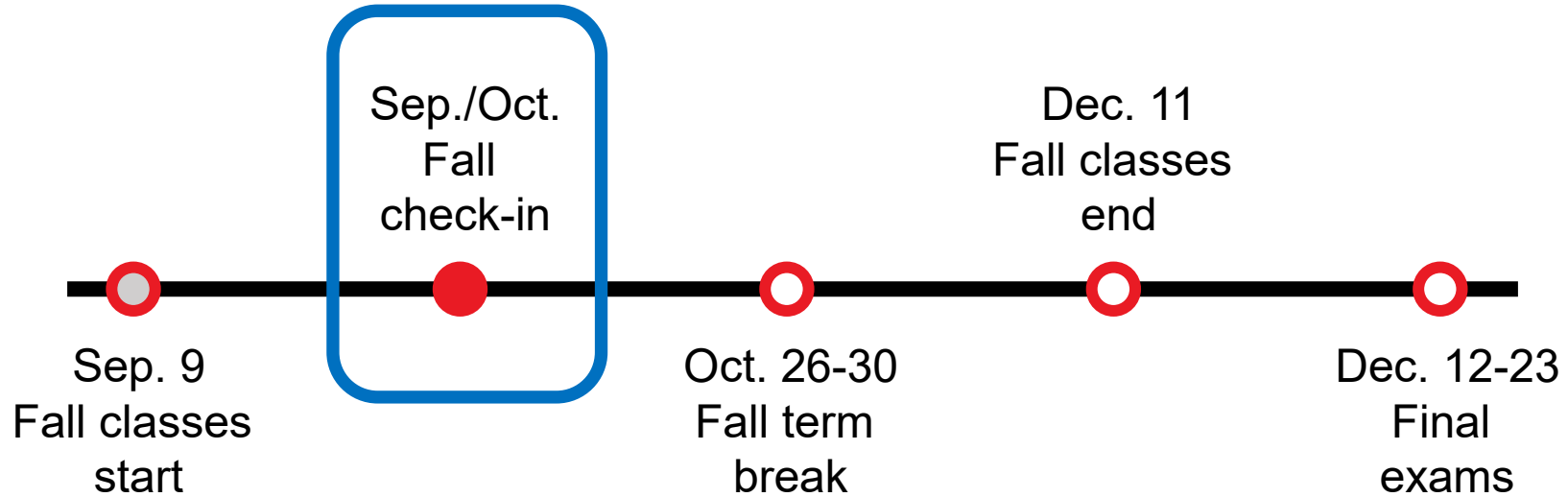


First-Year Check-In

Shawn Kenny, Ph.D., P.Eng.,
Professor, Associate Dean Student Success
Department of Civil & Environmental Engineering (DCEE)
Faculty of Engineering & Design (FED)

Fall semester overview

3 weeks have passed !?



What is your current landscape?



Have you read your course syllabi?

- Marking scheme & weights
- Deadlines & milestones
- Resources & expectations



Do you have a study plan?

- Build from syllabi
- Study hours per course
- Active learning
- Continual monitoring



Are you engaged?

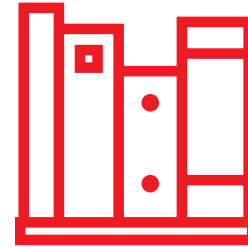
- Formed study group(s)
- Gone to office hours & PA sessions
- Asked questions, sought help when needed

Need for time management

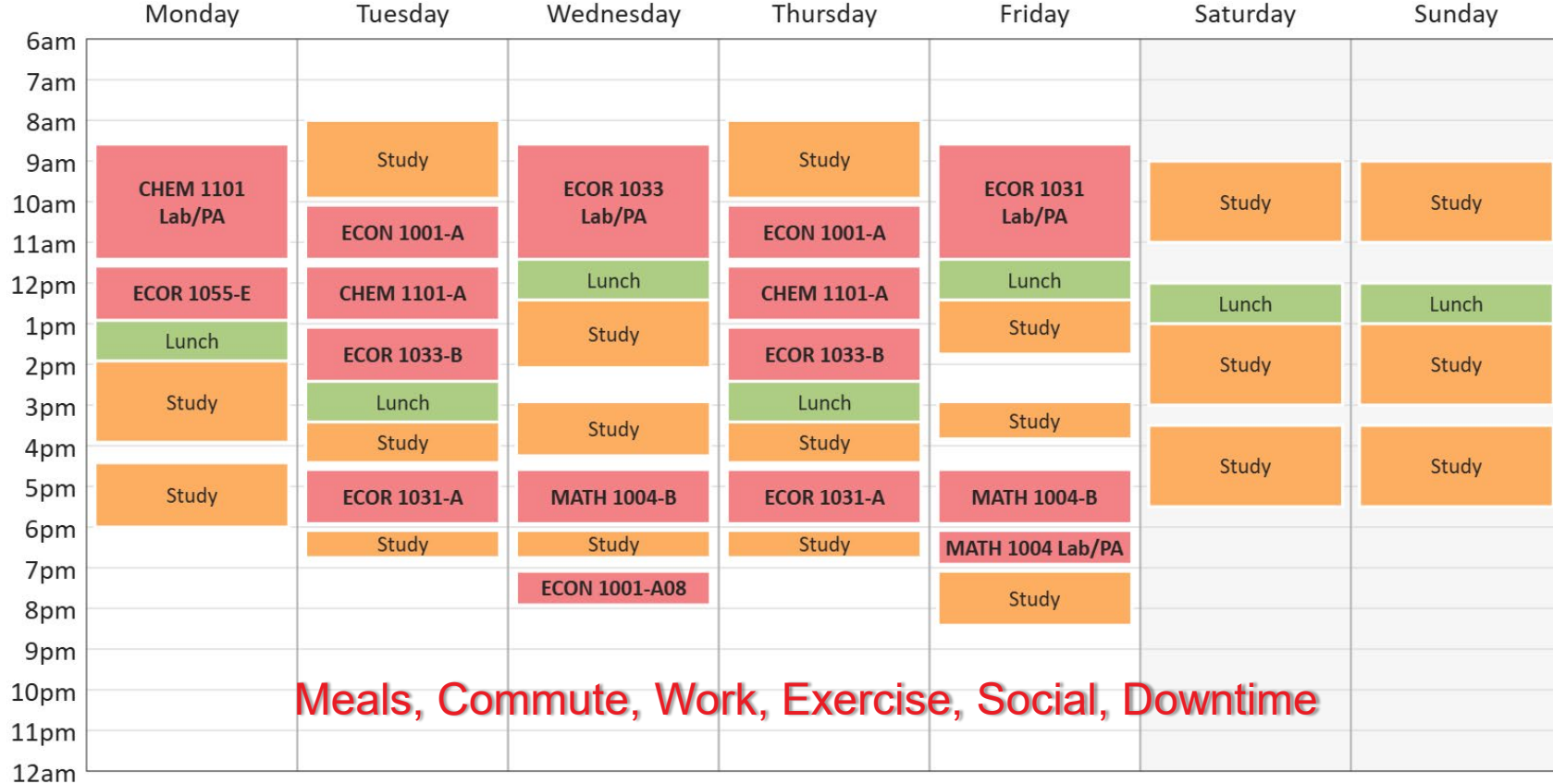


General rule is 2h-3h of study time
per 1h lecture contact time

Total time = 45h-60h
for lecture content



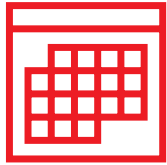
Full course load typically
5 courses/term
@ 3h/course per week



Class, Lab & PA Sessions
 Independent Study (30 h/wk)
 Lunch

Minimum (2:1 ratio) weekly schedule & study plan

Plan to address this week...



Develop high level term & detailed weekly schedules



Review & update rolling weekly study plan



Map all milestones & flag overload weeks

Now that you have a study plan...

Course Syllabus $\Rightarrow$ Instructor's Expectations

What is plagiarism?

Can I submit work based on group effort?

Can I use tools such as calculators & generative artificial intelligence (GenAI)?

**Unsure? Check the course syllabus.
Ask before the deadline!**

Otherwise, it may be...

an alleged academic
misconduct under the
[Academic Integrity Policy](#)

Key Principles:

Honesty, trust, respect,
fairness & responsibility



Academic Integrity



Questions? Advice?
Ombuds Services

We are here to support your success!

Action plan:

1. Connect with your peers
2. Complete the immediate actions (slide 6)
3. Improve note taking skills (see Resources)
4. Use the support resources (see QR code)

First-Year Engineering



Resources

Elements of note taking



Use your own words

Paraphrase, don't transcribe
Record structure & key relationships, not sentences
Verbatim is ineffective & competes with comprehension in working memory



Remove distractions

Silence notifications on all devices
Use electronic devices as a notebook, not a browser



Use a structured format

Supports preparation prior to the lecture, organization at the point of capture and record for review that promotes comprehension



Review early & often

Revisit within 24h-48h
Repeat at spaced intervals
Consolidation depends on the interval



Test yourself

Self quizzing (retrieval practice) is what builds durable memory
Highlighting & rereading feel productive but yield little value on retention

Note taking resources

- Carleton University
 - <https://carleton.ca/pmc/opportunities-at-pmc/notetaking/strategies-for-improving-your-notetaking-process/>
- The University of North Carolina at Chapel Hill
 - <https://learningcenter.unc.edu/tips-&-tools/effective-note-taking-in-class/>
- Stanford Center for Teaching & Learning
 - <https://ctl.stanford.edu/students/note-taking-guide>

Jansen et al. 2017, doi:10.1016/j.edurev.2017.10.001
Morehead et al. 2019, doi:10.1080/09658211.2019.1569694
Morehead et al. 2019, doi:10.1007/s10648-019-09468-2
Dunlosky et al. 2013, doi:10.1177/1529100612453266

Cornell layout + three metacognitive checkpoints. One page per lecture.

Course _____
Date _____
Topic _____

**BEFORE
CLASS
(2 min)**

What do I know? What does it build on from this knowledge? What question(s) do I have?

AFTER CLASS (5 min)

Turn the notes into a **question you could be asked**. Cover the right side & answer from these cues.

What **type** of problem is this?
Which **method** fits, which don't?
Where did I get **lost**? Is it new?
What's **new** to me here?
Who do I **ask** & when?

DURING CLASS

Main points, definitions, governing equations with units, & key steps of each worked example. Sketch the FBD. Mark anything you don't understand.

**AFTER
CLASS
(3-5 min)**

Most important ideas

Open questions?

Next step(s) with a date

Self-quiz: within 24 h, cover the Notes column, answer every cue out loud, then review misses in 3 days.

Cornell layout + three metacognitive checkpoints. One page per lecture.

Course	ECOR 1033 Statics
Date	Sept 24 Lecture 6
Topic	Rigid-body equilibrium

**BEFORE
CLASS
(2 min)**

What do I know? What does it build on from this knowledge? What question(s) do I have?

Builds on particle equilibrium ($\Sigma F = 0$). New: moments, so $\Sigma M = 0$ too.

Q: when do I take moments about a point vs. sum forces?

AFTER CLASS (5 min)

Turn the notes into a **question you could be asked**. Cover the right side & answer from these cues.

What **type** of problem is this?
Which **method** fits, which don't?
Where did I get **lost**? Is it new?
What's **new** to me here?
Who do I **ask** & when?

Q: Why 3 eqns for 2D body but 2 for a particle?

Q: How do I pick the point for ΣM to reduce the unknowns?

?? Lost at the sign convention

?? for moments – ask TA Thu

Q: When is a problem statically indeterminate?

**AFTER
CLASS
(3-5 min)**

Most important ideas

Pick ΣM point to kill unknowns.

Open questions?

free vector? indeterminate?

Next step(s) with a date

Redo Ex. 6.2 24

Self-quiz: within 24 h, cover the Notes column, answer every cue out loud, then review misses in 3 days.

ECOR tutoring service

Build confidence. Master ECOR. Succeed in Engineering.

- The ECOR Tutoring Service is a new, OPAIP-funded initiative designed to help first-year engineering students strengthen their understanding of ECOR course material & build confidence in their learning.
 - Free peer tutoring, in-person & online
 - Booked & drop-in sessions available
 - 1-1 or group sessions
 - Built for 1st year engineering students
 - Ask questions in a supportive environment
 - Designed to help you reach your learning goals



Available resources external to FED

- Resources available when enrolled in these discipline courses

[Math Tutorial Centre \(MTC\) - School of Mathematics & Statistics](#)

[Chemistry Resources | Science Student Success Centre](#)

[Physics Resources | Science Student Success Centre](#)

CSES CAMPED initiative

- Carleton Academic Mentorship Program for Engineering & Design (CAMPED)

The Carleton Student Engineering Society (CSES), in conjunction with the Faculty of Engineering & Design (FED), has undertaken an initiative to mentor new undergraduate students in their academic pursuits & foster a community space where they may lean on upper year students for support, both academically & in their adjustments to campus life.

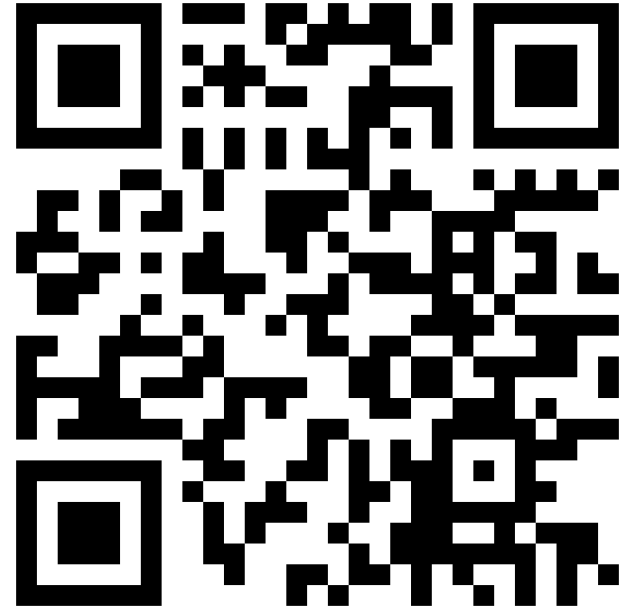
Mental health & wellness

- Wellness Services Navigator
- Health & Counselling
- Resource Guide



Paul Menton Centre

- Mission: to foster equal access to the university experience for students with disabilities while maintaining academic standards through provision of academic accommodations & support services, in partnership with the Carleton community.



Centre for Student Academic Support (CSAS)

- Learning & Writing Support Workshops to support students in developing their academic skills & strategies. These workshops provide students the opportunity to explore each topic at their own pace & are available on Brightspace throughout the entire year (September – August).



Thank You!

