ORGANIZED®
BINDER

Guide for College Educators

"More than 70 percent of community college students who enter the system are under prepared to do college-level work with the majority being first generation college students, low-income and/or minority."

—*Recommendations from the Student Success Task Force for Community Colleges*

Dear Educators,

We are honored that you are adopting Organized Binder. This guide is designed to introduce you to Organized Binder and give you tips and tools to support your implementation. If you desire further information you can contact us at **info@organizedbinder.com** or visit **organizedbinder.com**.

Sincerely,
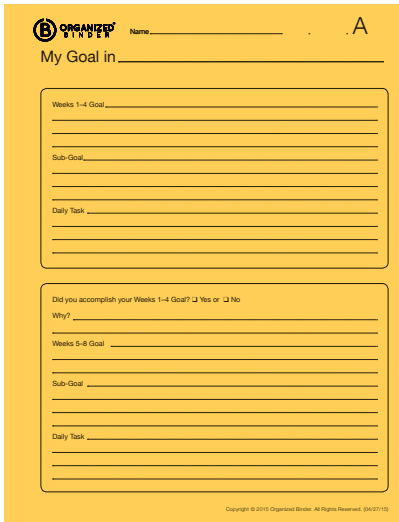
Mitch Weathers
Founder and Creator

Overview
Organized Binder is a system to support student learning through an organized and predictable classroom routine. Organized Binder does not impede academic freedom, as it does not alter the way the instructor delivers content. Using this system, students learn how to set academic Goals, manage their time, maintain a personal calendar, get and stay organized, develop effective studying habits, and more. Students are more successful at accessing and mastering objectives in a class when they have exposure to these non-cognitive behaviors. In addition, our system helps instructors save class time, reduce classroom management issues, model time management, teach study skills, and give students practice at thinking metacognitively on a daily basis.

Organized Binder Develops
• **Academic Behaviors**: doing homework, organizing materials, and studying
• **Academic Perseverance**: tenacity, self-discipline, and self-regulated learning
• **Academic Mindsets:** believing one can succeed, and developing a growth mindset
• **Learning Strategies**: study skills, metacognitive strategies, and Goal setting
• **Time Management:** the ability to balance school and other demands
• **Academic Experience:** actively belonging to an academic community

The System

Organized Binder is designed to be simple to use. It is composed of six pages and a syllabus—pages labeled A-G. First we introduce you to the pages used daily in class and then we will review those that are used throughout the semester.

A-Goals

B-Weekly Lifeline

C-Agenda

D-Binder Check

F-Academic Toolkit

G-Table of Contents

Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes the classroom by utilizing class-time often wasted—the first few minutes and the last few minutes. Each day in class the instructor will begin with a Kick-Off Prompt on the Weekly Lifeline (Page B), then transition to the Agenda (Page C), and then the Table of Contents (Page G). On occasion the instructor will reference the Academic Toolkit (Page F).

Sequence of pages used daily:

