



ORGANIZED[®]
B I N D E R

Quick Start for College Students

“One of the greatest aspects of Organized Binder is its clarity, as well as its versatility. It is an adaptable form of organization in all classes, and when utilized correctly, can be the key to your educational success.”

—College Student

Dear College Student,

We are honored you are using Organized Binder this term. This guide is designed to introduce you to Organized Binder and give you tips and tools to support your implementation.

Have a wonderful term!

Sincerely,



Mitch Weathers
Founder and Creator

Overview

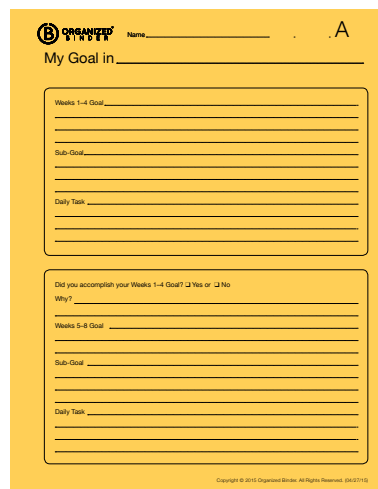
Using this system, you will learn how to set academic goals, manage your time, maintain a personal calendar, get and stay organized, develop effective studying habits, and more. We promise that you will be more successful as you master the skills you will learn using this system. In addition, Organized Binder will help your instructor save class time, reduce classroom management issues, and model time management. Below is a list of the skills, habits, and mindsets you will be exposed to while using Organized Binder.

Organized Binder Develops

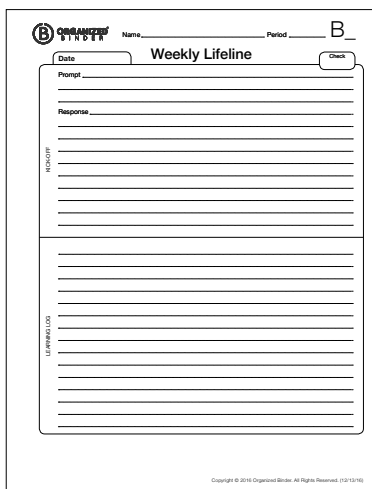
- **Academic Behaviors:** doing homework, organizing materials, and studying
- **Academic Perseverance:** tenacity, self-discipline, and self-regulated learning
- **Academic Mindsets:** believing one can succeed, and developing a growth mindset
- **Learning Strategies:** study skills, metacognitive strategies,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

The System

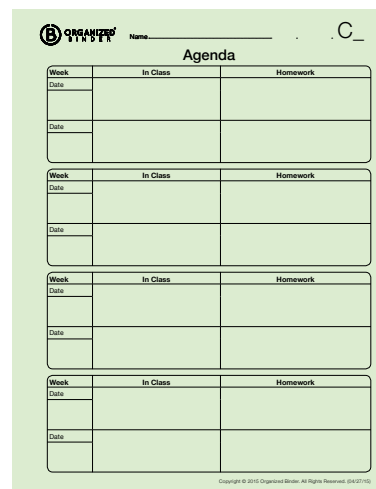
Organized Binder is designed to be simple to use. It is composed of six pages and a syllabus—pages labeled A-G. First we introduce you to the pages used daily in class and then we will review those that are used throughout the term.



