



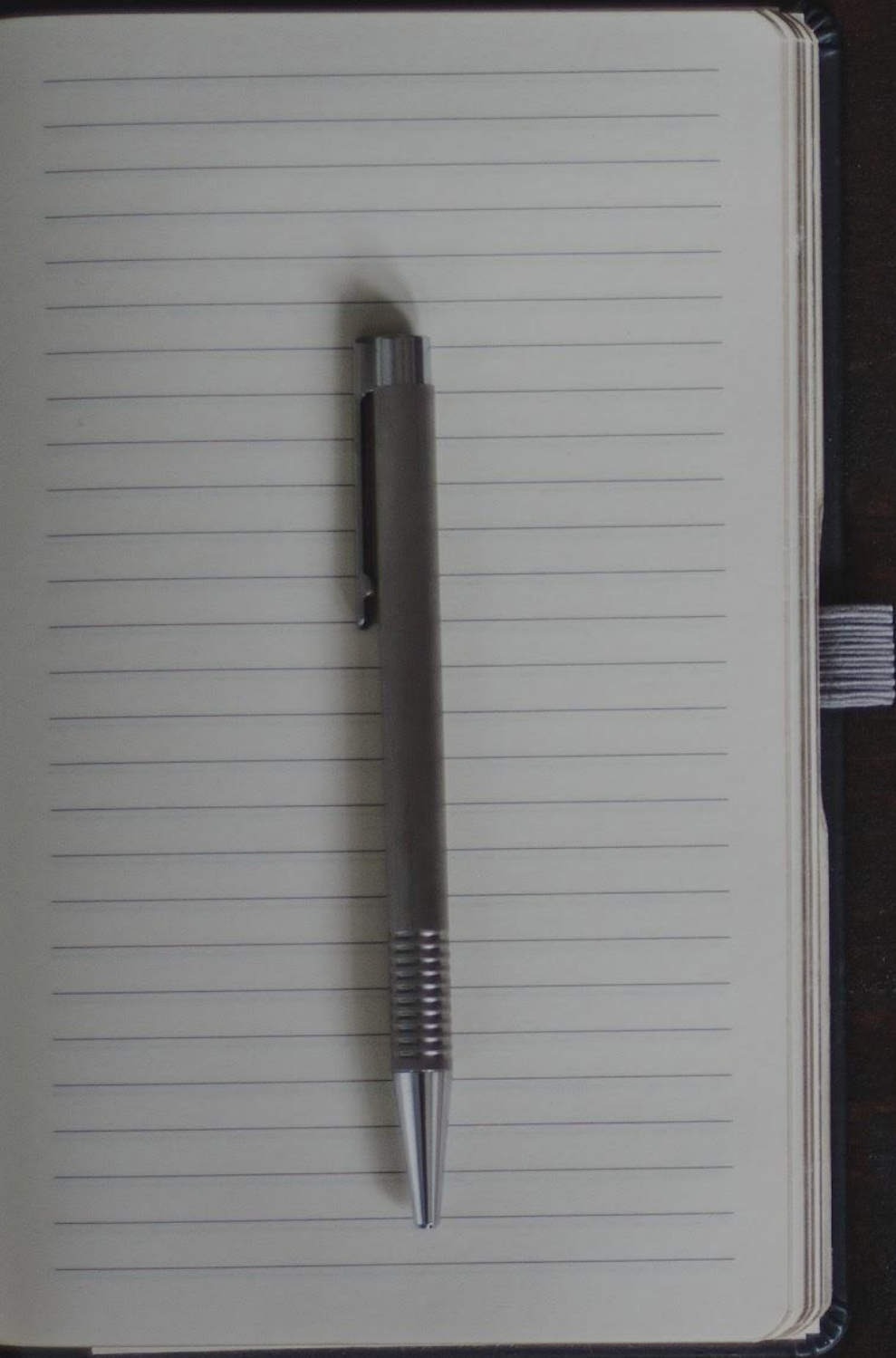
LRC
LETTERS
TRANSFORM THE WAY YOU LEARN

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WELCOME (BACK) BRONCOS!