B-Weekly Lifeline

C-Agenda

F-Academic Toolkit

G-Table of Contents
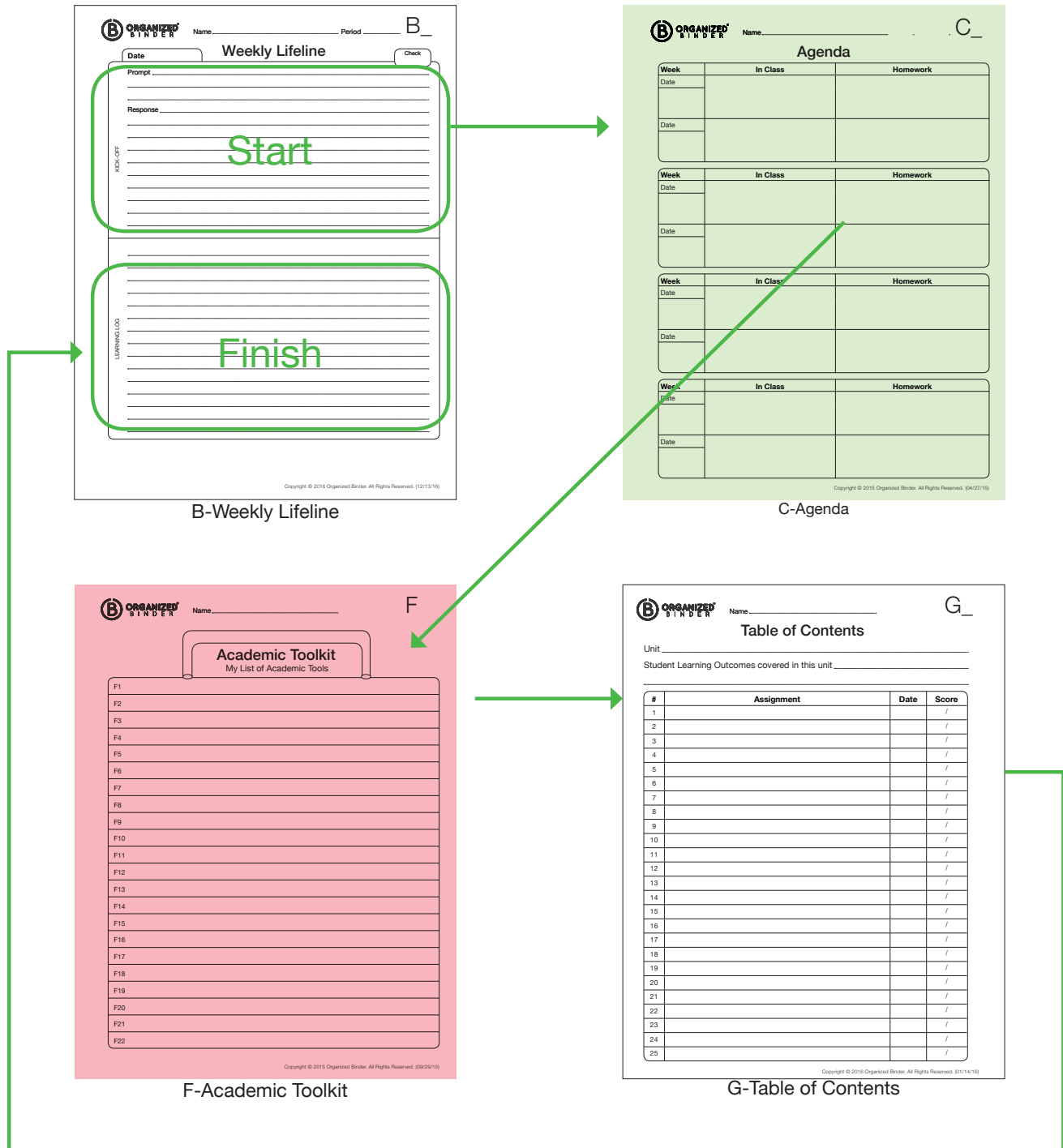
Page B: Weekly Lifeline
The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Instructors use the Kick-Off prompt to review the previous classes content standards or objectives.

We conclude the time spent on the Kick-Off prompt with the "Check" box. Students are to reflect on whether or not they have mastery of the content discussed during the Kick-Off: 1 = I am completely confused and 5 = I have mastery. Students simply record a number between 1-5. Instructors can use these self-rankings as a formative assessment to determine students understanding of the content being revisited.

The Learning Log is how we conclude class with Organized Binder. Each day in class students reflect on what they learned and/or what has confused them from the day's lesson. Students are required to practice using grammatically correct, complete sentences in English (academic English). When writing their Learning Logs they are not to write about what they did in class that day.

Weekly Lifelines are graded each week (usually scored out of 5 points) and handed back to students and filed in order in their binder, B1, B2, B3, etc. Each week students receive a new/blank Weekly Lifeline.

Skills Practiced:
Metacognition, reflection, organizing materials, study skills, creating study resources, belonging to an academic community.

Page C: Agenda

The Agenda is used to identify what will be done each day in class and whether or not there is homework. The instructor, through parallel-process updates the Agenda each day in the class binder (if possible) while students update their Agendas. By adding larger or significant upcoming assignments to the Agenda this page is used to teach the skill of maintaining a calendar. Ideally these daily updates and larger assignments will coincide with those outlined in the class Syllabus (Page E).

