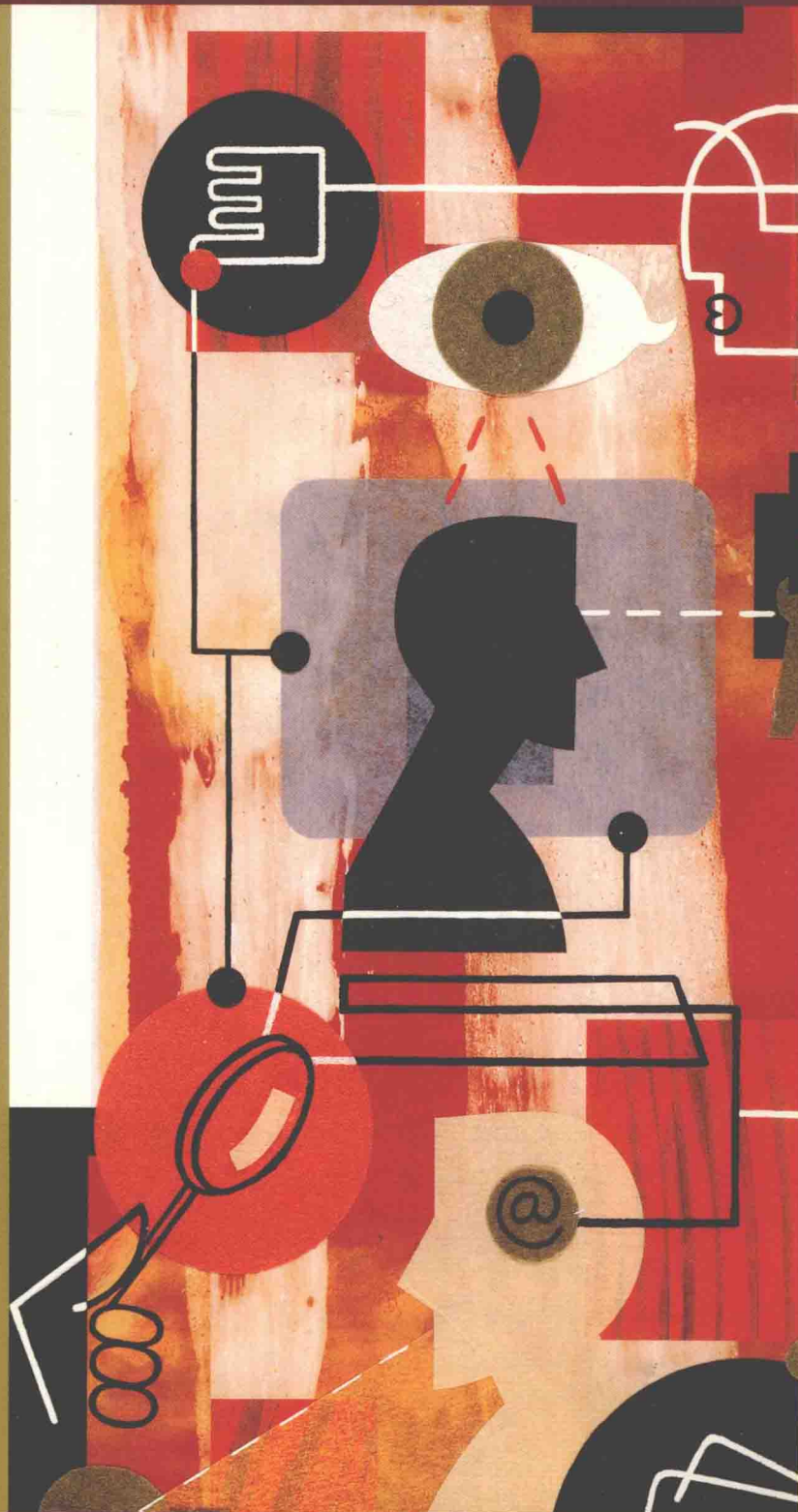


ESSENTIAL STUDY SKILLS

4th Edition



inda Wong

Essential

Study

Skills

FOURTH EDITION

LINDA WONG

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Preface

The fourth edition of *Essential Study Skills*—a text appropriate for all postsecondary students interested in learning effective study strategies and especially helpful for returning adults and underprepared students—presents innovative new features, a regrouping of chapter content, and new instructional content and strategies. This new organization lays the foundation for and allows the development of metacognition, the process of using knowledge about one's own memory system and learning strategies to tackle intellectual tasks. The metacognitive approach used throughout the fourth edition enables students to assume responsibility for their own learning and to realize that academic success is a product of skills and behaviors they can acquire, customize, and effectively implement. In addition to the step-by-step approach, encouraging tone, clear rationales, and versatile exercises of previous editions, the new features and the revisions of the fourth edition provide a greater array of practical strategies and exercises. This worktext approach will bring students not only higher grades and a more thorough learning of information, but, ultimately, it will bring increased confidence, self-esteem, and empowerment.

Student-Oriented Features Continued in the Fourth Edition

- The **Quick Start Checklist** at the beginning of the textbook presents essential study skills that students can implement at the beginning of the term to familiarize themselves with registration, campus resources, computer access, textbook organization, syllabi, and other successful study strategies.
- **Chapter visual mappings** use a graphic form to show the main headings in each chapter.
- **Chapter profiles** provide students with a self-correcting tool to assess their current attitudes and behaviors. To show progress and changes made through the course of the term, students complete the profiles again at the end of the term. Students record their scores on the Master Profile Chart located in Appendix A.
- **Boxed information** provides students with highlights of key points to use while previewing, reading, and reviewing the chapter for tests.
- **Ample exercises** provide guided practice in applying the skills of the chapter whether in class, in small groups, with partners, or as individual homework assignments.
- **LINKS exercises** connect content in the chapter to skills, concepts, and excerpts presented in previous chapters.
- **Chapter summaries** review the main points in succinct lists that students can use when previewing and reviewing a chapter.
- **Review questions** at the end of the chapter assess students' understanding and application of the chapter content.

New Student-Oriented Features Enriching the Fourth Edition

- **Terms to Know** listed on the opening page of each chapter help students easily identify the key terms that they will need to learn in the chapter.