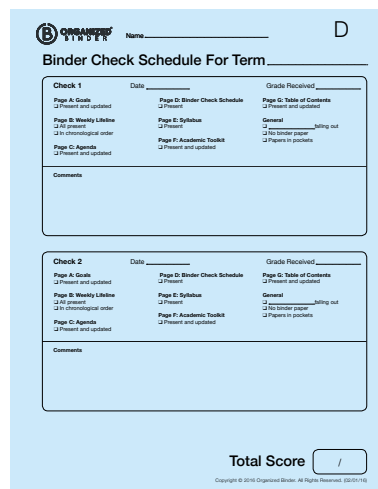
A-Goals



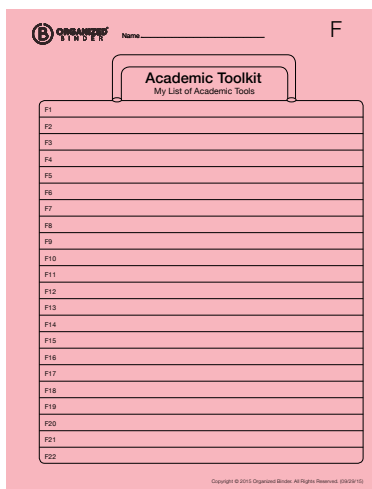
B-Weekly Lifeline



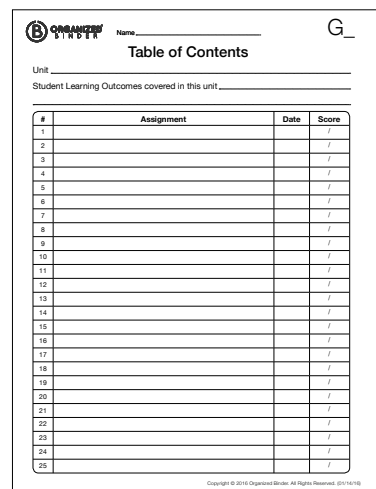
C-Agenda



D-Binder Check



F-Academic Toolkit

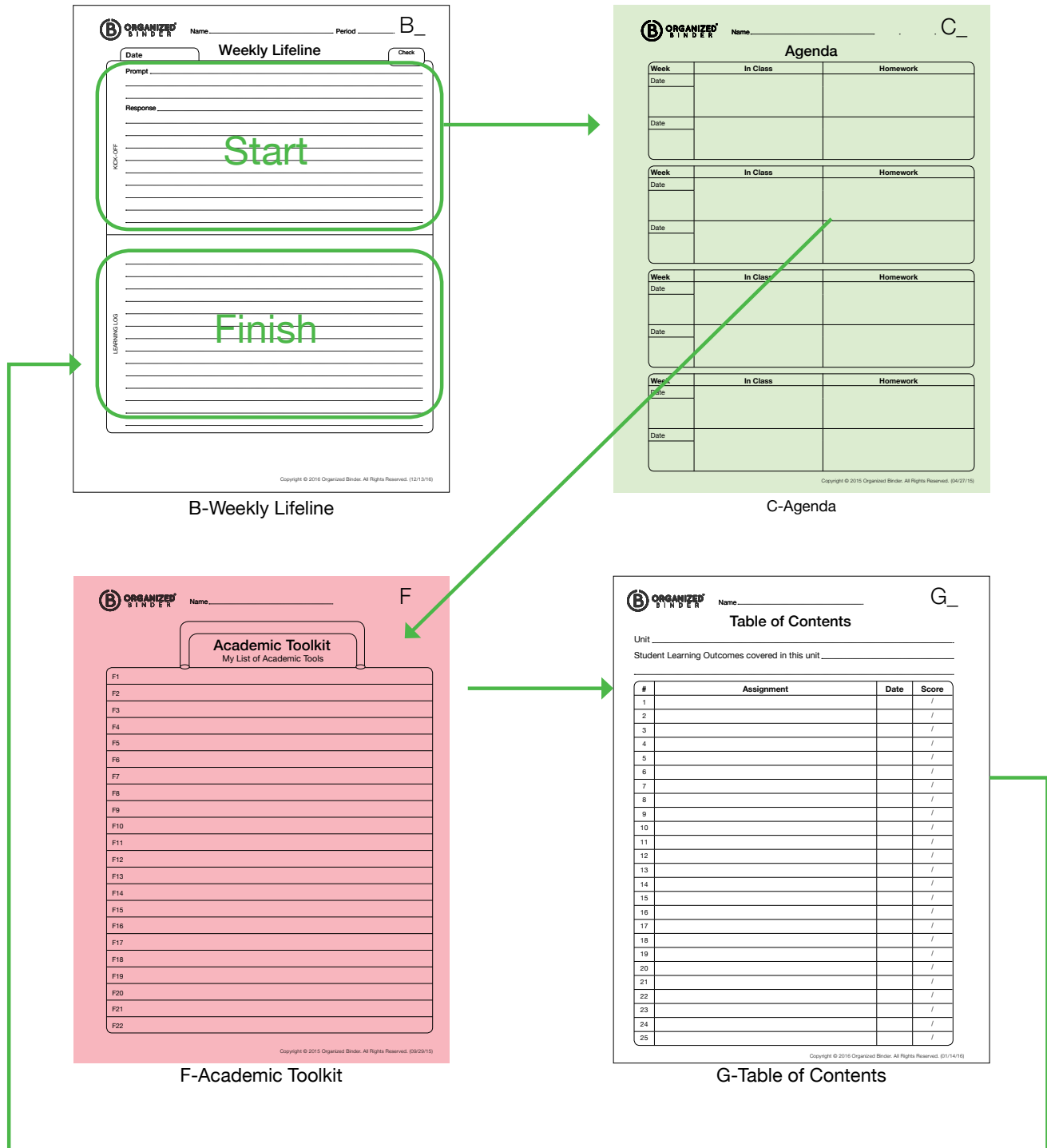


G-Table of Contents

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:



Your Weekly Lifelines are graded each week (usually scored out of 5 points). When they are returned to you file them in order in your binder, B1, B2, B3, etc. so you have them available to study from for upcoming exams and the final exam.