Each new Agenda page is represented by C1, C2, C3, etc.

Skills Practiced:
Time and task management, maintaining a calendar, organization material, self-discipline, the ability to balance school and other demands

ORGANIZED BINDER   Name_____   C_

Agenda

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

ORGANIZED BINDER   Name_____

Agenda

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

Week	In Class	Homework
Date		
Date		

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Page G: Table of Contents

On the Table of Contents the organizing of in-class assignments, as well as homework assignments, mirrors instructors' unit lesson planning. All work in a given unit is listed in chronological order on the Table of Contents and this page is updated daily in class with the work that coincides with that day's work or homework. The assignment number is written (usually by the student) on the upper right-hand corner of each assignment. Regardless of the "type" of assignment, notes, worksheets, essays, quizzes, lab report, homework, class work, etc., they all get listed in order on the Table of Contents. Students keep track of their grade in class by recording their scores in the "score" column. At the end of each unit the assignments are stapled in order behind the Table of Contents to create a unit packet. At the start of the next unit students update a new Table of Contents for the new unit. Each unit is represented by G1, G2, G3, etc. In other words, students will have every single assignment they created throughout the entire semester neatly organized in standards-aligned thematic unit packets. These unit packets can be used to study for unit exam and final exams.

Skills Practiced:
Organization, creating studying resources, the ability to balance school and other demands, self-discipline

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B ORGANIZED BINDER   Name_____   G_

Table of Contents

Unit _____

Student Learning Outcomes covered in this unit _____

_____

#	Assignment	Date	Score
1			/
2			/
3			/
4			/
5			/
6			/
7			/
8			/
9			/
10			/
11			/
12			/
13			/
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/
23			/
24			/
25			/

B ORGANIZED BINDER   Name_____

#	Assignment	Date	Score
26			/
27			/
28			/
29			/
30			/
31			/
32			/
33			/
34			/
35			/
36			/
37			/
38			/
39			/
40			/
41			/
42			/
43			/
44			/
45			/
46			/
47			/
48			/
49			/
50			/
51			/
52			/
53			/

Page F: Academic Toolkit*

The Academic Toolkit is the appendix in student's Organized Binder. Any assignment or work that must be referenced or added to throughout the school year is stored in the Academic Toolkit. To differentiate the assignments in the Academic Toolkit from those in the Table of Contents, students label assignments with F1, F2, F3, etc. in the upper right-hand corner, see picture below.

May not be used daily

Skills Practiced:
Organization, creating studying resources

Pages Used Periodically in Class: A, D, and E
There are three pages in Organized Binder that are not used daily in class: Goals (Page A), Binder Check Schedule (Page D), and the class Syllabus (Page E). These pages are used monthly, quarterly and throughout the semester.

Quarterly

A-Goals

Throughout the Term

D-Binder Check

Throughout the Year

E-Syllabus

Page A: Goals

The first page in Organized Binder is the Goals page. It is colored gold because we want students "going for the gold!" Each quarter, marking period, or periodically throughout the semester students pause to set and reflect upon their academic Goals. Student's Goals consist of three components: the Goal, Sub-Goal, and Daily Task. The Sub-Goal is what students have identified as a way to accomplish their Goal. For example, if a student's Goal is, "To pass the class", their Sub-Goal might be, "To complete all of their homework." The Daily Task is the most important component of Goal setting and it is what students have identified as the way they will accomplish their Sub-Goal. For example, if a student's sub Goal is to complete all of their homework their Daily Task might identify when and where they will do so, "At 4:00 p.m. when I get home from school I will sit down at the dining room table and do my homework."

Skills Practiced:
Goal setting, self-regulated learning, identifying success strategies

Page D: Binder Check Schedule

This is the page of Organized Binder that will help your student succeed. Each month (on average) instructors will grade student binders according to a pre-arranged Binder Check Schedule. The dates of the binder checks will be set early in the semester or marking period and recorded on Page D. Instructors will also maintain a Class Example Binder for each subject they teach. Students have access to this example binder if they need to update their personal binder.

