
The Passage from High School to College

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Section: COM
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Topic

- The topic I chose to present was transitioning from high school to college
- For this presentation, I wanted to cover three broad matters:
 - Academics
 - Independence
 - Relationships in college

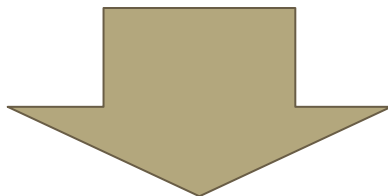


Purpose of the Lesson

- My instructor suggested I prepared this lesson in the beginning of the year. He said I could change it if I wanted, but I agreed that it was a good idea to present this to my students.
- I thought this was a good idea because I felt like I could give my students genuine tips and advice from my personal experience.
- I did my presentation the third week, so I also thought this topic would be a good way to get to know and get closer with my students.

Lesson Preparation

- I decided I wanted to make a Powerpoint to show the class. To prepare, I went to the Cortland Lib Guide. They have transition and theme resources. It spoke about the freshman myth, academic expectations, and social challenges. This was perfect for dividing my slides.
- I also researched good tips on transitioning from high school to college.



- "Cor 101 - Transitions: Transitions Theme Resources." *LibGuides*, <https://cortland.libguides.com/c.php?g=354220&p=2389324>.
- Gabriela Thorne Class of '18 Authored on November 17. "Five Tips on How to Transition from High School to College." *Harvard College*, <https://college.harvard.edu/life-harvard/student-stories/five-tips-how-transition-high-school-college>.

Why is this important for First Year students to know?

- This is so important for First Year students to know because going from high to college is definitely one of the hardest transitions you will ever make in your life. We spoke about the “Freshman Myth”, in which students are overly optimistic and confident in their ability to manage the challenges they will encounter at college.
- I empathize with these First Year students because due to COVID-19, they haven’t had in person classes in a year and a half. Adjusting to college is probably a lot harder for them.
- I think this presentation will benefit them by giving the students a huge awakening and help to make this new adjustment easier.

Presentation Materials

Here are the slides I created for my presentation.

Academics

- Teaching styles and academic demands
 - College classes move at a very fast pace
 - Keep up with readings your Professors provide you
 - Participation
 - Lectures
- Note taking
 - Good class notes can make or break a student academically
- There are many options and people to go to for assistance:
 - Tutors
 - Professional Tutors
 - Nightowl
 - Peer Tutoring
 - Advisors
 - Your TA :)



Independence

- Time management and self-discipline
 - Nobody is going to force you to wake up for class. Nobody is going to tell you to not stay out too late. It is your responsibility to attend your classes and complete your assignments on time.
- Ways to improve your self-discipline
 - Find a study area
 - Put away your phone or other distractions
 - Use a calendar and review deadlines
- Health and Hygiene
 - Keep yourself and your room clean
 - Have a good diet

Relationships

Forming new relationships

- Join your Cortland 2025 Facebook group
- Roommates
- Classmates
- Joining clubs or intramurals
- Going to events on campus

Methods

- **As a Student Facilitator, I wanted my students to be involved in some kind of discussion. I think it's good to interact with each other and try and keep them interested in what I was presenting**
- **I decided to read them the "Roommate Scenario" found on the COR101 Blackboard materials. We spoke about ways the two roommates could handle the situations at hand, and came up with some good ideas.**
- **I think that talking about your relationship with your roommate is a key topic when discussing the changes and obstacles you may have going away to college.**
- **This was effective in the way that it made students raise their hands and participate.**

Roommate Scenario

Rob and Chris are sophomores who have roomed together for the last year, with very few apparent sources of conflict. However, things have been increasingly tense between the two roommates in recent days over seemingly mundane things. Rob has his girlfriend over for three or four days at a time, which annoys Chris because Chris is unable to get any sleeping or studying done in the room while the girlfriend is there.

