



STUDY GUIDE

TO HELP YOU
SUCCEED!

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STUDY GUIDE

At CIC we are concerned about students passing the courses and knowing the material. Here we present a small guide to help you, however we must emphasize that YOU have to WORK.... and **Work** means;

1. Attending Lectures and Tutorials
2. Taking Lecture Notes
3. Reviewing the Lecture Notes
4. Reading the Textbook
5. Doing Assignments
6. Preparing each night for next days classes

Unless you are one of the few students who absorb everything and retain it without studying, you will have to devote at least *1hour study time per classroom hour* . So **if you are taking a 3 hour per week class, you need to schedule an extra 3 hours of study for this one course**. This means that if you have a 15 hour classroom schedule you need to schedule 30 hours altogether.

No two people study the same way, and there is little doubt that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. Everyone is different, and for some students, studying and being motivated to learn comes naturally. Your success in CIC is dependent on your ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration, and low or failing grades. It's your life, your time, and your future. This guide is designed to help you develop effective study skills. It is not a magic formula for success in preparing for tests, written or oral assignments. Studying any material requires work! However, by using the techniques described in this guide, and by applying yourself, you can gain a valuable edge in understanding material, preparing for tests, and, ultimately, learning.

The following Website is also very useful for tips, hints and study ideas and can be read in Arabic too.

www.studygs.net

When to study

The problem of when to study is critical. A good rule of thumb is that studying should be carried out only when you are rested, alert, and have planned for it. Last minute studying just before a class or test is usually a waste of time.

Where to study

You can study anywhere. Obviously, some places are better than others. Libraries, empty classrooms or private rooms are best. Above all, the place you choose to study should not be distracting. Distractions can build up, and the first thing you know, you're out of time and out of luck. Some can study effectively with music in the background, others need quiet. Make sure the environment you choose is suitable for you.

How to use your time effectively.

Time is the most valuable resource a student has. It is also one of the most wasted of resources. Developing a *Time Schedule* should guide you in how to allocate the available time in the most productive manner. Sticking to your schedule can be tough. Don't dribble away valuable time. **Avoiding study is the easiest thing in the world.** It's up to you to follow the schedule you prepared. A good deal of your success in high school or college depends on this simple truth.

A Note on Attending Lectures:

Plan to be at the lecture or tutorial BEFORE the start and DO NOT leave until it is over. Pay attention to what is said and DO NOT talk during the session unless asked to by the speaker. You are there to learn something – you should get the most out of it you can.

LECTURE NOTES

Learning to make notes effectively will help you to improve your study and work habits and to remember important information. You should be prepared for the lecture having read the chapters and / or any study material given previously. Listen to what is said - write it down, then re-write and expand it.

It is important to take good notes during a lecture. Make sure you can read them and note textbook pages referred to. After the lecture, review the notes you took during the lecture while the information is still fresh and read the relevant chapters in the textbook. Before the tutorials make sure you have read all the assignments and made notes on what you don't understand. Ask the instructor to explain things you do not understand. Always try to do all assignments given, and more if possible. The instructor can only help you if you have tried the problems. The professor can see you during office hours, be sure to have everything ready to ask. It is no use going to a professor for help if you have not tried to do the assignments or attempted to understand the work.

Instructors usually give clues to what is important to take down. Some of the more common clues are:

1. Material written on the whiteboard.
2. Repetition
3. Emphasis
 - a. Emphasis can be judged by tone of voice and gesture.
 - b. Emphasis can be judged by the amount of time the instructor spends on points and the number of examples he or she uses.
4. Word signals (e.g. "There are two points of view on . . . " "The third reason is . . . " " In conclusion . . . ")
5. Summaries given at the end of class.
6. Reviews given at the beginning of class.

Each student should develop his or her own method of taking notes, but most students find the following suggestions helpful:

1. Go to class and listen well. In your mind, form a picture of what is being discussed
2. Make your notes brief.
 - a. Never use a sentence where you can use a phrase. Never use a phrase where you can use a word.
 - b. Use abbreviations and symbols, but be consistent.
3. Put most notes in your own words. However, the following should be noted exactly:
 - a. Formulas
 - b. Definitions
 - c. Specific facts
4. Indention helps you distinguish major from minor points.
5. If you miss a statement, write key words, skip a few spaces, and get the information later.
6. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or make a summary of the contents of the page.)
7. Date your notes. Perhaps number the pages.
8. Copy down everything on the board, regardless. Did you ever stop to think that every blackboard scribble may be a clue to an exam item? You may not be able to integrate what is on the board into your lecture notes, but if you copy it, it may serve as a useful clue for you later.
9. Sit as close to the front of the class, there are fewer distractions and it is easier to hear, see and attend to important material.
10. Get assignments and suggestions precisely - ask questions if you're not sure.