Students are required to keep their binder organized. An "organized binder" is a binder that looks exactly like the Class Example Binder. On the date of the binder check if students binder looks like the sample binder they receive 25 points. If there is anything that needs to be updated in their binder they have one week to fix those mistakes and turn their binder back into the instructor for a binder recheck. The Goal is for every single student to receive 25 points on each binder check!

Many instructors will use Organized Binder's Peer/Self Binder Check (see: How To Implement at the end of this guide) the day before or day of the binder check in class. Utilizing this page students trade binders with a classmate and use the Peer/Self Binder Check to identify everything that needs to be updated, then students receive their binder back, fix the mistakes before turning their binder into the instructor to be checked.

Skills Practiced:
Accountability, organization, tenacity, self-discipline.

B ORGANIZED BINDER Name_____ D

Binder Check Schedule For Term_____

Check 1   Date _____   Grade Received _____

Page A: Goals
☐ Present and updated

Page B: Weekly Lifeline
☐ All present
☐ In chronological order

Page C: Agenda
☐ Present and updated

Page D: Binder Check Schedule
☐ Present

Page E: Syllabus
☐ Present

Page F: Academic Toolkit
☐ Present and updated

Page G: Table of Contents
☐ Present and updated

General
☐ _____falling out
☐ No binder paper
☐ Papers in pockets

Comments

Check 2   Date _____   Grade Received _____

Page A: Goals
☐ Present and updated

Page B: Weekly Lifeline
☐ All present
☐ In chronological order

Page C: Agenda
☐ Present and updated

Page D: Binder Check Schedule
☐ Present

Page E: Syllabus
☐ Present

Page F: Academic Toolkit
☐ Present and updated

Page G: Table of Contents
☐ Present and updated

General
☐ _____falling out
☐ No binder paper
☐ Papers in pockets

Comments

Total Score [/]

B ORGANIZED BINDER Name_____

Binder Check Schedule For Term_____

Check 3   Date _____   Grade Received _____

Page A: Goals
☐ Present and updated

Page B: Weekly Lifeline
☐ All present
☐ In chronological order

Page C: Agenda
☐ Present and updated

Page D: Binder Check Schedule
☐ Present

Page E: Syllabus
☐ Present

Page F: Academic Toolkit
☐ Present and updated

Page G: Table of Contents
☐ Present and updated

General
☐ _____falling out
☐ No binder paper
☐ Papers in pockets

Comments

Check 4   Date _____   Grade Received _____

Page A: Goals
☐ Present and updated

Page B: Weekly Lifeline
☐ All present
☐ In chronological order

Page C: Agenda
☐ Present and updated

Page D: Binder Check Schedule
☐ Present

Page E: Syllabus
☐ Present

Page F: Academic Toolkit
☐ Present and updated

Page G: Table of Contents
☐ Present and updated

General
☐ _____falling out
☐ No binder paper
☐ Papers in pockets

Comments

Total Score [/]

Page E: Syllabus

The Syllabus is not officially an Organized Binder Page. The class syllabus is critical as it outlines the course, gives expectations, grading guidelines, instructor contact information, etc. We encourage all instructors at all grade levels to give a syllabus because it gives all students practice with what they will encounter in other college classes. If a student has never received a syllabus college could be that much more overwhelming.

Skills Practiced:
Organization, time management

ORGANIZED BINDER

Name .... Period .... E

Syllabus

ENGLISH 170R, SPRING '03
SELECTED OBSCURE/ECLECTIC FICTIONS…

CLASS LOGISTICS Mondays and Wednesdays, 1:15–2:30, Crookshank 10

INSTRUCTOR David Wallace, 206 Crookshank, 607-8357

INSTRUCTOR'S OFFICE HOURS Mon. 8:00–9:00 AM, Tues. 4:30–5:30 PM, & by appt.