As we enter our second academic year on the semester system, we look forward to new strides in academic achievements, supported by the various branches of the Learning Resource Center and other campus resources. Going into the new academic year with a fresh start, we introduce *LRC Letters*, an LRC publication, to give all students, faculty, and staff across campus access to academic skills. By doing so, we hope to give students their best chance at success.

In a short message to all Broncos, the LRC Academic Skills Coordinator shares his vision, inspiration, and what he is most excited to see for *LRC LETTERS*:

“My vision for LRC LETTERS is to be the resource that delivers the very best of Academic Skills, straight to your inbox each month. My team works at 110% to develop monthly issues that share tips and strategies for Learning, Mindset, and Productivity.

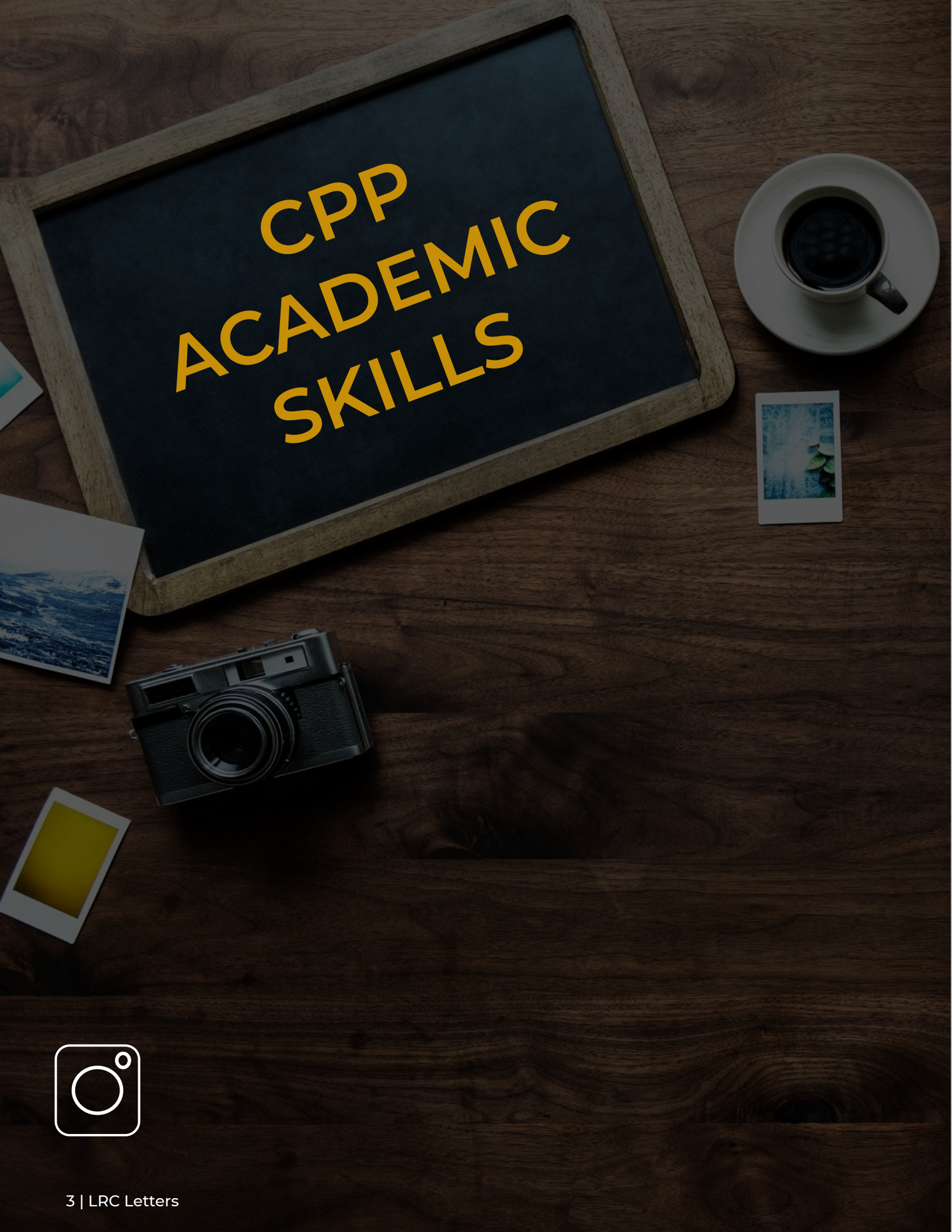
By sharing our Academic Skills products, valuable insight from CPP faculty and staff, and opportunities for you to learn from your peers, we hope to create a newsletter that inspires you to transform the way you learn.