- Three **Reflection Writing Assignments** provide students with the opportunity to personalize the chapter content and integrate the chapter's skills with other study skills. The first Reflection Writing provides instructors with

information about the students' profile scores and current skill levels related to the chapter content. The second Reflection Writing shows students' understanding and application of the chapter content to their personal experiences and approach to studying. The third Reflection Writing, which promotes critical thinking and integration of strategies and concepts presented in the chapter, serves as a culminating assignment. The Instructor's Resource Manual provides suggestions for assigning one, two, or three writing assignments, as well as for using the assignments in portfolio projects.

- **Photographs** in each chapter are accompanied by discussion questions that integrate the content of the chapter with real-life situations and applications.
- **Group Processing—A Collaborative Learning Activity** in each chapter provides a small-group activity that enhances student interest; creates a forum for student interaction through brainstorming, discussion, and cooperative work; and promotes critical thinking skills.
- **Learning Options** at the end of each chapter offer students the opportunity to demonstrate their understanding of the content and skills in the chapter by selecting an assessment activity that capitalizes on their learning preferences, motivates or interests them, and allows them to express their ideas creatively. The Instructor's Resource Manual includes options for using these Learning Options in one or more chapters.
- The **web site activities** for the fourth edition provide interactive practice tests and exercises that can be scored online or emailed to the instructor. Instructors can use the exercises and links for course assignments or as part of an online course. Students may also access the web site on their own to complete the exercises for enrichment and review for tests.
- The **Personal Insights** form located in Appendix B reflects the metacognitive approach used throughout this textbook. *Personal Insights* provides students with a form to summarize and integrate the various learning styles, patterns, and preferences they have identified as part of their individualized approach to learning.

New Chapter Content

Chapter revisions of content and exercises, the repositioning and combining of topics from the third edition, and the addition of new content for learning styles, time management, goal setting, listening and notetaking, reading comprehension and critical thinking, and test taking provide students with additional strategies to incorporate into their strategies for success. New topics in the fourth edition include strategies for decreasing stress and procrastination, reading and notetaking skills for math, surveying textbooks and articles, and Bloom's Taxonomy for levels of questioning.