11. Some students say that they plan to rewrite or type their notes later. To do so is to use a double amount of time; once to take the original notes and a second to rewrite them. The advice is simple: DO IT RIGHT THE FIRST TIME!

12. Don't write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the "meat" of the subject and forget the trimmings.

13. Notes should consist of key words or very short sentences. If a speaker gets sidetracked it is often possible to go back and add further information.

14. Take accurate notes. You should usually use your own words, but try not to change the meaning. If you quote directly from an author, quote correctly.

15. Think a minute about your material before you start making notes. Don't take notes just to be taking notes! Take notes that will be of real value to you when you look over them at a later date.

16. Have a uniform system of punctuation and abbreviation that will make sense to you. Use a skeleton outline and show importance by indenting. Leave lots of white space for later additions.

17. Leave out descriptions and full explanations. Keep your notes short and to the point. Condense your material so you can understand it rapidly.

18. Don't keep notes on oddly shaped pieces of paper. Keep notes in order and in one place.

19. Shortly after making your notes, go back and rework (not redo) your notes by adding extra points and spelling out unclear items. Remember, we forget rapidly. Budget time for this vital step just as you do for the class itself.

20. Review your notes regularly. This is the only way to achieve lasting memory.

As you make notes, you will develop skill in selecting important material and in discarding unimportant material. The secret to developing this skill is practice. Check your results constantly. Strive to improve. Notes enable you to retain important facts and data and to develop an accurate means of arranging necessary information. There are two good reasons to review your notes as soon as you can after the lecture:

1. While the lecture is still fresh in your mind, you can fill in from memory examples and facts which you did not have time to write down during the lecture. More over, you can recall what parts of the lecture were unclear to you so that you can consult the lecturer, the teaching assistant, a classmate, your text, or additional readings for further information.
2. Immediate review results in better retention than review after a longer period of time. Unless a student reviews within 24 hours after the lecture or at least before the next lecture, their retention will drop; and he will be relearning rather than reviewing.

The Cornell System

The Cornell system for taking notes is designed to save time but yet be highly efficient. There is no rewriting or retyping of your notes. It is a "DO IT RIGHT IN THE FIRST PLACE" system.

1. First Step - PREPARATION

Use a large, loose-leaf notebook. Use only one side of the paper. (you then can lay your notes out to see the direction of a lecture.) Draw a vertical line 2 1/2 inches (6 cm) from the left side of you paper. This is the recall column. Notes will be taken to the right of this margin. Later key words or phrases can be written in the recall column.

2. Second Step - DURING THE LECTURE

Record notes in paragraph form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly.

3. Third Step - AFTER THE LECTURE

Read through your notes and make it more legible if necessary. Now use the column. Jot down ideas or key words which give you the idea of the lecture. (REDUCE) You will have to reread the lecturer's ideas and reflect in your own words. Cover up the right-hand portion of your notes and recite the general ideas and concepts of the lecture. Overlap your notes showing only recall columns and you have your review.

RETENTION

College students are confronted with not only understanding the work, but also remembering it. Generally there are two kinds or types of memory to consider.

1. General Memory
2. Verbatin Memory

General remembering or remembering the idea without using the exact words of the book or professor is called for in all subjects; however, the arts, social sciences and literature probably make the greatest use of this particular kind of remembering.

The other type of memory work is the verbatim memorizing or remembering the identical words by which something is expressed. This type of memorizing may be called for in all subjects but especially in law, dramatics, science, engineering, mathematics, and foreign language where the exact wording of formulas, rules, norms, law, lines in a play, or vocabulary must be remembered.

Other kinds of memory have their place and it is important for the student to know when to stop with the general idea and when to fix in mind the exact words, numbers, and symbols.

1. Understand thoroughly what is to be remembered and memorized. When something is understood, be it a name or a chemical chain it is almost completely learned, for anything thoroughly understood is well on the way toward being memorized. In the very process of trying to understand, to get clearly in mind a complex series of events, or chain of reasoning, the best possible process of trying to fix in mind for later use is being followed.
2. Spot what is to be memorized verbatim. It is a good plan to use a special marking symbol in text and notebook to indicate parts and passages, rules, data, and all other elements which need to be memorized instead of just understood and remembered.
3. If verbatim memory is required, go over the material or try to repeat at odd times, as, for example, while going back and forth to class.
4. Think about what you are trying to learn. Find an interest in the material if you wish to memorize it with ease.