COURSE DESCRIPTION It's a 170-grade Advanced Seminar, meaning it's "speaking-intensive" and presupposes the basic set of lit-crit tools taught in English 67. Structurally, the course is meant to be more a colloquium than a prof.-led seminar. We are going to read and converse about nine novels (some of which are kind of long) dating from the 1930s–1970s. They're books that are arguably good and/or important but are not, in the main, read or talked about that much as of 2003. At the least, then, English 170R affords a chance to read some stuff you're not apt to get in other Lit classes. It would also be good to talk this term about the dynamics of the Lit canon and about why some important books get taught a lot in English classes and others do not — which will, of course, entail our considering what modifiers like "important," "good," and "influential" mean w/r/t modern fiction. We can approach the books from a variety of different critical, theoretical, and ideological perspectives, too, depending on students' backgrounds and interests. In essence, we can talk about whatever you wish to — provided that we do it cogently and well.

REQUIRED TEXTS All but a couple of the following are available in paperback at the Huntley Bookstore:

(1) Renata Adler, Speedboat (*)

(2) James Baldwin, Giovanni's Room

(3) Djuna Barnes, Nightwood

(4) Richard Brautigan, Trout Fishing in America. . . In Watermelon Sugar

(5) Joan Didion, Play It As It Lays

(6) Paula Fox, Desperate Characters (*)

(7) Doris Lessing, The Golden Notebook

(8) Walker Percy, The Moviegoer

(9) Christina Stead, The Man Who Loved Children

The following sections explain the implementation process and use of Organized Binder in further detail.

Successful Implementation List
The five-point list is to serve as a reminder of the non-negotiables of Organized Binder. Ideally this list would be printed and displayed in a location this is frequently seen by implementing instructors.

Binder Check Requirements
Use this checklist as a reference for what students' Organized Binder should look like on the day of a binder check.

Peer/Self Binder Check (see Page 23)
The Binder Check is designed to help students be as successful as possible on the monthly binder check while saving instructors time! On the day of the Binder Check have students either exchange their binder with a neighbor or classmate or go through this exercise with their own binder. Students are to turn to each page in the binder they are checking and make comments on the Peer/Self Binder Check document. When students finish checking the binder they return it to its owner and the class is given a few minutes to x all the mistakes in their binder before turning it in to the instructor to be checked. Once students have corrected the mistakes in their own binder they can recycle the copy of the Peer/Self Binder Check.

Educator's Checklist
Be sure to go through this checklist before you implement.

Pre-Implementation Brainstorming Questions
Before you implement Organized Binder the first time in your classroom please complete the Organized Binder Pre-Implementation Brainstorming Questions. This questionnaire is designed to help you solve problems before you even implement!

Sample Prompts

Implementation Rubric
The Organized Binder Implementation Rubric is not an evaluation tool. Rather, this rubric is designed to inspire instructors at the same college to visit one another's classrooms to observe them using Organized Binder. By simply indicating on the rubric 1-5, visiting instructors observe the observed instructor's strengths around implementation while simultaneously providing non-threatening feedback on areas of growth.

Students Using Organized Binder in Their Other Courses

SUCCESSFUL IMPLEMENTATION LIST
All instructors will…
1. Implement all pages with fidelity
2. Begin and end class with the lifeline
3. Collect and grade lifelines on a weekly basis
4. Grade binders according to prearranged dates
5. Maintain a class binder for each subject

BINDER CHECK REQUIREMENTS
1. Student binders look exactly like the Class Sample Binder
2. No papers are falling out
3. There are no papers in the pockets
4. There is some spare binder paper / looseleaf paper at back of binder
5. B Pages are graded and in order
6. C Pages are updated and in order
7. Pages A, D, E, F and G are present
8. Page F is updated—F pages are present and have correct heading
9. Page G is updated—G pages have correct heading

The Peer/Self Binder Check form in the back of this guide is used prior to an official binder check.

EDUCATOR'S CHECKLIST
Once you have received your Organized Binder materials be sure you have:
- 1 Binder for each student
- 1 Student Packet (System Files and Quick Start Guide) for each student
- 1 Guide for College Educators
- 1 Class Sample Binder (1 Binder and 1 System Files packet)

Checklist:
- ❏ Confirm that you have all materials
- ❏ Keep any extra binders for students new to your class during the semester or replacements
- ❏ Place the System Files Packet in the Class Sample Binder
- ❏ Give each students 1 binder and 1 Student Packet
- ❏ Have students review and place the Quick Start Guide for College Students at the back of their binder for reference
- ❏ Be sure to read the Pre-Implementation Brainstorming Questions before you implement

General

1. As you implement Organized Binder in your classroom what things are you going to set down (aka stop doing)?

2. What general modifications/considerations do you have to consider when implementing Organized Binder in your subject area?

