
</tr>
<tr>
<td>• Work on large assignments a piece at a time.</td>
<td>• Pull all-nighters to complete large assignments.</td>
</tr>
<tr>
<td>• Have methods for studying that work for them.</td>
<td>• May not know the best study method that works for them.</td>
</tr>
<tr>
<td>• Enter tests with confidence.</td>
<td>• Enter tests with doubts.</td>
</tr>
<tr>
<td>• Reward themselves after working.</td>
<td>• Reward themselves before working.</td>
</tr>
<tr>
<td>• Accept responsibility for their work and actions.</td>
<td>• Blame professors and others for bad grades.</td>
</tr>
<tr>
<td>• Seek help when they’re struggling.</td>
<td>• Are timid about seeking help.</td>
</tr>
<tr>
<td>• Are proactive; after fixing a bad situation, they work to prevent it from happening in the future.</td>
<td>• Are reactive; they fix bad situations but take no action to prevent them from happening again.</td>
</tr>
</tbody>
</table>

Where to Find Us!

Student Academic Success Specialists
SUNY Oswego Office of Learning Services
174 Marano Campus Center
315-312-2571
michelle.kent@oswego.edu
daniel.lupa@oswego.edu

To learn more about Office of Learning Services, scan here:

SOURCES