We invite you to become an active reader and to get involved by sharing your thoughts and questions at designated points throughout each issue. If LRC LETTERS leaves you wanting more, be sure to pay us a visit in the LRC. We look forward to meeting you.”

*Stay tuned,
Edward*

--

*Edward Coronado III
AS Coordinator*

A top-down view of a wooden desk. In the upper left, a chalkboard with a wooden frame has the text 'CPP ACADEMIC SKILLS' written in yellow. To its right is a white coffee cup on a saucer. Below the chalkboard is a silver camera. Several Polaroid photos are scattered on the desk: one with a blue landscape, one with a yellow background, and one with green leaves.

CPP ACADEMIC SKILLS

LRC Clips

LRC Clips serve as bite-sized videos that cover different Academic Skills, which all fall under one of three umbrellas: productivity, learning strategies, and mindset. Available on YouTube, these clips are meant to give an overview of each topic for you students who not only want to think about how you learn, but who also want to transform the way you learn.

LRC Chats

Our podcasts, LRC Chats, will cover a wide variety of broader impacts on student success. Each episode will feature a conversation between one or more professionals on campus who have experience with the episode's topic, and a member of our own Academic Skills team. Our goal is for students to be able to look at academic skills from new perspectives.

LRC Letters

Our newsletter, *LRC Letters*, combines pieces of all of our e-learning platforms for those students who want to learn on their own time. Students will be able to easily flip through the online publication when they want. A bonus, students will have a chance to respond to and be featured in upcoming issues of LRC Letters.

Social Media

The LRC instagram page not only gives students updates and reminders about what's happening in the LRC and all over campus, but it also gives students a quick peek into academic skills. Be sure to check out our instagram, just click our Instagram icon in the bottom left corner.



HOW DO YOU LEARN?

QUESTION OF THE MONTH



"I take **handwritten** notes [because], besides being old school, I feel more involved with the lecture and it's easier to go back to my notes later on."

Trey Nguyen
Computer Engineering



"I take **handwritten** notes because I remember what I write better and it helps me stay engaged in class."

Sarah Caballero
Agriculture with Food Science & Technology Emphasis M.A.



"I take **electronic** notes to save paper, and because it's quicker; it helps me keep up."

Avalon Whalen
Psychology

Do you take electronic or handwritten notes, and why?

"I take **electronic** notes because it's convenient, it saves paper, and the notes are easier to keep track of. Sometimes, if I take handwritten notes, I lose them easily."



Alexis Ramirez Ruiz
Political Science



"For me **it varies**. It depends on the class. For any class with math or examples it's hard to take electronic notes."

Sydney Ghazarian
Biology

"I take **handwritten** notes because it gives me more space and freedom to be messy and creative, and more power over my notes, and also it's just faster for me."



Lydia Nolte
English with Literature Emphasis M.A.

Want to be a part of LRC Letters? [Click here](#) to respond to our next question of the month, which will be featured in our upcoming October Edition.



A S K

E D W

A R D

This is the place to share any and all questions, comments, and concerns about academic skills. All questions are submitted by CPP students and answered by Edward, the LRC's Academic Skills Coordinator. To submit a question, [CLICK HERE](#).

01

HOW DO YOU FIND THE MOTIVATION TO GO TO CLASS WHEN YOU JUST AREN'T FEELING IT?

Before sharing my best tip, it's important to reflect on why you dislike going to class. What is it that makes you feel unmotivated?

Here are some common expressions to get you thinking:

- The entire class is lecture, no interaction.
- The material is boring or abstract.
- The slides are posted online.
- There are little to no visuals/activities/projects etc.

Now ask yourself: What you would change if you were teaching the course? Maybe you would incorporate more visuals or create more opportunities for interaction.

Great. Do those things. Obviously, you aren't teaching the course, but try to find ways to incorporate your suggestions. Here are some ideas:

- Create your own visuals based on the lecture content that you can reference later.
- Raise your hand and ask questions to provoke conversation.
- Start a study group of like-minded learners.

Once you start contributing to the course (whatever that means to you), I think you'll find it easier to go. As an added bonus, you'll find yourself more meaningfully learning the material in the process.

02

WHY DOES IT MATTER WHERE YOU SIT IN CLASS?

Have you ever found yourself checked out in the back of a classroom watching an episode on everyone's favorite streaming platform or scrolling through your feed?

Of course you haven't, but I'm sure you've seen someone else do it. It can be hard to stay engaged in class 100% of the time, but how do we overcome the temptation to "quickly glance" at our tech?

Simple: **Sit in the T-Zone.** You can learn more about the T-Zone in this issue, but in a nutshell, it is comprised of the first two rows of desks in a classroom and the strip down the center.

But why? Because sitting in the T-Zone keeps you accountable to the professor.

Research has shown that students sitting in the T-Zone are more likely to earn higher grades and rate the course more favorably than those sitting along the sides and back of a classroom.

This effect may be attributed to the fact that students in the T-Zone make more eye contact with instructors, which can make you feel more connected and less tempted by outside distractions.

03

HOW DO YOU COPE WITH GROUP PROJECTS?

Ah, group projects--the arch nemesis of hard-working, responsible students everywhere.

Group projects can be tough for many reasons:

- Finding mutual times to meet
- Getting everyone to contribute equally
- Getting everyone to contribute at all

If you're asking this question, I am going to assume that you have found yourself suffering from point two or three above. While there is no simple solution, I have one tip that can turn most negative group situations around.

During your first meeting, play to everyone's strengths. Ask everyone what they are good at. Maybe they are a planner. Great. Let them keep track of deadlines. Maybe they are well acquainted with the LRC. Great. Let that person take the paper in for editing at the Writing Center (shameless plug).

By asking everyone to play to their strengths, you will find them more motivated to contribute and to show off what they're good at.

L C H A T S R C



WHEN HARD-WORK BEATS TALENT

Guest:

Alyssa Christiansen



*When it comes to success, passion and perseverance are more important than talent. In this episode, we interview Alyssa Christiansen, the new ASI CARE Program Coordinator at CPP. This program is committed to serving Broncos who lack basic needs. The program helps students who experience food insecurity, homelessness, and varying types of crises. We speak with Alyssa about GRIT and explore how it is a defining attribute of students who achieve any goal that they have set. To listen to this episode of LRC Chats just **click any of the icons above.***

If you are a student that wants to learn about the secrets to a successful college career, or just want to hear noteworthy conversations about topics that influence student success, then this is the podcast for you.

MASLOW'S HIERARCHY OF **BASIC NEEDS**

Abraham Maslow's Hierarchy of Basic Needs is a theory based on the principle that you cannot achieve your best version of yourself without having certain fundamental needs met first. These fundamental needs are often referred to as basic needs, and they are split into five levels, each of which build off of each other. The pyramid can be read from the bottom up, starting with physiological needs. Physiological needs are made up of things such as food, water, and clothing. Next comes safety needs. These needs consist of things

like shelter and stability. The two bottom levels make up the most basic of human needs, which can impact how capable we are of fulfilling the needs that are higher up on the pyramid. Social needs are made up of relationships, community involvement, and belonging. The next level, esteem needs, focuses on individual self-esteem, confidence, and sense of accomplishment. Finally, once all of the latter are achieved, an individual should be able to achieve self-actualization, or in other words, an individual should

be able to reach their full potential. Maslow's Hierarchy is essential to student success because it is proven that students perform better academically when their basic needs are fulfilled.





FACULTY & STAFF
SPOTLIGHT

RECOGNIZING THOSE WHO MAKE OUR CAMPUS A COMMUNITY



Alyssa Christiansen, M.A.

**Bronco CARE
Basic Needs Program**
ASI CARE Coordinator

Podcast Highlight:

Christiansen opened up to us about what she thinks about advocacy and what she hopes for students here at Cal Poly Pomona:

"I think advocacy and self advocacy is really important... The thing that I would hope for our students is that they know how to ask for help because that's a very courageous thing."

Learn more by listening to Episode One of LRC Chats,

"When Hard Work Beats Talent," on Spotify, or, for quick access, just click any of the icons on page 8.

Alyssa Christiansen is a CPP alumni who now holds the new position of ASI CARE Coordinator. As she mentions in our first episode of our new podcast, LRC Chats, her work is all about supporting students and helping them fulfill the most basic of human needs, in order to have a fair chance of reaching their full potential. She also expresses to us that she feels "it is an honor and a privilege to be able to serve students."

As part of the Integrated Care Network here on campus, Christiansen works with other resources across campus that are also dedicated to helping students with their basic needs. She acknowledges that sometimes the best way to help students is to utilize this Network by referring students to these other resources.



Alison Baker, PhD

**Department of English and
Modern Languages**
Professor of English Medieval
and Mythological Literature

Dr. Alison Baker has been a CPP professor for 17 years now, but she carries the enthusiasm of a new professor into every new year. It is that same enthusiasm for learning that inspired her to teach. Never wanting school to end, Dr. Baker decided to pursue her PhD so that she may teach "the fun stuff" that peaked her interest. Her love of medieval and folk literature stems from her love of languages and extraordinary tales of heroes and villains. She also has a fondness for orally told stories, because, in times where fewer people were literate, these stories were far more accessible.

As important as accessibility is to Dr. Baker, it's no surprise that when asked what one thing she would change about this campus to make it better for students, her response was "more access points [for getting] on and off campus and more parking."

Dr. Baker's biggest piece of advice for incoming freshmen is to "make the campus your own, hang around on campus more, be present, and meet new people."

Fun Fact: If she could only teach one class she would choose to teach Myth because she enjoys "big swirling ideas" that all connect and that anyone can find their own meaning in.

GETTING THE MOST OUT OF LECTURE

AN ACADEMIC SKILLS MODULE

Our Academic Skills Modules provide personalized learning tools for students all over campus. These modules will take you through a topic, or several topics, and the modules you watch will be based on your responses. This means that each module will be customized to fit each individual student's needs.

Our module, "Getting the Most Out of Your Lecture," can help students identify key components to having a successful class period and overall success in their courses. Students can learn about The T-Zone, different ways to take notes, how to prepare for class, and more.

For more about these topics, just click the play button to your left and it will take you to the "Getting the Most Out of Your Lecture" module, or continue reading to learn about the T-Zone and your options for note taking paper.



ACADEMIC SKILLS
CPP | LEARNING RESOURCE CENTER



THE T ZONE

WHERE TO SIT IN CLASS AND WHY

Many students don't realize that classroom success can be influenced by a large variety of factors, one of those factors being where we choose to sit in class. It turns out that the best place for students to sit is in the T-Zone.

This zone consists of the front two rows and the two middle columns. The reason students who sit in this zone tend to do better in their courses is linked to classroom participation. Because these students are in the professor's line of sight for a majority of a class period, they are prompted to ask questions, participate, and stay engaged. When out of the professor's view, it can be difficult to avoid distraction, hear everything you need to take notes on, and see any visual aids a professor uses. So on the first day of class, do your best to arrive early and secure your seat in the T-Zone.