3. How confident are you in starting class with the Kick-Off, having the Agenda (Page C) and Table of Contents (Page G) ready, while also having your lesson ready to go?

4. Do you normally three-hole punch all documents you give to students? If not, do you have a three-hole punch in your room? Can it handle a semi large stack of papers?

5. Do you have tape available in your classroom for students to fix torn pages?

6. Can all students (desks) clearly see the projector screen or whiteboard in your class? Are there students (desks) you need to move so better see the screen/whiteboard? If so, who (which desks)? Where should they be moved?

7. Will you allow binders to leave your classroom? Does your school have lockers? Do the majority of your students have lockers?

8. If you plan to keep binders in your room where will you store them? How will you keep the class periods separate?

9. How do you, your curricular team, or your school as a whole plan to communicate with parents about the implementation of the binder and what is expected of students? Is this necessary?

10. Do all instructors implementing the system plan to start class in the exact same fashion? Describe what that will look like in your classroom.

Page A: Goals

11. Do you plan to set a Goal for the class the first time you model Goal setting for students?

12. How are you going to make Goal setting interactive for students?

13. Do you plan to have students set their own Sub-Goal and Daily Task or create them together as a class?

Introducing the System to your students and beginner's planning

14. How do you plan to introduce The Organized Binder to your students? All at once? In parts over time? Why?

15. Should all instructors at your school introduce it in the same fashion or not? Do you share students in common? Can you then each introduce a different part of Organized Binder?

16. How long do you think it will take you to introduce the system? Can you get through it in one period? Should you?

17. Should you start with Goal setting or begin with a different page? Why?

18. Will all of your students have a 1-inch binder on the day you plan to introduce the system? If not, can you be sure they get one?

19. Where in your classroom will you store extra copies of binder pages?

20. Where is the stock for the entire school stored?

21. Do you have digital copies of each page to use for classroom presentation?

22. Do you have a binder that you will use as the class example binder?

23. Will you take care of it or task a student to maintain and update the class sample binder?

24. When introducing the binder and handing out the new binder pages do you have a stack of binder paper to give to students who need it?

Page B: Weekly Lifeline

25. Considering the length of classes at your school, how long can you spend on the Kick-Off?

26. What might be some good Kick-Off prompts for the first week of school?

27. Can/Should either your grade-level team or curriculum team have common Kick-Off prompts?

28. Where will you keep your Weekly Lifelines (Page B) for easiest access each day in class?

29. What is your plan to guarantee that all of the students in your classroom are on task during the Kick-Off?

30. What is your tardy policy? Is there a school-wide tardy policy?

31. Is your tardy policy easy for you to manage? If not, how can you change it so it is not a burden to you but encourages prompt arrival to class?

32. Consider how you transition from the Kick-Off, Agenda, and Table of Contents to your lesson. Describe how this will look in your class(es).

33. Where will students pick up new Weekly Lifelines on Monday each week?

34. Where will students turn in Weekly Lifelines at the end of each week?

35. When do you plan to grade Lifelines? Is it possible to get this done at school before you leave for the weekend?

36. When you transition to the Learning Log how do you plan to introduce your expectations for this time to your students?

37. Should it be quiet in your class during the Learning Log? Why? Why not?

38. While writing their Learning Logs should students be allowed to access assignments and documents in their binders?

39. If/when students are creating Learning Logs that are not up to your standard how do you plan to teach them, or communicate to them, your standard?

40. Once the Weekly Lifelines are graded and the grades have been entered where do you plan to store them until you hand them back to students?

41. Are there any ways you can reduce the time spent on recording the grades in the gradebook, handing back Weekly Lifelines, etc?