Rob is also a slob, with clothes tossed all over the room in no particular order. This annoys Chris because he is a very neat, meticulous person. Chris, on the other hand likes to listen to heavy metal music at all hours of the day and night. This annoys Rob because he is into country music. Chris also often uses Rob's stereo equipment without taking proper care of it. Rob may be a slob with his clothes, but is very meticulous with his stereo.

With the beginning of midterms, the tension in the room has grown thicker. Rob is doing very well academically, even with his girlfriend over for so many days at a time, while Chris has been struggling. This also puts a strain on the relationship between the two roommates.

Methods continued

- I also needed to bring in one activity to do in class. I spoke about managing your time and having self-discipline. I decided to use this time management worksheet found on the COR101 Blackboard as well.
- This was an effective activity because it can help students see what they are really spending all of their hours doing and what they can improve on. It is a good sheet for self-reflection and to help set goals for college.

How Are You Spending Your Time?

168 hours in a week

✓ - 56	hours for sleep
- 13	hours for class
- 0	hours working
- 7	hours eating
- 4	hours getting ready/commute time/getting to class = 144 hours remain

Subtract more hours for:

✓ - 10	studying
- 20	extracurricular activities (meetings, clubs, hobbies)
- 20	hanging out with boyfriend/girlfriend or friends
- 4	talking on the telephone
✓ - 10	watching TV
✓ - 30	family obligations
✓ - 30	relaxing
✓ - 7	computer time
- 15	other _____ = 36 hours remain

Look over the list and do the following: put a check next to the things you are spending too much time on put a check next to the things you are not spending enough time on circle the things that are the most important to you Now consider which areas you might be willing to spend less time on in order to have more time for things that are most important to you.

I would be willing to spend less time on the computer and watching TV to make more time for friends, family and school.

What things in your list are most enjoyable to you?

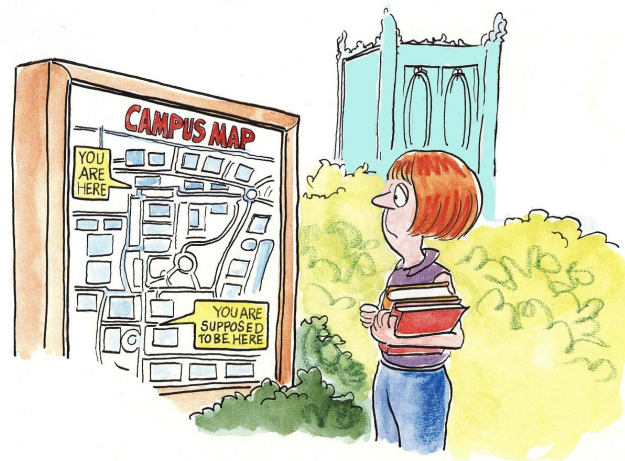
Sleep, hanging out with boyfriend and friends, family obligations, and relaxing.

Learning Outcomes/Objectives

- There were a few goals of this lesson:
 1. I wanted students to take away some pieces of good information and advice from someone who has been through this transition already. I wanted to pick diverse points in every aspect of going to college, from academics to roommates, to health.
 2. I wanted to form a connection with my students. I wanted them to be comfortable with me and get to know each other more. This is why I decided to do a small ice breaker activity in the beginning of class. We played two truths and a lie.
 3. Make sure to be honest with my students. I explained all the positive parts about going to college, but also some negative. One of the first things I told my students is that in college, you cannot just skate by. You have to put in the work and effort in order to be successful and pass your classes.

Assessment/Feedback

- Overall, my students seemed to like my presentation. Although, I did not get that much feedback about the presentation itself from them, but they did feel more comfortable talking to about different things. I had students come up to me after class more, or email me with different questions including about sports, tutoring, registration periods, and even personal matters. I am not going to show the emails due to some of them being private.



Reflection

- I feel like I learned and grew a lot from doing this presentation. I got to remind myself of my own advice and good academic tips. Also, talking for 50 minutes was very difficult. I learned that I talk fast while presenting and I need to work on slowing down. This definitely benefited me in terms of improving my public speaking.