T-ZONE VISUAL

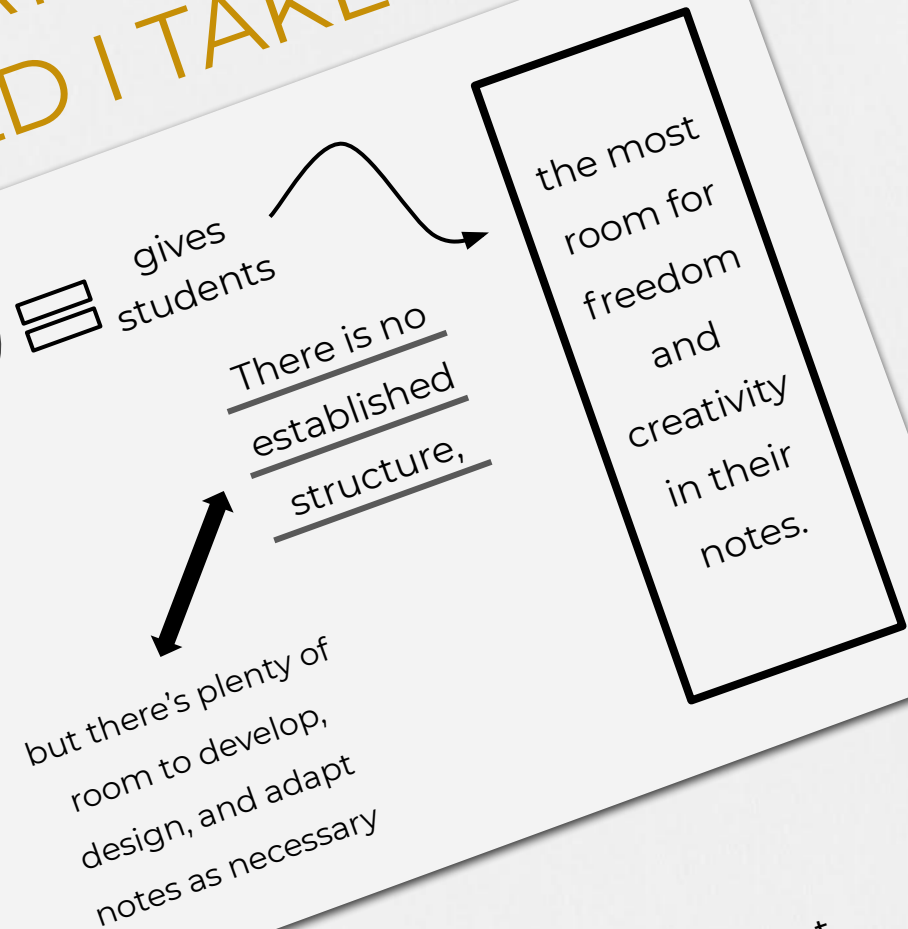
The yellow squares represent the seats in the T-Zone

Front of classroom



WHAT KIND OF PAPER SHOULD I TAKE NOTES ON?

Blank paper



Lined paper is the most commonly used paper for notes. It is the best choice for students who like structure and organization when taking notes.

Sticky Notes can help make lined paper feel less restricting and rigid.

This paper works particularly well for students who prefer linear or sequential organization.

Allows for both creativity and structure.

Bulletpaper

This can be especially helpful for notes that require drawing or art.

An excellent choice for highly structured notes or



Notes with numbers and equations.

Graph paper

1. The grid like pattern is especially well-suited to
 - A. neat and organized
 - B. outlines

THE ACADEMIC SKILLS TEAM

Edward Coronado III
Program Coordinator

Jackeline Cortez
Lead, LRC Clips

Trey Nguyen
Lead, Graphics and FX

Cheyenne Peat-Davis
Lead, LRC Letters

Alexis Ramirez Ruiz
Lead, LRC Chats

Kayla Torrez-Melton
Lead, Social Media

PHOTO/INFORMATION CREDITS

Alexis Ramirez Ruiz
Lead, LRC Chats

Cal Poly Pomona
<https://www.cpp.edu//>

Tom Zasadzinski
CPP, University Photographer

Pexels
<https://www.pexels.com/photo-license/>

W. Keith & Janet Kellogg Art Gallery
<https://env.cpp.edu/kellogg/kellogg>

FEATURED PROGRAMS

CPP Academic Skills
Bld. 15-Rm. 2921, (909)869-3505

BRONCOS CARE Program
Bld. 46-West Entrance, (909)869-2763

Learning Resource Center
Bld. 15-Rm. 2921, (909)869-3360