

Purdue University
School of Health Sciences

Tips For New Boilermakers



School of Health Sciences
Office of Student Services
www.healthsciences.purdue.edu

Welcome to the Health Sciences family!! The Office of Student Services wants you to know that we are here to partner with you on your educational journey. Please remember that it takes two to form a partnership. We hope that you enjoy coming to see us as much as we enjoy seeing you.

Our pledge to you is that we will do whatever is in our power to assist in your success. We realize that many of you may not know exactly what career lies ahead of you. We will help in that crucial decision-making process regardless of where that leads. If Health Sciences is in your future, and we hope that it is, we will help you decide the best path for you. If, however, your career goals dictate that you transfer (CODO) to another school, we will also help you decide which college/school/ department is best for you.

Our office is located in the Civil Engineering Building, room 1163. Please stop by and spend some time with us. If there are any problems that you are experiencing and may not know where to turn, **COME AND SEE US!**



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Helpful Websites

Alphabetical List of Services

<http://www.purdue.edu/VPSS/services/services.php>

The Academic Success Center

<http://www.cla.purdue.edu/asc/>

Free Academic Success Skills Workshops

<http://www.cla.purdue.edu/asc/studentssupport/workshopschedule/>

Vice President for Student Services links (Includes CODO- Change of Degree Objective -Information)

<http://www.purdue.edu/VPSS/students.php>

Scholastic Deficiency Information

http://www.purdue.edu/univregs/pages/ac_regs_pro/schol_def.html

Medical Information

<http://www.purdue.edu/PUSH/>

Purdue Directory

<https://www.itap.purdue.edu/directory/>

Getting Started

- 1) Buy textbooks as soon as possible after the first meeting of each class. Each bookstore has a list of the textbooks used for each class. Buy used books when available, either from other students or from the bookstore. If buying new books, do not mark in them until after the first day of classes. Keep current with reading assignments before class and review the material again within 24 hours of class discussion. This helps you with retention.
- 2) Attend all Classes and try to take good notes.
- 3) Purchase a Mortarboard at a bookstore. This is an appointment book - the Purdue calendar is included which shows all Purdue athletic events as well as activities and cultural events and vacations. Space is provided for recording assignments, appointments, exams, etc.
- 4) Budget your time for study and for fun. Take advantage of those scattered hours between classes for study - go to the library - don't run back to the residence hall. Study during the daylight hours - your studying is more effective. Use time management schedules to help you plan your time efficiently.
- 5) Take time to exercise on a regular basis. This will give you enough energy to all the things you want to do.
- 6) Study with classmates and in study groups. It is helpful as well as fun! It will help you meet people and make friends.
- 7) Get involved in campus activities. You were active in high school, be active in college! Get a copy of Student Organizations and Services "Get Involved" from the Office of the Dean of Students. It is a list of all recognized campus organizations and services. Attend the all-campus callouts the first week of class. (Check the Mortarboard for dates).
- 8) Read the Purdue Exponent. This is the campus newspaper which is published Monday through Friday when classes are in session and allows students to become aware of happenings on campus. It is a great source of learning about clubs and organizations "call-outs" available resources, and cultural and religious activities on and off campus.

**Purdue University
School of Health Sciences
2007-2008 Club Officers**

Health Sciences Student Council:

President:	Akshay Thomas
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Secretary:	Sarah Ansborg
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Program Coordinator:	Amy Trzcinski
Community Service:	Lacey Easton

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Treasurer:	Hilina Enyew

Timmy Foundation Club: www.purdue.edu/timmy

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Treasurer:	Fang Ni
Director of Donations & Fundraising:	Nathan Herriage
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Director of Programming:	Misha Ownbey
Director of Community Engagement:	Steven Lee

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Vice President:	Nina Gattuso
Secretary:	Kellee Miller
Treasurer:	William Bowman
Community Service Chair:	Grant Hunsicker
Web Master:	Zach Fischer

Purdue Pre-Optometry Club: <http://web.ics.purdue.edu/~preod/>

President: Jennifer Wagoner
Vice President:
Secretary:
Treasurer:

SHOTS – Students Helping Others Through Service: www.purdue.edu/shots

President: Jordan Herring
Vice President: Erin Tao
Treasurer: Akshay Thomas
Secretary: Sherin Matthew
Fundraising Chair: Leigh Anne Schwartz
Service Chair: Christina Kranc
Service Chair/Webmaster: Apinya Suppatkul

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Vice President: Shotaro Sano

Pre-Physicians Assistant Club: web.ics.purdue.edu/~prepac

President: Amanda Crawford
Vice President: Bill Bodine
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Purdue Industrial Hygiene Student Association:

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Vice Pres: Lindsey Kneten
Secretary: D. J. Joshi
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Caduceus Club: <http://web.ics.purdue.edu/~caduceus>

President: Kayleigh Evans
Vice Pres:
Secretary:
Treasurer:

PAWMA – Purdue Air and Waste Management Association:

President: Dillon Whitacre
Vice President/Treasurer: Colleen Naughton

Eta Sigma Iota – Purdue’s Homeland Security Professional Fraternity

President: Erim Canligil
Vice President: Brian Whittaker

HOW TO TAKE TESTS AT COLLEGE

WHY TESTS EXIST

“How to Survive at College” By Sara Jane Coffman

Preparing for tests

1. Use class time to actively begin learning the material. According to William Farquhar, a leading authority in the field of study skills, “preparation for an examination begins the first day in a course.” Many students attend classes and take notes, but they do it mechanically, without becoming involved in the class or in the material. If you expect to do well on the tests in your courses, it’s important that you attend all of your classes, that you maintain a positive attitude about the professor and about the course, that you take thorough, accurate lecture notes, that you take an active interest in the material, and that you participate in class discussions.
2. Don’t procrastinate! Keep up with your assignments.
3. Keep the material fresh in your mind. Review your notes daily.
4. As test time approaches, find out exactly what will be on the test. Is there any material that won’t be on the test? Will a greater number of questions come from the textbook or from the lectures? Is the test comprehensive? Will there be material from previous tests on it?
5. Obtain copies of tests that were given in the course in previous semesters and practice taking them. School libraries, student governments, dormitories, and fraternities and sororities often have files of old tests. Examine the test to see if you can find any patterns to the questions on it. For example, does the professor primarily ask literal questions? Interpretive questions? Applicative questions? Does he make up fictitious terms to try to throw you off? Does he paraphrase material, or does he stick strictly to the terms used in the book? Does he ever inadvertently give the answer to a question somewhere else on the test? Does he like using the options “all of the above” and “none of the above” for the correct answer?
6. Start studying at least a week before the test is scheduled. Make a study schedule and plan to cover a different portion of the material every night. Almost all of your studying should be completed by the night before the exam. The night before an exam is not the time to try to learn new material.
7. Study for all of your tests – no matter what kind they’re going to be – as if you were going to have to take an essay test over the material. Studies show that students who expect a multiple choice test memorize unrelated facts and don’t bother to form opinions about the material they’re studying. They may do all right on the test, but they’ll

probably forget the material soon afterwards, which is a problem if you're taking a course that gives comprehensive finals. On the other hand, students who expect an essay test organize the information as they learn it, see relationships among the ideas, and have a deeper level of understanding of the material. They also tend to form personal opinions about the topic and can therefore remember it longer.

8. Stay healthy! Be sure to eat right, get enough sleep, and exercise. It's difficult to study for a test or do well on one when you don't feel well.
9. Have at least one review session with another member of the class. By quizzing each other, you'll find out what portions of the material other people think are important. Choose someone who usually gets good grades. If your partner doesn't do well on this particular test, find a new study partner for the next one.
10. Pay particular attention to any printed study guides that your professor may pass out prior to the test. If you're lucky enough to receive a list of study questions, be sure to learn the answers to them.
11. Make sure you attend the class period immediately preceding the test. Instructors sometimes give out last minute hints on how to prepare for the test as well as an occasional answer to some of the questions.
12. Get a good night's sleep the night before the exam. For most tests, a clear mind is better than one that's crammed with a lot of last minute material.

Things to do during the test

1. Arrive at the test early with all of the equipment you were told to bring. (Number 2 pencil, pocket calculator, etc.)
2. Don't get uptight! The only reason for you to get nervous is if you didn't study enough.
3. Skim the test as soon as you get it. See how long it is, which sections are worth the most number of points, and which questions will be easiest for you.
4. Read the directions carefully. Many points are lost on tests because students are too anxious to get started. Also, some students are in such a tight mind-set after studying that they'll frequently give an answer to what they think the question should be and not to what the question really asks. To make matters worse, sometimes the directions change in the middle of a test. For example, the directions may change from having you find the most likely answer to a statement in a multiple choice test question to having you find the least likely answer in the next question. On a matching test, for example, read carefully to see if you're expected to use all of the items in the right hand column, and check to see if you can use any of the answers more than once. As far as test directions are concerned, stay flexible and be ready for anything.
5. Be aware of your progress throughout the test; stay conscious of how much time you have left. Many classrooms do not have clocks, so you should plan to wear a watch. Even if the room does have a clock, it's better to look at your own watch rather than look

up and take the risk of seeing something that'll be distracting, like other students turning in their papers and leaving. Don't panic if other students turn their papers in before you. We all read and take tests at different speeds. It may be that people leaving the test before you didn't know any of the answers.

What to do when the test is returned

1. Take the test home and study it. Check your incorrect answers with the textbook and your class notes to see where you went wrong. Is there a pattern to the questions you missed? Did you primarily miss questions concerning the course terminology? If so, you'll know to study course terminology a little harder for the next tests. Did you answer the literal questions correctly but miss the interpretive ones? If so, you'll need to adjust your study methods for the next test and concentrate more on drawing conclusions from the material that's presented.

A test should be a learning experience; it won't be of any use to you unless you examine it after it's been graded and check your answers with the answers that professor wanted. Also, be sure to keep your tests so you can use them to study for the final examination.

2. Give your professors constructive feedback about their test: it'll help them improve the test the next time they give it. It's all right to tell your professor that the wording of a particular question was confusing or that the test didn't cover what you thought it was going to cover – if you do it in a non-argumentative way. And if you can do it sincerely, compliment you professor on a test that you think was written well.
3. If you get a test back that you think was graded unfairly, don't argue with the professor. No matter how right you may feel you have everything to lose and nothing to gain by confronting the professor in class. Professors are sensitive people. They can be highly sensitive about the tests they give. By criticizing your professors' tests, or saying something that they can interpret as a criticism, you're attacking them on a personal level. The best way to discuss a test with a professor is to make an appointment to talk about it in the professor's office, away from the rest of the class. If you're upset about the test, take it home, study it, and wait until you've calmed down before you go see the professor. If there's a question that you feel was graded unfairly, collect evidence from your textbook and from your class notes showing why you answered the question that way you did. When you meet with your professor, present that evidence in a calm, collected manner.

It's important not to put pressure on your professors to change your grade. Remember, they're in charge. Too often a student will back a professor into a corner and force him to change a grade. The student may have won the battle, but he may be unpleasantly surprised when he sees his grade at the end of the course. Even if your professor does not give you that extra point, if you can leave with a smile on your face, you may make such a good impression that you get a higher grade at the end of the semester. Professors are human beings. Treat them with the respect and courtesy they deserve.

How to improve your memory

The following suggestions on improving your memory are attempts to overcome the problems that can occur at each of the three stages of the memory process.

Stage 1: Perceiving the information

1. Obviously, you won't be able to remember something if you're not exposed to it in the first place. If you're trying to pick up new information in a class, be sure to attend all of the lectures. If you have to miss a lecture, check to see if there's a recoding of that you can listen to. If there's no recording, borrow and copy someone else's notes. Better yet, see if you can borrow the professor's notes.
2. If there's a reading assignment to be completed before the lecture – read it! If you don't have time to read the entire chapter, then at least skim it. The more familiar you are with the material before you go into the lecture, the easier it will be for you to understand and catalog it.
3. Sit as close to the speaker as possible to maximize your chances of receiving the message accurately.
4. Take notes, and in your notes, distinguish between the main ideas and the supporting details. By listening for the speaker's oral clues and watching for the visual clues, you'll be able to tell which parts of the presentation the speaker thinks are important.
5. Want to take in the information. The first rule of remembering is to have an intense desire to remember
6. Have a positive attitude toward the speaker and an open mind about the subject. It's easier to remember things we like and agree with; it's more difficult to remember something we don't like or we disagree with.
7. If you don't understand something the speaker has said, ask him to explain it. You can't learn if the material doesn't make sense to you.
8. In the case of learning a new term, repeat it as soon as you hear it. If you're introduced to a new work in the middle of a lecture, say it under your breath. This follows the principle set forth in an article by Gordon Bower in an issue of psychology today where he explains how to remember people's names:
“.....One component of the skill of learning people's names during introductions is that we must first explicitly attend to and register the name clearly as it is told to us. Most of us fail at this initial and most elementary stop because we are preoccupied with the other task demanded by the occasion-shaking hands, smiling, planning the conversation ahead, or anticipating the next person to be met. In our preoccupation, the name fails to register clearly. So first prescription would be that if you want to learn names, then you've got to reshuffle your “cognitive priorities” at the time of introduction

and attend clearly to the name and repeat it aloud or to yourself. That, at least, is a beginning.”

9. After the lecture, compare your notes with other students’ and fill in any ideas you may have missed.

Stage 2: Storing the information

There are several techniques you can use to help organize and store information so that it’ll be easier to recall:

1. Try to relate the new information to something in your past. The trick here is to associate the new material with an old, vivid memory that is easy to recall-then by recalling the old memory, you’ll automatically evoke the new one. For example, if you’re trying to learn the different kinds of psychoses for an abnormal psychology class, think of different people you’ve met in your life whose characters, if exaggerated, typify the various psychoses. Perhaps you’ll never forget the summers you spent with you aunt Agnes who always complained that people were following her... always looked behind the drapes when she walked in to a room... never sat with her back to a door...always kept her purse in her lap... and had shifty eyes. For the rest of the course, then, instead of memorizing how someone who is paranoid behaves, think of your old aunt Agnes.
2. If you have a list of things to remember, devise a mnemonic. Mnemonic devices are codes that let you store several pieces of information within a smaller one. You can make a mnemonic by taking the first letter of each of the terms you need to remember and formulating a new word. For example, the word HOMES can be used to help you remember the five Great Lakes – Huron, Ontario, Michigan, Erie and Superior. Another way to make a mnemonic is to make up a phrase such as “Every Good Boy Does Fine.” E, G, B, D, and F are the lines of the upper staff in music. “Thirty days hath September...” Is a mnemonic used to help schoolchildren remember the number of days in each month. “I before E except after C” is a quick way to remember how to spell words with “I’s” and “e’s” in them.
3. A third technique you can use to organize and store information is to create a mental picture of what it is you’re studying. For example, without looking at a map, could you draw a picture of the country of Zaire? How about Canada? Russia? But if you were asked to draw a picture of Italy, you probably could. That’s because your geography teacher probably taught you that the country is shaped like a boot. Now, every time you think of the shape of Italy, you see a mental image of a boot.

Forming mental images is a technique used by memory experts to dazzle audiences. It’s also used to train cocktail waitresses to remember their customers’ orders. The technique they use is to connect the name of the drink with the physical characteristic about the person who ordered it. For example, in the movie *Information Processing*, the waitress remembers that a man ordered a martini because his hairline is in the shape of an M. When a woman orders two green olives in her drink, the waitress pictures two green olives in the place of the woman’s eyeglasses.

Another way to use mental imagery is to imagine yourself at the scene of whatever it is you’re studying. For example, if you’re studying the Yir Yorount aborigines in your

sociology class, pretend that you're a young Yir Yorount warrior. Find out how tall you'd be, what you'd eat, how you'd spend your day, and what your religious customs would be like. If you're studying English history, pretend that you're Henry VIII or Anne Boleyn and try to react as you think they would have reacted to the problems they encountered. Imagining yourself doing the things you're studying about will get you emotionally involved with your learning.

Mental imagery can also be used when you need to remember a list of items. What you do here is create a story that links the items together. The trick is to make the story as bizarre and unusual as possible so that your mental image will be easy to remember.

Let's say that you want to remember the following fifteen items in the order in which they appear:

- | | | |
|--------------|---------------|---------------|
| 1. rodeo | 7. rope | 13. podium |
| 2. cow | 8. eyeglasses | 14. footstool |
| 3. camel | 9. boots | 15. telephone |
| 4. lipstick | 10. sheet | book |
| 5. sprinkler | 11. banana | |
| 6. water | 12. dirt | |

One story you could use to recall those items might go like this: There's a rodeo and at this rodeo there are two events – one for cows and one for camels. All of the animals are wearing bright red lipstick. There's a sprinkler set up in the center of the arena, and when the cows come in, water comes out of the sprinkler and hits them, and their lipstick runs off. There's a cowboy who rides into the arena on a camel. He's holding a rode for reins, and he's wearing quite an unusual outfit – eyeglasses, boots and a white sheet. He yells “whoopee ti eye on” as he runs the camel around the arena and waves a banana in his right hand. The floor of the arena is made up of dirt. There's a master of ceremonies for the rodeo who's on a podium at one end of the room- he's sitting on a footstool and reading off the names of the contestants from a telephone book.

This technique may sound a bit far-fetched, but it works. Research shows that people who use mental images remember things LONGER and BETTER than people who don't.

4. A fourth way to learn new material is by rote. Learning something by rote means repeating it over and over until you get it. Rote learning is difficult because there's no key to help you recall the information. Nor is the information stored with any real meaning behind it. There are some types of material, however, such as multiplication tables or foreign languages which must be learned strictly by repeating it over and over and over.

Stage 3: Retrieving the information

1. The only suggestion that can be given here is that you must practice retrieving what it is you want to remember. If you test yourself over the material daily, you'll have a chance to go back and refresh your memory if you haven't learned something well enough. The sooner you get the material into your brain, and the more times you retrieve it, the longer it will stay with you.

To extend that idea, it's far better to distribute your learning periods – that is, to learn a little bit every day – than it is to wait until the night before a test and try to cram everything into one study session. Learning everything at once is called massed learning. You may be able to store information in one study session, but if you do it the night before an exam, you haven't given yourself any time to practice retrieving it. Your only chance to retrieve it is at the test itself. And that can be rather risky.

2. As you test yourself, say the answers out loud. Hearing yourself say the material will help reinforce it in your mind. Even better, tell someone else what you've learned. When you use information, it becomes a part of you.
3. Learn more material than you actually need to know. Studies show that students who over learn get higher scores on tests. The testing situation can be a scary one. If you've ever given a speech, you know that no matter how well you know the speech beforehand, you're going to forget some of it when you get up in front of an audience. The same thing happens in a test-taking situation. No matter how well you know the material, you may miss a question or two due to the test itself. That's why it's a good idea to know the material inside out. Also, you should be able to put the material in different words so that you won't be thrown if the professor paraphrases it on the test.

20 Reasons why students have trouble in college

1. They have no major and no clearly defined goal in life. They don't know what they want out of college and have no career plans after graduation. Students who have majors and know what field they want to go into get higher grades and have an easier time in college than students who are undecided about their majors.
2. they have overwhelming personal or family problems. A family member may become ill, parents may get divorced, or students may lack family support or understanding. College is also a time for identity crises. You'll be asking yourself a lot of question, like " Who am I?" "Where am I going?" and What do I want to do with my life?"
3. They didn't have to study in high school, and they figure they can get by without studying in college. Perhaps they kept up with their work in high school because

their teachers checked up on them, but they lack the self discipline that college work demands

4. They have financial problems. They don't have enough money to purchase the books and materials required for their classes. Their financial aid may not have come through on time, and they don't have money for food or rent.
5. They're in a major that's not right for them. For example, they want to become an engineer, but they can't do math. Or their parents want them to major in public relations, but they're afraid to talk to people. They may like the idea of a college degree and enjoy being in school, but they dislike their curriculum and can't get excited about working in the field they're currently studying.
6. Their goals are set too high. For example, they graduated in the bottom quarter of their high school class but want to become a doctor or veterinarian. Or, they're in a hurry to finish school and sign up for more courses than they can handle.
7. Their goals aren't set high enough. They have potential but aren't using it. Perhaps they lack internal or external motivation. In any case, people who work far below their potential usually find their work meaningless and end up getting bored, blaming the system, and dropping out of school.
8. They don't learn to manipulate the system. They let other people make decisions for them, don't ask questions, and settle for things (like roommates, dormitories, or class schedules) that are unpleasant without questioning or trying to improve their situation.
9. They let their social life take precedence over their academic work. Away from home for the first time in their lives, they're unable to cope with their new-found freedom. They party more than they study.
10. They are miserable socially. They don't make friends, dislike their roommates, don't participate in any campus clubs or activities, don't talk to their professors, don't interact with the other students in their classes, and don't read the school newspaper to find out what's going on. These students often complain there's nothing to do, so they pack up and go home every weekend.
11. They don't learn to psych out (or get along with) their professors. They don't make an effort to put themselves in their professors' shoes or try to see the world from their professors' point of view. They can't figure out what their professors want on exams. They can't adjust from one professor to another.
12. They procrastinate. They consistently wait until the last minute to do assignments and study for tests. Consequently, assignments build to such an extent in their minds that they hesitate to even begin them. When they finally do sit down to do the work, it often is poorly done.

13. They don't want a degree badly enough. Maybe they're in school because their parents wanted to be or because their brothers and sisters all went to college. In any case, they're unwilling to go through the red tape it takes to get a degree, or to put in the required number of hours it takes to learn the material.
14. They lack the necessary academic skills. Many students who enter college have poor reading skills. They "read" but don't get anything out of it. Other important skills that students entering college sometimes lack are the ability to identify main ideas, take good classroom notes, initiate assignments on their own, use their own words. Also, some students are handicapped by limited vocabularies, poor thinking and reasoning skills, and poor writing skills.
15. They work, and their job interferes with their studies. By the time they get home from work, they're too tired to go to class or to study.
16. They get disappointed somewhere along the line, start on a downhill slide, and are unable to recover. They miss assignments, start cutting classes, and finally end up withdrawing from the course or failing it.
17. They don't take action – or they don't take action soon enough – if they start to fail a course. Perhaps they know they've failed an assignment or two, but they don't really believe their instructor will fail them at the end of the term. Or, they may be passing some parts of the course, but the portions they're failing make up a larger part of their grade than the portions they're passing. In most basic speech courses, for example, you must pass the exams as well as the speeches in order to receive a passing grade.

Another mistake students make is waiting until the last minute to get help. They find a tutor the day before an exam and expect to learn the entire course overnight.
18. They believe that things will get better when... (basketball season ends, fraternity rush ends, swimming practice ends, spring break comes, etc.) They believe that if they just had more time, they could catch up on their work and get "A's" in all their classes.
19. They fall in (or out of) love. Being in love can be great when you're working on a degree – if you handle it correctly. It's fun to have someone to call you, care about you, and help you share your successes. It's when the object of your affection consumes all of your time and energy that you can get into trouble.

The problem with falling in love, though, is that you are then a potential candidate for falling out of love. And that can be traumatic – whether you're the person initiating the break or the person being left. Since college is a time when people do a lot of dating, breaking up is an event that most college students experience.
20. They get sick, can't attend classes and can't concentrate when they study.

How to take notes from a lecture

1. Have a different notebook for every class.
Notebooks come in many sizes and varieties. Buy ones with pages large enough so you won't have to continually keep turning them. If you like colored paper, buy notebooks with your favorite colored paper. Spiral notebooks are good because the pages won't fall out if you drop them. Some notebooks also have pockets where you can store handouts or any loose papers associated with the course.
2. Read the assignment before going to class.
This will make a tremendous difference in the ease with which you take notes and the accuracy of your notes. If you don't have time to read the entire chapter before the lecture, at least skim through it to get the general idea.
3. Sit in the front of the classroom.
This will help you maintain eye contact with the professor and put you in a better position to pick up on his nonverbal clues. Also, it will help you resist distractions and keep you mind on the lecture.
4. Write the date and title on the lecture at the top of the page.
You should be able to get the title of the lecture from the course syllabus. Also, write down any other important information, like the name of the guest speaker or the title of the movie.
5. Make an effort to organize your notes.
Start main ideas at the left margin of your paper and indent the supporting details – names, dates, places, examples. When the professor moves on to another main idea, skip a line and start again at the left margin. Most lectures are not organized, which makes it extremely difficult to take well-organized notes. Do the best you can. If the professor backtracks and starts talking about an idea he or she presented earlier, go back and insert the material where it belongs.
6. Use abbreviations.
The faster you can write things down, the better. It's hard to listen and take notes at the same time, so the less time you spend writing, the more time you'll have to listen to the lecture. Don't write in complete sentences – only write down key ideas and phrases.
7. Use your own words, except for technical vocabulary.
Translate the ideas you hear into your own words before you write them down. Let's say the theme of the lecture is "the pervasiveness and interrelatedness of

social organization and hence its fragility.” In that case you might want to write down something like this THEME: Social organization is everywhere and interrelated. Also very fragile. Technical information should be recorded without changes. In a sociology class, for example, you should not change a term such as “kinship roles.”

8. Leave room if you missed something so you’ll know to go back and fill in the information.

Don’t just skip something if you’re not sure what you heard-it might appear on you next test. Write down what you think you heard – or leave a blank space and check with someone after class.

9. Think about what you’re hearing in terms of your own experiences. What do you have in your past that’s similar to what the professor is saying? Do your experiences contradict or support? If you can find similar experiences in your background, it’ll help you remember the professor’s ideas.

10. Learn when NOT to write something down

Whenever the professor goes off on a tangent, learn to put your pen down and relax. Stories, jokes, and sentences that begin with the phrase “that reminds me of the time..” are usually tangential material not directly related to the topic. Professors who usually stand when lecturing will often sit on the edge of their desks when they’re saying something that’s of lesser importance.

11. Learn to distinguish facts from opinions.

You should base your opinions on facts rather than on someone else’s opinion.

12. Ask Questions.

Information has a habit of changing when it goes from one person to another. If you hear something that doesn’t sound right , ask your professor to explain it. Or, if you miss something because the professor’s going too fast, ask him or her to repeat it. Some professors don’t like to be interrupted in the middle of their lectures. In that case, make a note of your question and ask the professor after class or during your next session.

13. Write only on the front side of the paper.

Writing on the backs of pages can be awkward when you have to rest your arm on the spiral ring of a notebook. Also, in magazines, ads that appear on the wrong side of the page cost more than ads that appear on the back. That’s because your eye is drawn to the right side of the page. You attend better, and hence may be able to remember the material better.

14. Recopy your notes as soon as possible.

When writing notes, you’re taking the professor’s lecture apart into discrete little pieces. After the lecture, you need to put it back together again. Go over your

notes with someone after class and fill in anything you may have missed. If you need to reorganize your notes, this is a good time to do that. Then, read through your notes before you go to bed. It'll only take a few minutes, but the review will help imprint the material into your brain. Also, read through your notes periodically to keep the material fresh. Don't put your notes in a drawer and pull them out the week before the test. Then you'll have to learn the material from scratch.

15. Record the lecture on a small audiocassette.
It might be that the material is so complicated that you need to listen to it twice. Check with your professor to see if it's all right to bring a small tape recorded with you to class. Or, ask your professor to consider putting a copy of the lecture in the library. A third idea – if the professor teaches more than one section of the class – would be to attend the lecture twice.
16. Volunteer in class when your professor asks for a volunteer.
Also, try to answer a question or two every class period if you have a chance. Not only does it make the time go faster, but it will help you to remember the material.
17. Don't loan your notes to anybody.
Some students have loaned their notes to other students and have never seen them again. If someone wants to borrow your notes, either photocopy them or sit with the person and explain them.

Making a study schedule

1. On the blank study schedule fill in the courses you're taking.
2. If you have a job, write in the hours you work.
3. Write in the activities that you plan to pursue during the coming week such as club meetings, athletic practice, or exercise.
4. Write in the times you have your meals. Don't skimp on these hours – be sure to give yourself plenty of time to relax and enjoy dinner.
5. With a different color pen, write in the times you're going to study. There are several things to keep in mind when scheduling time to study:
 - a. A good rule-of-thumb is to study two hours outside of class for every hour you spend in class. This may sound like a lot of studying, but if you're planning to do well in college, you'll probably need to spend at least that much time at it. Some courses, like foreign language courses, may require more than two hours outside of class; others may not require as much. After you're into the term a week or so, you should have a pretty good idea how much time each course will take.

- b. The word **study** needs to be defined. When you study, you should read the course syllabus and complete any assignments that are due the next class period, including the reading assignment. This means underlining the important points in your book and/or taking notes from it. Once you've done those things, you can always reread or recopy your class notes, start reviewing for the next test, look up old tests that were given in the course in previous terms, or start on any long-term projects like a term paper that will be due at the end of the course.
- c. Schedule your studying for times when you're fresh and alert. Some people are at their best in the mornings and should study then. Other people don't function well until afternoon, and still others prefer studying in the evening.
- d. Be specific about what you're going to study when. That way you'll establish the habit of studying a certain course at a certain time. The more such habits you establish, the easier it will be to discipline yourself to study.
- e. Be sure to put the free time between your classes to good use. For example, if you have an hour free before your biology class, use that time to read the assignment and to review your previous class notes. If you have an hour free after class, use the time to recopy your notes while the material is still fresh in your mind. Or, use the time to start on the next assignment.
- f. If most of your classes are on the same day, don't try to do a lot of studying that evening. Just plan to attend your classes and study on a day that's less hectic.
- g. Concentrate when you study. One hour spent in deep thought and concentration will be more productive than three to four hours of unfocused study. Also, it will help if you set a goal for each of your study sessions so you'll know where heading and when you're done.
- h. Don't study for long periods of time. Research shows that three to four hour long periods of study without breaks are not as conducive to learn as studying for short periods of time with frequent breaks. Some students study for periods of twenty to thirty minutes; others prefer taking breaks every hour.
- i. Finally, a word about where to study. The kinds of places where people study best vary. Some people need absolute quiet, while others can study in front of the television. Some people like working alone, while others prefer studying in a group. You may need to vary your location depending on the kind of work you're doing. For example, you may need a greater

amount of quiet and privacy when you're studying for a test than when you're doing a homework assignment. Ideally, you should try to find several places where you feel comfortable studying.

6. Follow the schedule for a week. At the end of the week, you'll probably want to make some adjustments in it. Throw out the parts that didn't work for you, and keep the parts that you felt were successful. Remember, your study schedule is YOURS, so if you don't like it, change it! If your schedule was too structured, try loosening it up. If you didn't get as much accomplished as you needed to, you may want to structure it a little more. The sooner you can establish some regular pattern of behavior, the better off you'll be.
7. Make an appointment with your instructor to discuss your study schedule. If you're having some difficulty with it, perhaps your instructor can suggest some changes.

Making a list of things to do

In addition to a study schedule, some students find it helpful to make a list of things to do. This is a good idea if you find yourself forgetting to be places you should be or forgetting to do things you were supposed to do. Such a list can either be in chronological order.

8:00 breakfast with communication committee to discuss group presentation
9:00 run to bookstore-need more 3x5 index cards!
9:30 English class-take assignment
10:00 Meet John at Sweet Shop

Or, you could put the items in order of importance or difficulty:

1. Finish chemistry assignment!
2. Call for an appointment with advisor to make out next term's schedule
3. Buy 3x5 index cards at bookstore

If the idea of making a daily "to do" list appeals to you more than following a study schedule, then try it. You may want to try mapping out an entire week in list form.

Academics come first!