Unit I Understanding How You Process and Learn

Unit I provides students with a fundamental understanding of their learning styles or preferences and knowledge about learning and memory systems. Chapters 1 and 2, which lay a strong foundation on which students can build solid study skills, provide the rationale for the learning strategies presented throughout this textbook. The metacognitive approach and pedagogy woven into the fourth edition of *Essential Study Skills* support contemporary theories of learning and views on student success.

Chapter 1 Discovering Your Learning Style

Three Cognitive Learning Styles, Learning Styles Inventory, Learning Strategies, Howard Gardner's Multiple Intelligences

New for this chapter: Global/Linear Learners with an inventory, Structured, Interactive, and Independent Learners

Chapter 2 Processing Information into Your Memory System

The Information Processing Model, Twelve Principles of Memory

New for this chapter: Introduction on the use of visual mappings

Unit II Preparing Yourself for Optimal Learning

Unit II now includes *four* chapters that provide students with the skills necessary to become effective, self-motivated, independent, and successful students. Instructors who prefer to begin the term by addressing self-management, organizational, affective domain, and personal improvement skills may want to reverse the order of presentation by working with Unit II before Unit I.

Chapter 3 Managing Your Time

Balancing Your Life, Pie of Life, Creating a Weekly Schedule, Applying Time-Management Skills

New for this chapter: Discussion of four kinds of schedules: term, weekly, daily, and task schedules

Chapter 4 Setting Goals

Kinds of Goals, Four-Step Approach for Writing Goals, Goal-Setting Techniques, Combining Goal Setting and Time Management

New for this chapter: Reasons Some People Do Not Set Goals; Five-Year and Two-Year Goals; Using a Goal Organizer; Types of Summary Notes to Use in a Five-Day Study Plan

Chapter 5 Increasing Concentration; Decreasing Stress and Procrastination

Physical Stage for Concentration, Mental Stage for Concentration, Concentration Strategies

New for this chapter: Techniques to Decrease Stress; Techniques to Decrease Procrastination; Choosing a Healthy Lifestyle; Introduction on Creating Comparison Charts

Chapter 6 Boosting Your Memory and Preparing for Tests

Five Theories of Forgetting, Five-Day Study Plan, Summary Notes, Test-Preparation Skills, Dealing with Test Anxiety

New for this chapter: Mnemonics to Boost Memory; Writing Practice Questions Using Bloom's Taxonomy

Unit III Developing Effective Textbook Reading Strategies

Unit III combines reading skills from the third edition and presents these skills in two chapters rather than three. Instructors who used the third edition will notice that no content from the third edition has been deleted; instead, it has been shifted to other chapters. Unit III introduces students to an array of reading skills and strategies that will strengthen their reading comprehension and increase their ability to learn textbook information.

Chapter 7 Using a Reading System

Surveying a Chapter, the SQ4R Reading System

New for this chapter: Surveying a Textbook; Surveying an Article; Reading Math Textbooks; Recording (Notetaking) on Index Cards; Recording (Notetaking) in the Margins

Chapter 8 Strengthening Comprehension and Critical Thinking Skills

Third edition comprehension strategies moved to this chapter include understanding what you read (comprehension strategies): using definition, word

structure, and context clues; substituting words; identifying main ideas; identifying organizational patterns; highlighting and marking (annotating) the textbook; making marginal notes; and writing summaries.

New for this chapter: Active Reading and Thinking; Verbalizing and Visualizing, Converting Words to Pictures

Unit IV Using Effective Notetaking Techniques

Unit IV prepares students for a variety of notetaking situations and notetaking options. The content from the third edition appears in a similar format in the fourth edition; the fourth edition includes new excerpts and assessment forms.