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

[illegible]

Page C: Agenda


The Agenda is used to identify what will be done each day in class and whether or not there is homework. Your instructor will update the Agenda with you each day in the Class Sample Binder. If you are absent or need to re-organize your binder you can always ask your instructor for the Class Sample Binder.

Your instructor will occasionally add larger or significant upcoming assignments to the Agenda. Be absolutely sure to record these assignments. Many of the items you record on your Agenda will coincide with assignments outlined in your class Syllabus (Page E).

You will organize your Agenda pages in the same fashion as the Weekly Lifeline (Page B): 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



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		

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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 you will organize all in-class assignments, as well as homework assignments. Your instructor will update the Table of Contents each day in class. All work in each unit is listed in chronological order on the Table of Contents.


When you create a new assignment you will write the assignment number on the upper right-hand corner of each page (unless your instructor has already done so). You can keep track of your grade in the unit by recording your scores in the “score” column.

At the end of each unit all of your assignments are stapled in order behind the Table of Contents to create a unit packet. At the start of the next unit you receive a new Table of Contents for the new unit. Just like the Weekly Lifelines (Page B) and Agendas (Page C) each unit is represented by G1, G2, G3, etc. Please file your unit packets in the very back of your binder (in the three rings) so you have them available to study for unit exams and the final exam!

It is critical that you record each assignment on the Table of Contents and write the assignment number on the upper right-hand corner of the assignment. Failure to do so may result in a misplaced or lost assignment and the potential of lowering your grade in the course. If you do not know what number a particular assignment is please ask your instructor immediately!

Skills Practiced:

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



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			/

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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			/

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Page F: Academic Toolkit*

The Academic Toolkit is the appendix in your Organized Binder, meaning any assignment or work that you will need throughout the term is stored in your Academic Toolkit. To differentiate the assignments in the Academic Toolkit from those in the Table of Contents (Page G), you will label assignments with F1, F2, F3, etc.

**May not be used daily*

Skills Practiced:

Organization, creating studying resources



Name: _____

F

Academic Toolkit
My List of Academic Tools

F1
F2
F3
F4
F5
F6
F7
F8
F9
F10
F11
F12
F13
F14
F15
F16
F17
F18
F19
F20
F21
F22

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Name: _____

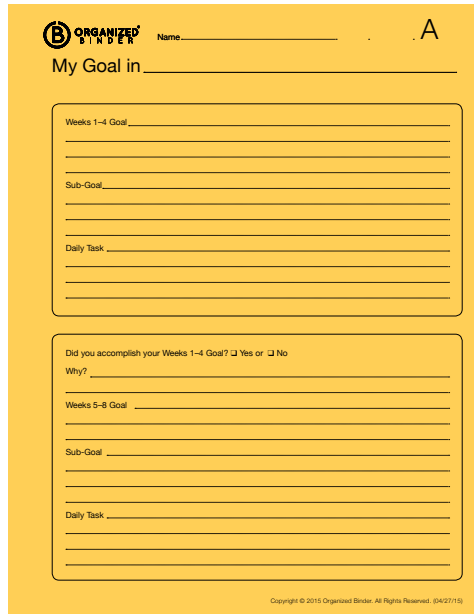
F23
F24
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F26
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F32
F33
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F37
F38
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F42
F43
F44
F45
F46

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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 term.