5. Study first the items you want to remember longest.
6. Learn complete units at one time as that is the way it will have to be recalled.
7. Overlearn to make certain.
8. Analyze material and strive to intensify the impressions the material makes.
9. Fix concrete imagery whenever possible. Close your eyes and get a picture of the explanation and summary answer. Try to see it on the page. See the key words underlined.
10. Make your own applications, examples, illustrations.
11. Reduce the material to be remembered to your own self-made system or series of numbered steps.
12. Represent the idea graphically by use of pictorial or diagrammatic forms.
13. Make a list of key words most useful in explaining the idea or content of the lesson.
14. Form a variety of associations among the points you wish to remember. The richer the associations, the better memory.
15. Try making the idea clear to a friend without referring to your book or notes.
16. Actually write out examination questions on the material that you think you might get at the end of the term. Then write answers to your own questions. Since you now have the chance, consult the text or your notes to improve your answers.
17. Follow suggestions for reviewing. This is an important part of remembering

ACRONYMS

The use of acronyms can be helpful when a list of facts or sequence of items must be remembered. An acronym is a word or phrase made from the initial letter or letters of each of the successive parts or major parts of a compound term. For example, the acronym PERT stands for Program Evaluation and Review Technique.

Acronym phrases can be created by students to remember a specific item, such as the planets in our solar system in sequence (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto). Taking the first letter of each word, you would have m, v e, m, j, s, u, n, and p. Make up a nonsensical phrase to help you remember the exact order, such as, "My very elegant mother just served us nine pies." Or to remember the Sine Cosine Tangent relationship for right angled triangles: "Some People Have Curly Black Hair To Plaster Back" (where S is sine, C is cosine, T is Tangent, P is perpendicular, H is Hypotenuse, and B is Base).

$$S = P/H \quad C = B/H \quad T = P/B$$

STUDYING FOR FINAL EXAMS

You can't erase mistakes that began the first week of classes. Do NOT get yourself into a predicament that will require "cramming." Cramming for final exams means trying to learn the entire course in few days and only causes stress, panic and the information is soon forgotten. Students should instead focus on smaller goals rather than on larger ones. Avoid becoming engulfed in your whole course:

1. Don't spend the semester consciously preparing for finals, spend the entire semester studying only the previous classes' material.
2. Study the night before each class as though you were preparing for an exam that would cover what was taught in the previous class.
3. Keep your mind on the smaller modules, the individual classes and by the time finals roll around, you'll hardly need to study.

TIME SCHEDULES

Being successful at the college/ university level will probably require a more careful and effective utilization of time than you have ever achieved before. You know now that you are expected to study for 2 hours per one hour of classroom time; therefore you need to manage your time effectively. A 15-hour class schedule per week equals a 45-hour schedule, or a full time job!

Many students find that other part-time jobs and/or family and social responsibilities, which add a great deal more time, must supplement this full-time job. A common student complaint, therefore, is that there is just not enough time to go around.

The job of being a college / university student, like most other jobs, can be carried out either efficiently or inefficiently. The way we use time (or waste it) is largely a matter of habit patterns. One of the best techniques for developing more efficient habits of time use is to prepare a time schedule. Research psychologists and efficiency experts can produce impressive statistics demonstrating the efficiency of a well-organized time schedule. The work habits of people who have achieved outstanding success invariably show a well-designed pattern or schedule. When a person has several duties confronting him simultaneously he often will fail to do any of them. The purpose of scheduling is not to make a slave of the student, but to free him from the scholastic inefficiency and anxiety that is, at least partially, a function of wasted time, inadequate planning, hasty, last minute study, etc.

The most successful system for most students is to combine long-range and short-range planning. A student can make a general schedule for an entire semester and then prepare a more specific plan for two or three days a week at a time.

If you don't have a schedule or plan for studying, then you will not have any way of allocating your valuable time when the unexpected comes up. A good, well thought out schedule can be a lifesaver. It's up to you to learn how to develop a schedule that meets your needs, revise it if necessary, and most important, **follow it.**

LONG-RANGE SCHEDULE:

Some suggestions for developing a long-range strategy - i.e., a semester schedule.

1. Plan Enough Time For Study.

The college expects a student to average about two hours in studying (including library work, term papers, themes, etc.) for each hour spent in the classroom. This is an appropriate and realistic guideline. A genuinely high ability student may get by adequately with less. However, many students would do well to plan for somewhat more than the two-for-one ratio.

2. Study At The Same Time Every Day.

In so far as possible, a student should schedule certain hours which are used for studying almost every day in a habitual, systematic way. Having regular hours at least five days a week will make it easier to habitually follow the schedule and to maintain an active approach to study.

3. Make Use Of The Free Hours During The School Day.

The hours between classes are perhaps a student's most valuable study time yet, ironically, the most frequently misused. A student may effectively utilize these hours reviewing the material and editing the notes of the preceding class and/or studying the material to be discussed in the following class.

4. Plan Study Periods To Follow Class Periods.

This should be done whenever possible. The next best procedure is to schedule the period for study immediately preceding the class. A student should specify the particular course they will study rather than just marking "study" on their schedule.

5. Space Study Periods.

Fifty to ninety minutes of study at a time for each course works best. Relaxation periods of ten or fifteen minutes should be scheduled between study periods. It is

more efficient to study hard for a definite period of time, and then stop for a few minutes, than attempt to study on indefinitely.

6. Plan For Weekly Reviews.

At least one hour each week for each class (distinct from study time) should be scheduled. The weekend is a good time for review.

7. Leave Some Unscheduled Time For Flexibility.

This is important! Lack of flexibility is the major reason why schedules fail. Students tend to over-schedule themselves.

8. Allot Time For Planned Recreation

When a student plans his schedule, he should begin by listing the activities that come at fixed hours and cannot be changed. Classes and laboratories, eating set meals in residence, sleep, and work for money are examples of time uses which the student typically cannot alter. Next, he can schedule his flexible time commitments. These hours can be interchanged with other hours if he finds that his schedule must be changed during the week. Recreational activities are planned last.

When forced to deviate from his planned schedule (and that will invariably occur), the student should trade time rather than steal it from his schedule. Thus, if they have an unexpected visitor at a time reserved for study, they can substitute an equal amount of study time for the period set aside for recreation.

Time scheduling will not make you a perfectly efficient person. Very few people can rigorously keep a detailed schedule day after day over a long period of time. In fact, many students who draw up a study schedule and find themselves unable to stick to it become impatient and often give up the scheduling idea completely.

The following method of organizing time has been helpful to many students and does not take much time. It is more flexible than many methods and helps the student to establish long term, intermediate, and short term time goals.

1. Long Term Schedule

Construct a schedule of your fixed commitments only. These include only obligations you are required to meet every week, e.g., job hours, classes, prayer, organization meetings, etc.

2. Intermediate Schedule - One per week

Now make a short list of MAJOR EVENTS and AMOUNT OF WORK to be accomplished in each subject this week. This may include non-study activities. For example:

- Quiz Wednesday
- Paper Tuesday
- Party Tuesday night
- Finish 40 pages in English by Friday
- Finish 15 problems in Economics by Friday

These events will change from week to week and it is important to make a NEW LIST FOR EACH WEEK. Saturday night may be the most convenient time to do this.

3. Short Term Schedule - One per day

On a small note card each evening before retiring or early in the morning make out a specific daily schedule. Write down specifically WHAT is to be accomplished. Such a schedule might include:

Wednesday

- 8:00 - 8:30 Review English
- 9:30 - 10:30 Preview Math and prepare for Quiz
- 1:30 – 2:00 Preview material for Chemistry Lab
- 5:45 Pick up clean clothes on way home
- 7:00 – 8:00 English: Review Notes and Chapters: Do assignments
- 8:00 – 9:00 Math: Review Notes and Chapters: Do assignments
- 9:00 – 10:00 Chemistry: Review Notes and Chapters: Do assignments

CARRY THIS CARD WITH YOU and cross out each item as you accomplish it. Writing down things in this manner not only forces you to plan your time but also in effect causes you to make a promise to yourself to do what you have written down.

The following texts and Web sites were used while compiling this guide:

1. <http://www.adprima.com/studyout.htm>
2. http://www.aber.ac.uk/language+learning/study_guide/contents.htm
3. <http://207.232.150.130/whs/StudyHints.htm>
4. <http://www.coping.org/adultlink/study.htm#Study>
5. <http://www.studygs.net>

If you do nothing, you will probably get nothing!

You only get out what you put in!

READ THE BOOK _ YOU PAID FOR IT!

If you do not understand, talk to the Instructor / Professor – once you have tried. Read the text using a strategy such as “Survey, Question, Read, Recite, Review” (SQRRR), Extracted from Understanding Canadian Business, by Nickels, W.E., McHugh, et.al., McGraw-Hill.

1. **Survey** or scan the chapter to see what it is all about. Scanning will provide an introduction and help get your mind in a learning mode.
2. Write **questions** that affect you personally.

Remember the following:

1. The final exam is worth 50% of the course. If you did poorly on the midterm, you must improve your study to pass the course.
2. Failing the course will mean not being able to take courses in future terms that require that course as a pre-requisite.
3. Failing 2 courses will eliminate the student from entering the CO-OP program in the first year.
4. A failed Fall course may not be available until the following Fall.
5. It is up to YOU to improve your marks – by working.
6. If you copy assignments you will probably not pass the exams.
7. If you cheat in the exams, you get zero.
8. We want you to succeed – and gain knowledge.
9. We are here to help you, providing you try.
10. In most cases – students fail themselves by not doing enough.