Chapter 9 Creating Cornell Notes for Textbooks

Preparing for Notetaking, Using the Five *R*'s of Cornell, Combining Cornell and SQ4R

New for this chapter: New Notetaking Assessment Form; Exercise on Taking Cornell Notes for Math

Chapter 10 Listening and Taking Lecture Notes

Understanding Listening Skills, Strengthening Listening Skills, Using the Cornell System for Lecture Notes, Techniques for Recording and Organizing Information, Finding Solutions to Notetaking Problems

New for this chapter: Steps in the Listening Process; Listening Inventory; Taking Lecture Notes in Math Classes; New Notetaking Assessment Form

Chapter 11 Using a Variety of Notetaking Systems

Using Visual Notetaking (Visual Mappings, Hierarchies), Creating Comparison Charts

New for this chapter: Tailoring Your Approach to Learning, Creating Formal Outlines, Creating Three-Column Notes

Unit V Strengthening Your Test-Taking Skills

Unit V now consists of two chapters for test-taking skills that focus on *performing well* on test day by using effective strategies for objective, short-answer, math, and essay tests. The test-preparation and test anxiety topics in the third edition now appear in Chapter 6 of the fourth edition.

Chapter 12 Developing Strategies for Objective Tests

Performing Well on Tests, Using Four Levels of Response, Taking Objective Tests (True-False, Multiple Choice, Matching), Using Educated Guessing, Taking Computerized Tests

Chapter 13 Developing Strategies for Recall, Math, and Essay Tests

Answering Recall Questions (Fill-in-the-Blank, Listing, Definition, and Short Answer), Strategies for Different Kinds of Essay Tests, Direction Words, Writing Practice Answers for Essay Questions, Essay Writing Tips

New for this chapter: Taking Math Tests; Six Types of Test-Taking Errors; RSTUV Problem-Solving Method; Identifying Themes for Essay Questions

Appendixes

Appendix A—Chapter Profiles consists of the Master Profile Chart to use at the beginning and the end of the term and the Profile Answer Key.

Appendix B—Useful Forms consists of a Learning Option Assessment Form, a Class Schedule Form, a Weekly Time-Management Form, a Goal Organizer, and a Personal Insights Form to use at the end of the term.


Instructor's Resource Manual

Essential Study Skills, Fourth Edition, is accompanied by an Instructor's Resource Manual, which provides teaching tips, answer keys for textbook exercises, answer keys for chapter review questions, enrichment activities, and masters for making overhead transparencies in a chapter-by-chapter format. Additional excerpts from a variety of college textbooks are included to use for textbook reading, notetaking, or test-taking practice.

To facilitate the use of the Instructor's Resource Manual, the following revisions and additions have been incorporated into the fourth edition:

- Suggestions for using Reflection Writing Assignments, the Learning Options at the end of each chapter, and the web site exercises and links for this textbook
- Suggestions for creating portfolio projects
- A reorganization that places the material for each chapter in its own section
- A convenient list with textbook pages for reading assignments, student exercises and activities, Reflection Writing Assignments, and chapter review questions for reference when making lesson plans

Web Site

The fourth edition of *Essential Study Skills* includes a comprehensive web site that can be used for course assignments, in online courses, or by students for enrichment. An icon  appears throughout the textbook to indicate companion exercises, online response forms for students to use, or related links. Online applications for each chapter include such features as Chapter Profiles, which will be scored online; text boxes for Reflective Writing Assignments, Case Studies, and other activities, that allow students to email their responses to the instructor; ACE practice tests and exercises that provide students with feedback and their scores; and links to a multitude of other web sites with related topics, exercises, or articles.

Optional unit tests that assess students' retention and integration of material across the chapters for Unit I (Chapters 1 and 2), Unit II (Chapters 3–6), Unit III (Chapters 7 and 8), Unit IV (Chapters 9–11), and Unit V (Chapters 12 and 13) can be found on the Instructor's web site. The Instructor's web site also provides you with a test bank of objective test questions that you may use to construct customized tests, modify existing tests, or create original midterm exams or final exams.

Power Point Slides

Power Point slides are available for each chapter to assist in classroom instruction online through the *Essential Study Skills*, Fourth Edition, instructor's web site. To access the web site, go to <http://college.hmco.com/collegesurvival/instructor>. Select Wong, *Essential Study Skills*, 4e, from the drop-down menu of Student Success/Study Skills texts.

Optional Resources to Accompany This Textbook

The College Survival Student Planner

Our week-at-a-glance College Survival Student Planner includes a "Survival Kit" of helpful success tips.

Myers-Briggs Type Indicator (MBTI®) Instrument

This widely used personality inventory determines preferences of four scales: Extraversion-Introversion, Sensing-Intuitive, Thinking-Feeling, and Judging-Perceiving. Qualified schools may purchase this inventory; MBTI and Myers-Briggs Type Indicator are registered trademarks of Consulting Psychologists Press, Inc.

**Retention
Management
System College
Student Inventory**

The Noel Levitz College Student Inventory identifies students with tendencies that contribute to dropping out of school. This instrument works with campus advisors as an early-alert intervention program.

For more information on including these products with your order of *Essential Study Skills*, contact your College Survival consultant (1-800-528-8323) or your local Houghton Mifflin Sales Representative, or visit the Instructor Section of this textbook's web site.

Consulting and Support Services

**Correspondence
with the Author**

Linda Wong, the author of *Essential Study Skills*, welcomes the opportunity to discuss the use of *Essential Study Skills* with you. Visit the instructor web site for this textbook to locate her email address.

**College Survival
Consulting Services**

Expert consultants are available to provide your campus with training programs and materials for designing, implementing, and administering student success and first-year courses. Contact us at 1-800-528-8323 or visit us on the web at <http://college.hmco.com/instructors>.

Acknowledgments

The fourth edition of *Essential Study Skills* is dedicated to all the teachers of study skills courses who devote tremendous amounts of time, energy, and enthusiasm to guide students along the paths of higher learning.

Appreciation is extended to the following reviewers who contributed valuable ideas to further strengthen the effectiveness of this textbook for college students: Alison Parry, Capilano College, British Columbia; Judith Drabkin, Ulster County Community College, NY; Robert Flagler, University of Minnesota, MN; Lorraine Gregory, Duquesne University, PA; Barbara B. Hamilton, Oakland University, MI; Bill Hoanzl, El Camino College, CA; Suzanne F. Iovino, Delaware State University, DE; Rita M. McReynolds, Mississippi State University, MS; Annette Wadiyah E. Nelson-Shimabukuro, Seattle Central Community College, WA; Laura M. Powell, Danville Community College, VA; Gretchen Starks-Martin, St. Cloud State University, MN; Beverly Walker, North Central State College, OH; Runae Edwards Wilson, College of Staten Island, NY.

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Linda Wong

To the Student

Essential Study Skills is designed to provide you with skills that will unlock your learning potential. By consistently using the skills presented in this book, you will learn information more thoroughly and remember it more easily. This section tells you how to get the most out of *Essential Study Skills*.

How to Start the Term

As soon as you purchase your book (and read this), read the Quick Start Checklist section preceding the text chapters. As you complete each task designed to prepare you for an excellent start to the term, check off the item. Continue through the checklist until you complete all the items.

How to Start Each Chapter

1. Read the paragraph on the first page for a glimpse of the skills you will learn in the chapter.
2. Study the visual mapping on the first page of the chapter. This mapping is a picture form of the main headings or topics in the chapter.
3. Read through the Terms to Know to familiarize yourself with the chapter vocabulary.
4. Answer the chapter profile questions on the second page of the chapter honestly. This will not be graded; it will be used to show your current attitude, habits, and knowledge of skills that will be presented in the chapter. If you prefer, you can complete the profile online at the web site for this textbook.
5. Score your profile by counting the number of your answers that match the answer key on page A3 in Appendix A. If you complete the profile online, you will receive your score automatically. Then chart your score on the Master Profile Chart on page A2 in Appendix A.
6. Complete the Reflection 1 Writing Assignment—even if your instructor does not assign it.
7. Prepare your mind for the content of each chapter by *surveying* the chapter before you begin the careful reading. Survey, or preview, the chapter by
 - reading the headings and subheadings.
 - reading the highlighted boxed information.
 - noticing the key words in bold green print.
 - reading the chapter summary.
 - reading the chapter review questions.
8. Begin the process of thorough, accurate reading. Read one paragraph at a time and think about what you have read. Your goal should not be to race through the chapter reading quickly; fast reading is not a reading approach that will lead to comprehension or retention of the information.