42. What category in your gradebook will the Weekly Lifeline be filed under? Should this be the same as all other instructors using the system?

43. What will the Weekly Lifeline be worth each week in your class? Should this be aligned with the all other instructors? If so, what is the point value?

44. Based on the point value you plan to assign to the Weekly Lifeline what are the total points possible for the entire marking period (i.e. semester) be for all Weekly Lifelines what percentage of students' overall grade does that point value equal? Is that percentage fair and equitable?

Page C: The Agenda
45. Where do you plan to write the Agenda each day in class?

46. Is it possible that the Agenda can be hidden during the Kick-Off?

47. Do you plan to align each lesson to Content Standards and/or objectives? If so, do you have a copy of those standards/objectives stored for easy access each day?

Page D: The Binder Check
48. How many binder checks do you want to have before the end of the marking period?

49. Should you coordinate with other subject areas as not to overlap?

50. Do you plan to have a peer binder check in class before you have the first real binder check?

51. Does it makes to have binder checks on Monday or a different day of the week? Why?

52. List the dates of the binder checks you want to have on Page D in the class sample binder.

53. Do you plan to assign homework the day you have your binder checks?

54. How do you plan to create the time needed to check binders (keep in mind the first check may take you longer than subsequent checks)?

55. Will you check binders in class or collect them and check them outside of class-time? Do you have a designated location in your classroom for each period if you collect binders? If so, where?

56. How much will each binder check be worth in your class?

57. Based on the point value you plan to assign to each binder check what will be the total points possible for a marking period? This is what percentage of students' overall grade? Is it fair and equitable percentage?

58. Should this be the same in all classes using the system?

Page E: Your Syllabi
59. Do you plan to give a class syllabus? We strongly recommend that you give a syllabus!

60. Do you plan to use the Organized Binder syllabus header: Page E?

Page F: The Academic Toolkit
61. What assignments and/or resources do you file in the Academic Toolkit?

62. If you teach on a subject area team do you plan to have similar Academic Toolkit resources?

Page G: The Table of Contents
63. Are you clear about what types of assignments and/or resources are filed in the Table of Contents?

64. Do you plan to have students update the Table of Contents each day in class following the Kick-Off prompt and Agenda?

65. Do you plan to have students maintain their points on assignments in the Score column?

ORGANIZED BINDER

The following Weekly Lifeline prompts are examples you can use in your classes. They may also prove useful for developing prompts of your own.

KICK-OFF
Homework-based
- What was easy and what was difficult about the homework?
- What was something memorable in the reading assignment?
- What was the most interesting part of the reading assignment?
- What was your process for revising the essay that you're handing in today?
- True or False: I'm caught up on my reading for today. If false, tell me what's getting in your way.
- Tell me two interesting things you have discovered in your individual research.
- What is confusing or complex about our reading assignment?
- The reading for today was interesting because _____.
- Would you recommend this book to a college student friend? Why or why not?
- I am this far along in my next assignment (give the steps)
- My assignment was _____ because _____.
- The strength of my homework or assignment is _____.

More interpersonal
- What is one thing I'm excited about and one thing I'm fearful about as I start this new semester?
- Yes, No, Maybe: I'm ready to roll this semester. (I've bought the books, my enrollment is settled, my financial aid is in place, my transportation and child care are set up, and I have a time management plan)
- Time for a monthly check-in: How are things going for you in this class? What are your concerns?
- What do I plan to do over spring break (or Thanksgiving)? Give one college-based Goal and one fun activity

Content-based from the previous day's lesson
- Explain the concept of _____ in your own words.
- When I think about the concept of _____, the part I'm still confused about is…
- What are three things to think about when you're looking for _____?
- Which essay (or topic) did you choose to work on for the next assignment? Why did you choose that one?