Quarterly



ORGANIZED BINDER Name _____ A

My Goal in _____

Weeks 1-4 Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your Weeks 1-4 Goal? ☐ Yes or ☐ No

Why? _____

Weeks 5-8 Goal _____

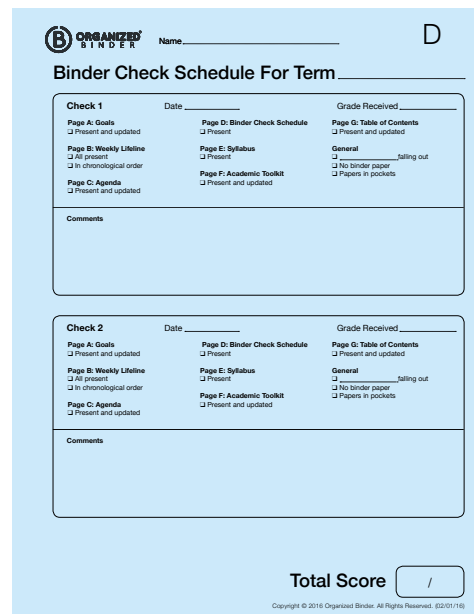
Sub-Goal _____

Daily Task _____

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A-Goals

Throughout the Term



ORGANIZED BINDER Name _____ D

Binder Check Schedule For Term _____

Check 1	Date _____	Grade Received _____
Page A: Goals <input type="checkbox"/> Present and updated Page B: Weekly Lifeline <input type="checkbox"/> All present <input type="checkbox"/> In chronological order Page C: Agenda <input type="checkbox"/> Present and updated	Page D: Binder Check Schedule <input type="checkbox"/> Present Page E: Syllabus <input type="checkbox"/> Present Page F: Academic Toolkit <input type="checkbox"/> Present and updated	Page G: Table of Contents <input type="checkbox"/> Present and updated General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets
Comments _____		

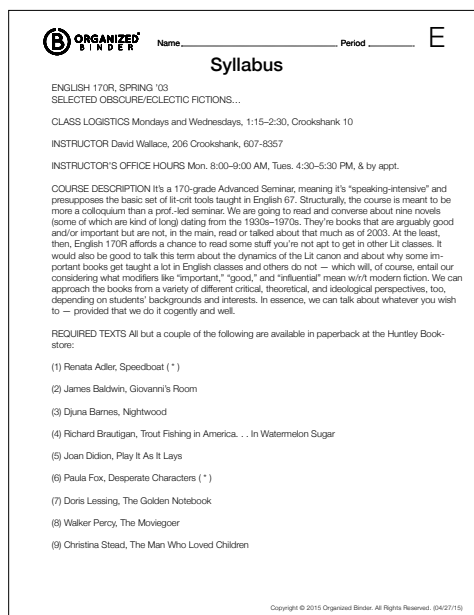
Check 2	Date _____	Grade Received _____
Page A: Goals <input type="checkbox"/> Present and updated Page B: Weekly Lifeline <input type="checkbox"/> All present <input type="checkbox"/> In chronological order Page C: Agenda <input type="checkbox"/> Present and updated	Page D: Binder Check Schedule <input type="checkbox"/> Present Page E: Syllabus <input type="checkbox"/> Present Page F: Academic Toolkit <input type="checkbox"/> Present and updated	Page G: Table of Contents <input type="checkbox"/> Present and updated General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets
Comments _____		

Total Score /

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D-Binder Check

Throughout the Term



ORGANIZED BINDER Name _____ Period _____ E

Syllabus

ENGLISH 170R, SPRING '03
SELECTED OBSCURE/ELECTIC 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*

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E-Syllabus

Page A: Goals


The first page in your Organized Binder is the Goals page. It is colored gold because we want you “going for the gold!” Each quarter, marking period, or periodically throughout the term together with your instructor and classmates you will set and reflect upon your academic goals.

Your goals consist of three components: the Goal, Sub-Goal, and your Daily Task. The Sub-Goal is what you identify as a way to accomplish your Goal. For example, if your goal is “To pass the class,” then your 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 you identify as the way you will accomplish your Sub-Goal. For example, if your Sub-Goal is to complete all of your homework then your daily task might identify when and where you 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.”

Remember, you will set goals together with your instructor and classmates. If you are confused by this process simply ask your instructor for clarification.

Skills Practiced:

Goal setting, self-regulated learning, identifying success strategies



Name _____

A

My Goal in _____

Weeks 1–4 Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your Weeks 1–4 Goal? ☐ Yes or ☐ No


Why? _____

Weeks 5–8 Goal _____

Sub-Goal _____

Daily Task _____

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Name _____

Did you accomplish your Weeks 5–8 Goal? ☐ Yes or ☐ No

Why? _____

Weeks 9–12 Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your Weeks 9–12 Goal? ☐ Yes or ☐ No

Why? _____

Weeks 13–16 Goal _____

Sub-Goal _____

Daily Task _____

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Page D: Binder Check Schedule

This is the page of Organized Binder that will help you stay organized. Each month (on average) your instructor will grade all student binders according to a pre-arranged Binder Check Schedule. The dates of the binder checks will be set early in the term and you will record them together with your classmates on Page D. Your instructor will maintain the Class Sample Binder for you to reference if you need to update your binder.