How to Use the Special Features in the Chapter

Visual Mapping

This overview shows the “big picture” of the chapter, that is, the most important information or ideas that develop the overall topic of the chapter. The chapter title is in the center of the mapping; the chapter headings branch out from the title beginning at the “11:00 position” and move clockwise.

Introductory Paragraph

The introductory paragraph on the opening page of each chapter reflects the main points that appear on the chapter mapping. Reading the paragraph carefully helps you formulate a “big picture” of the topics you will be studying in the chapter.

Terms to Know

The list of terms on the opening page of each chapter introduces you to the vocabulary you will need to learn to define. As you survey and later read the chapter, note that the *Terms to Know* appear in bold green print throughout the chapter.

Reflective Writing Assignments

Three Reflective Writing Assignments appear in each chapter. Your instructor may assign one, two, or all three writing assignments as individual assignments or entries in a journal, or as a portfolio project (larger-scale assignment). If your instructor does not use the Reflective Writing Assignments, you have the option of writing responses for your own records and your own benefit. The Reflective Writing Assignments are designed to promote interest, strengthen critical thinking skills, and assist you in personalizing the content of the chapter.


Exercises

This textbook contains a wide variety of exercises to practice the skills and techniques presented in the chapter and to integrate the new skills with previously learned skills. Your instructor might not assign all of the exercises, so pay close attention to the assignments given in class. Work carefully and thoughtfully to complete each exercise. Remember, your work should reflect the quality of work that you are capable of producing, so allot sufficient time to complete the assignments. For practice and personal enrichment, you can complete on your own any of the exercises not assigned by your instructor.

Boxed Information

As you preview, read, and review, pay special attention to the boxes throughout each chapter. Read each box carefully; then read the text following, which discusses each point in detail. Review the boxes when you prepare for tests.

Companion Web Activities

The web page icon () used throughout each chapter indicates companion activities and exercises that are online for *Essential Study Skills*, Fourth Edition. When accessing the Internet and conducting web searches, realize that “surfing the web” can be very time consuming. Set a limit for yourself so you do not consume an excessive amount of time on the Internet. Bookmark the following web site for quick access; then click on the chapter you are studying. Go to <http://college.hmco.com/collegesurvival/students>. Click on *List of Sites by Author*. Use the arrow to scroll down to Wong, *Essential Study Skills*, 4e. Click on the title.

Summary

For a brief list of key points in the chapter, turn to the summary. Read it when you preview, and again after you have read the chapter thoroughly. Practice expanding the summary’s points by adding additional details you have learned about each point. Use the summaries as review tools to prepare for tests.

Learning Options

Learning Options provide an alternative form of assessment to show how well you understand the concepts and skills in the chapter and how effectively you can apply them in new ways. Learning Options add excitement to the learning process, for you are able to express your understanding in ways other than written or computerized tests. Learning Options may be used by your instructor in a variety of ways: he or she may assign a specific option, allow you to select the option that is most appealing to you, or require you to complete a given number of Learning Options through the course of the term. Follow your instructor's directions for using the Learning Options at the end of each chapter.

Review Questions

The questions at the end of the chapter will help you check how well you have learned and applied the chapter's study skills. You should be able to complete the questions without looking back at the chapter or your notes. Be sure to read the directions carefully before answering the questions. Additional practice tests are available online at this textbook's web site.

General Recommendations

1. Strive to complete your reading and assignments on time. You can gain a sense of being organized, progressing, and being in control of the learning process if you finish your work on time.
2. Have an open mind that is willing to try new strategies for learning. Many of the strategies you used in previous years are perhaps not the most efficient or effective. This is your opportunity to discover the excitement, creativity, and benefits of learning new ways to process academic information.
3. See this course as an opportunity to work hard, apply yourself, and push to work closer to your true potential. Your rewards will be a greater sense of accomplishment, confidence, empowerment, and success. You will learn valuable skills that will become your individualized approach to learning.

Your goal is not to learn *about* study skills; your goal is to learn *to use* powerful study skills consistently to enable you to accomplish other goals and achieve success. Learning, after all, is a lifelong process. Each time you are faced with a new learning situation—whether at school, at home, or at work—you can draw upon the skills you have learned in this book. Apply the skills of goal setting, time management, concentration, processing information, strengthening memory, and acquiring new knowledge to any new task at hand. You will be prepared to experience the rewards of success . . . again and again.

Linda Wong

Quick Start Checklist for the First Week of Classes

- ☐ **Register for your classes before the term begins.**
- ☐ **Obtain a printout of your classes.**
- ☐ **Become familiar with the campus and the locations of key departments, services, and facilities.**

If campus tours are not available, use a campus map to explore the campus and its facilities. Take time to locate the following areas:

- | | |
|--|---|
| 1. Your classrooms and closest restrooms | 7. Library |
| 2. Most convenient parking areas or bus stops | 8. Computer labs |
| 3. Financial Aid office | 9. Bookstore |
| 4. Career Counseling, Counseling/ Advising offices | 10. Tutoring centers |
| 5. Student Records or Registrar's office | 11. Student Activities/Student Government |
| 6. Student Health | 12. Cafeteria |

- ☐ **Inquire how to access computer labs, an email account, and the Internet.**

- ☐ **Visit the library.**

Learn the procedures for locating and checking out materials, the hours the library is open, and the availability of library orientation workshops.

- ☐ **Organize your notebooks.**

Use dividers to set up a three-ring notebook with sections for each of your classes. If you need to use more than one notebook, consider a notebook for the MWF classes and another for the T/Th classes. In each section of your notebook, organize the following materials:

1. Your weekly schedule of classes (See the Class Schedule form in Appendix B.)
2. The course *syllabus* (which is an outline of the class and the requirements)
3. A list of names and phone numbers of other students in class whom you may want to call to discuss homework assignments or meet for a study group
4. All of your class notes, handouts, and completed assignments arranged in chronological order



- ☐ **Create a term-long calendar.**

Locate a month-by-month planner or use a regular calendar to record all scheduled tests, midterms, due dates for projects, study-group meetings, conferences, and final exams. Begin by carefully examining each course syllabus for important test dates, project dates, and final exam dates. Also, refer to your college calendar for the term for additional dates of importance (holidays, last day to change grade options or drop courses, and special college events). Keep the monthly calendar in the front of your notebook. Plan to update it throughout the term.

☐ **Decide on a system to use to record all homework assignments.**

Select an easy-to-use system for recording your homework assignments. While some instructors provide students with daily assignment sheets, most do not. The system you select should provide you with a list of tasks or assignments that need to be done.

One system that works effectively is to title a sheet of notebook paper "Assignments." Place this Assignments page in the front of each section of your notebook. Use this page *every time* an assignment is given. Write the date the assignment is given, the specific assignment, the date it is due, and a place to check that the assignment is done. Your assignment sheet will look like this:

Assignments—Math 60

Date	Assignment	Due	Done
10/3	Read pages 110–125	10/5	x
	Do odd-numbered problems on 112, 115, 118, 125	10/5	x
10/5	Study for quiz on Chapter 3	10/7	

A second system involves using a commercial daily or weekly planner that has enough room for you to write assignments and their due dates. Check off the assignments as you complete them. A week in your weekly planner would show the assignments on the days they were given.

You can create your own weekly planner page using unlined notebook paper. Make six columns (one for each school day of the week and one to list your classes) and enough rows to show all of your classes. Each time an assignment is given, write the assignment on your planner page. Assignments can be checked off after they are completed. Your weekly planner page would look like this:

classes	Mon.	Tues.	Wed.	Thurs.	Fri.
<i>math</i>					
<i>writing</i>					
<i>theater</i>					
<i>psych.</i>					

☐ **Become familiar with your textbooks by surveying each textbook.**

Before you begin attending classes, get a head start by *surveying* your textbooks. Surveying a textbook involves becoming familiar with the features of the book by previewing or looking through specific sections in the textbook before you begin reading. Surveying, which often takes fifteen minutes to half an hour per book, will enable you to use the book more effectively and more efficiently throughout the entire term. Take time to complete the following six steps to survey your textbooks.

Step 1: Look at the title page, copyright page, and table of contents in the front of the book.