LEARNING LOG
Review of material
- Review the key ideas about _____ that we learned today.
- What are some important aspects about _____?
- Even though I understood _____, I still have questions about _____.
- In my own words, what does is mean to (give a key concept from the lesson)?
- What are two new things I learned about plagiarism today?
- When I make my own chart, the columns will be labeled:
- True or False: Now I can see how to solve this problem (or construct this assignment)

Reflection questions

What inspired you in today's group work?
- How will you take what you learned today and apply in to the assignment you're working on?
- What piece of advice from today's lecture will you remember?
- Now that you've received your midterm grade, what will you focus on for improvement in the last half of the semester?
- What aspect of the subject we're studying interests you the most?
- I feel prepared for our next assignment. Yes, No, Maybe. Explain.
- Reflect on the process of creating this assignment.
- I can see how the knowledge we gained today will be useful to me. Explain.

Class feedback questions
- Of the three segments in class today (name them), which was your favorite and why?
- True, False, or Maybe: Now I feel confident about _____. If you're not sure, ask me a question.
- What are the three stages I will prepare for the next class meeting?
- What was easy and what was difficult about the in-class assignment we just completed?
- Feedback please: How did this introduction to our next assignment go?

Time management questions
- Outline a time management plan for your next assignment: (give days leading up to it and steps needed)
- What do I still need to do for my assignment?
- I anticipate that this assignment will take me how long? When will I find time to do it?

Dear College Educator,

Your students can use Organized Binder in all of their classes! To help them use the system on their own we offer an additional support document called the Guide for College Students. The guide will assist students in implementing the system independently. To get the most out of the system in their other classes, they should invite someone to act as Coach to help them get and stay organized.

To use Organized Binder in other classes, students should follow these steps:
1. Visit the College Bookstore (if available) or **organizedbinder.com** and purchase the Organized Binder: College (one for each course).
2. Students will receive a new Organized Binder, the system pages (Pages A-G), and a Guide for College Students.
3. Next, it is critical they read the Guide for College Students completely. The guide will outline details of self implementation of the system for success. The guide will also include suggestions for the Coach to support independent student implementation.

Here is an overview of the system pages in Organized Binder: College. How to use them will be explained in detail in the Guide for College Students:

Page A: **Goals**—Designed to help define and achieve academic Goals. The process for setting Goals is the same but will done independently.

Page B: **Weekly Lifeline**—The difference with B Pages is they will learn how to write their own Kick-Off prompts and they will write their Learning Logs each day rather than together with everyone in the class.

Page C: **Agenda**—Students continue to maintain an Agenda for each course. It is important that you record both what you did in class for each day and whether or not there is homework.

Page D: **Binder Check**—Having a Coach to check the binder every month is very helpful. The Coach, or student, can check Page D to be sure they are getting and staying organized.

Page E: **Syllabus**—Students receive a syllabus for each course. Simply write letter "E" in the upper right-hand corner of the first page of the syllabus and file it behind Page D in their Organized Binder.

Page F: **Academic Toolkit**—It is up to the student to determine which assignments or resources that are not unit work but are items needed throughout the entire course.

Page G: **Table of Contents**—Students receive multiple copies of this page, one for each unit. They will list all the assignments given by their instructor or that they create in chronological order and write the assignment number in the upper right corner of the assignment.

Peer/Self
Binder Check

ORGANIZED BINDER

Directions:

1. Check your binder or your partner's binder. If anything needs to be fixed, write it on this form.
2. Pages should be in the following order. Circle "Yes" or "No" and write any comments to help your partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming Binder Check.

Binder owner ....

Peer checker ....

Contents	Missing?	Out of Order?	Torn Holes?	Heading missing or incomplete (first and last name, period, date, assignment #)	Comments
A	Yes No	N/A	Yes No	Yes No	
B (B1, B2, B3…)	Yes No	Yes No	Yes No	Yes No	
C (C1, C2, C3…)	Yes No	Yes No	Yes No	Yes No	
D	Yes No	N/A	Yes No	Yes No	
E	Yes No	N/A	Yes No	Yes No	
F	Yes No	N/A	Yes No	N/A	
F (F1, F2, F3…)	Yes No	N/A	Yes No	N/A	
G	Yes No	N/A	Yes No	Yes No	
G (G1, G2, G3…)	Yes No	Yes No	Yes No	Yes No	
Assignments (#1, #2, #3…)	Yes No	Yes No	Yes No	Yes No	
H	Yes No	N/A	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

General comments: