

Recommendations for Course Study by Time

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Course: *MGT 360*

Title: *Management and Organizational Behavior (3 units)*

“For too long we have gotten by in a society that says the only thing right is to get by and the only thing wrong is to get caught. Character is doing what's right when nobody is looking...”

---*J. C. Watts (1957-)*

“Be prepared.”

---*Boy Scout Motto*

Purpose

The purpose of this document is to help students formulate and execute successful out-of-class study strategies.

Sample Weekly Time Allocation

This course is 3-units; that is, this course meets in class for 3 hours per week. This course is designed on a traditional 16-week University semester; that is, for each hour we meet in class, students are expected to study a minimum of 3 hours out-of-class.

Therefore, MGT 360 requires 9 (3 units x 3 hours per unit) hours a week of out-of-class studying time to earn a passing grade.

The time requirements shown in accompanying table are the minimum required to pass this course. Recall that the University considers a “D” to be “barely passing”. *Motivated students striving for higher marks (i.e., “A”, “B”, or “C”) should plan on increasing the number of hours shown below.*

Note that for accelerated courses, the number of study hours per week increases. The total amount of required work is the same; however, there are a fewer number of total number of weeks (that is, the number of total weeks is less than the traditional 16 weeks). For example, an 8-week PACE version of MGT 360 would require 18 [(3 units x 3 hours per unit) x (16 weeks / 8 weeks)] hours of out-of-class study time. Similarly, a 6-week Summer version of MGT 360 would require 24 [(3 units x 3 hours per unit) x (16 weeks / 6 weeks)] hours of out-of-class study time.

Out-of Class Study Hours per Week		Activity / Description
<i>Percent</i>	<i>Actual</i>	
10%	0.90	Review of all prior reading material, in-class notes, returned assignments and reports, and quizzes
40%	3.60	Read, re-read (after some time has passed from first read), outline, review current text chapter(s), HBR, and supplemental readings; also, use flash-cards and self-tests
20%	1.80	Complete reports and assignments
16%	1.45	Continuous writing improvement – vocabulary, grammar, prose, rhetoric
14%	1.25	Outside reading relevant to course (e.g., Wall Street Journal, 15 minutes per day)
100%	9.00	<i>Total</i>

Students who have weak study habits in one type of activity may need to increase the percent of hours for that activity (and hopefully, decrease the percent of hours for a different activity in which the student has strong work habits).

Shifts throughout the Semester

Naturally, the percentages and actual hours shown above are preliminary guidelines only. Additional study is likely needed to prepare for the final exam and additional hours may be needed for reports or assignments that are particularly long or complex, or where review of course pre-requisites is prudent.

Mirroring the nuanced differences in individuals, students both improve in general and learn cognitive material in different ways. A reflective student understands her or his strengths and leverages those strengths. Such a strategy enables more time to address weaknesses. This process continues inexorably. Or put differently, the learning activities in the first half of the semester center on matching your strengths to the course materials and identifying existing or potential weaknesses, while the learning activities in the second half of the semester center on leveraging your existing or newfound strengths to the class and rectifying weaknesses.