- Step 2:** Locate and read the introductory information. This section may also be labeled *Preface*, *To the Teacher*, or *To the Student*. This introductory material often provides valuable background information on the book and the author and clarifies the book's purpose.
- Step 3:** Look in the back of the book for an *appendix*. An appendix provides you with supplementary materials that were not included in the chapters. You may find answer keys to exercises; additional exercises; practice tests; additional readings; frequently used charts, formulas, or theorems; maps; or lengthier documents (such as the Bill of Rights).
- Step 4:** Look to see if the textbook has a *glossary* (a mini-dictionary that defines key terms used in the textbook).
- Step 5:** Look to see if your textbook has a section in the back of the book titled *References* or *Bibliography*. This section provides you with the names of authors and the books, magazines, or articles that were used by the author as sources of information. This list of references can also be used if you wish to research a topic further.
- Step 6:** The last step of surveying is to locate the *index* in the back of the book. The index is an alphabetical listing of subjects used throughout the textbook. An index can be used to quickly locate page numbers when you want to
1. review a specific topic that was discussed in class.
 2. locate a topic for a class assignment or discussion.
 3. review specific information for a topic for an essay.
 4. clarify information written in your notes.

☐ **Show up the first day of class ready to learn.**

Many students know that the term begins more smoothly when they are in class the first day and are ready to work. This is the day that the syllabus is usually discussed, introductions are made, and class expectations are explained. The following suggestions can help you get off to a good start:

1. Be on time.
2. Sit toward the front of the classroom rather than "hiding" in the back row. You will be able to see better, will concentrate more easily, and will show you are interested in the course.
3. Come prepared with your notebook, paper, pencils, pens, the textbook, and any other materials that you might need.
4. Be friendly! Show others that you are approachable and willing to be a part of the group. Your friendliness can help set a positive tone in the classroom.
5. Plan to listen carefully and be attentive.
6. Use a highlighter to highlight important information discussed on the syllabus.
7. Plan to take notes. Later in the term, you will learn an effective notetaking system. For now, the format you use for notes is not as important as the habit of writing down information as it is presented. Your notes should also include a record of your homework assignments.

☐ **Make a commitment to dedicate sufficient time each week to studying.**

One of the most common mistakes students make involves allocation of time. *Time on task*, or time devoted to studying, is highly correlated to academic success. Students who spend too little time reading, studying,

memorizing, and applying information in a variety of ways often struggle with the process of learning. In addition to completing reading assignments, written work, papers, and problems, you should dedicate some time each week to reviewing information that has been covered. Time management will be covered later in the term, but for now, you can use a time-management technique called the *2:1 ratio*. For most or all of your classes that involve textbook reading assignments and written work, plan to study two hours for every one hour in class. Therefore, if one of your classes meets for three hours a week, plan to study six hours a week for that class. The six hours of study time can be spread throughout the week. You can use your weekly planner or schedule to identify the total hours you plan to study during the week for each of your classes. Your classes and study blocks for each class can be planned on the chart in Appendix B, page A7.

☐ **Plan to ask questions about the class, the expectations, and the assignments.**

Becoming an *active learner* is important. Be willing to show your interest by asking questions in class. Most instructors are very willing to expand directions or give further explanations about classroom or textbook topics. Student questions also help promote interesting classroom discussions.

☐ **Monitor your stress levels.**

Some stress is normal. Normal stress is manageable and can even be a motivator. New or unfamiliar situations are commonly linked to feelings of self-doubt, lower confidence levels, and lower self-esteem. These feelings are part of the “learning cycle” and weaken or dwindle as you gain familiarity with and “settle in” to the new routine, expectations, and tasks to be completed. Chapter 5 introduces you to a variety of concentration, relaxation, and stress-reduction techniques that will assist you in keeping your stress at a comfortable, manageable level. In addition, this course itself will reduce stress levels as you gain skills and confidence by learning strategies designed to strengthen your ability to do well academically.

Stressors, or occurrences in the process of life that cause stress, can occur unexpectedly. Most colleges or universities have counselors, support groups, workshops, or courses that can help individuals with stress reduction and with periods of transition. Schedule a time with a counselor to explore the resources and options available on your campus.

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