You are required to keep your binder organized. An “organized binder” is a binder that looks exactly like your instructor’s Class Example Binder. The pages in your binder will be in this order:

- Page A (Goals)
- All B Pages (Weekly Lifeline) in order
- All C Pages (Agenda) updated and in order
- Page D (Binder Check Schedule)
- Page E (Course Syllabus)
- Page F (Academic Toolkit) updated with all assignments in order
- Page G (Table of Contents) updated with all assignments in order
- You will also need to have some spare binder paper at the back of your binder
- All former Unit Packets in order and filed the very back of your binder.
- No assignments or notes in the pockets of your binder (if your binder has pockets)

Your instructor will assign points for the binder check. On the date of the binder check if your binder looks like the Class Sample you receive full points!


On the day of the binder check If there is anything you still need to update in your binder you can do so and re-submit your binder to your instructor to earn the full points.

You can use the Organized Binder’s Peer/Self Binder Check (see the last page in this guide) to get ready for the binder check to be sure you score the full points.

Skills Practiced:

Accountability, organization, tenacity, self-discipline.

D



Name _____

Binder Check Schedule For Term _____

Check 1	Date _____	Grade Received _____
Page A: Goals <input type="checkbox"/> Present and updated Page B: Weekly Lifeline <input type="checkbox"/> All present <input type="checkbox"/> In chronological order Page C: Agenda <input type="checkbox"/> Present and updated	Page D: Binder Check Schedule <input type="checkbox"/> Present Page E: Syllabus <input type="checkbox"/> Present Page F: Academic Toolkit <input type="checkbox"/> Present and updated	Page G: Table of Contents <input type="checkbox"/> Present and updated General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets
Comments		

Check 2	Date _____	Grade Received _____
Page A: Goals <input type="checkbox"/> Present and updated Page B: Weekly Lifeline <input type="checkbox"/> All present <input type="checkbox"/> In chronological order Page C: Agenda <input type="checkbox"/> Present and updated	Page D: Binder Check Schedule <input type="checkbox"/> Present Page E: Syllabus <input type="checkbox"/> Present Page F: Academic Toolkit <input type="checkbox"/> Present and updated	Page G: Table of Contents <input type="checkbox"/> Present and updated General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets
Comments		

Total Score /


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Page E: Syllabus

The Syllabus is likely the most important document your instructor will give you all term! You want to file the Syllabus someplace where it is easily accessed. In your syllabus you will find course expectations, grading guidelines, instructor contact information, etc. You will also find what is due each day in class and what you need to do to prepare for each time the class meets. Remember, much of what you record on the Agendas (Page C) is also likely to be listed on your syllabus.

Skills Practiced:

Organization, time management



Name _____ Period _____ E

Syllabus

ENGLISH 170R, SPRING '03
SELECTED OBSCURE/ECCLECTIC 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.

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- (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*

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Dear College Student,

You can use Organized Binder in all of your classes! To help you use the system on your own we offer an additional support document called the Guide for College Students. The guide will assist you in implementing the system independently. To get the most out of the system in your other classes, invite someone to be your Coach so they can help you get and stay organized.

To use Organized Binder in your other classes follow these steps:

1. Visit your College Bookstore (if available) or **organizedbinder.com** and purchase the Organized Binder: College (one for each course).
2. You will receive a new Organized Binder, the system pages (Pages A-G), and a Guide for College Students.
3. Next, it is critical that you read the Guide for College Students completely. The guide will outline details of self implementation of the system and help you be successful. The guide will also include suggestions for your Coach to support your 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 you define and achieve academic goals. The process for setting goals is the same as you did with your instructor but you will do so independently.



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



Page C: **Agenda**—You will 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 your binder every month is very helpful. Your Coach, or yourself, can check Page D to be sure you are getting and staying organized.



Page E: **Syllabus**—You will 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 your Organized Binder.



Page F: **Academic Toolkit**—This will be the same as in your courses that use Organized Binder: Teacher but you will have to determine which assignments or resources that are not unit work but items you will need throughout the entire course.



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

Peer/Self Binder Check

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: