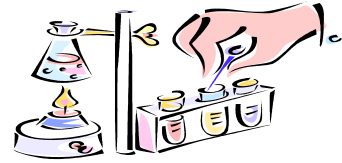
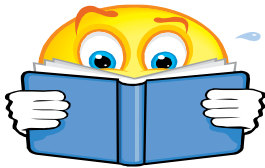




Learning Styles



HOW DO YOU LEARN BEST?

Every person learns new things in unique ways. Some people enjoy learning things by listening to a lecture or other peoples' stories. Others enjoy reading material from newspapers, textbooks, or other written books. While others enjoy the hands-on approach and learn by actually doing. There are many people who learn best from a combination of different approaches and in many cases, more than one learning style is involved in a particular task. There are many theories of how people learn. One theory often referenced is called the Visual, Auditory, Kinesthetic (tactile, or haptic) theory which classifies people into different groups based on activities people enjoy doing while they learn.

WHICH STYLE ARE YOU?

To find out which style you are, link to the website listed below and take the assessment. The assessment will take you around 5 minutes and after you submit it, you will get scores for the different areas. In this survey, there are 2 visual scores, 1 auditory score, and one kinesthetic score. The area where you have the largest number is your dominant style. However, most people may have equal scores in different categories which indicate you enjoy learning in multiple ways. The different categories will be explained on the website and below as well as some "Learning Tips" for each style of learner. (If you wonder about confidentiality and typing in your name, you can do the survey without providing your name.)

Link: http://www.metamath.com/multiple/multiple_choice_questions.html



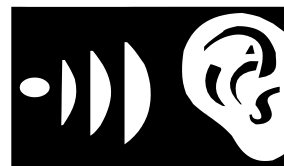
VISUAL LEARNERS “Learn best by SEEING”

Visual learners enjoy learning new material by watching and seeing. This may involve reading a textbook, newspaper, magazine, or reading material online. During lectures, visual learners may pay more attention to how the speaker moves around the room and would enjoy having a power point presentation so they can visualize the material as the lecturer talks. These learners enjoy activities with charts, demonstrations, videos, and will often associate pictures with new words or ideas. They can visualize faces and places and seldom get lost in new surroundings.

STUDY TIPS FOR VISUAL LEARNERS:

- Utilize written directions, syllabus, and instructions for assignments.
- Use charts, diagrams, and illustrations to help learn and organize material.
- Visualize or “see” words or ideas.
- Use mnemonics that visualize patterns or concepts.
- Use color to organize notes, ideas and lessons.
- Use a highlighter and write as you read through material or notes.
- Use flashcards.
- Draw pictures for story problems to help visualize the content.
- Your study environment should be clutter free to eliminate distraction.
- You may want to study away from windows, television, or away from where there is a lot of movement.

AUDITORY LEARNERS “Learn best by HEARING”



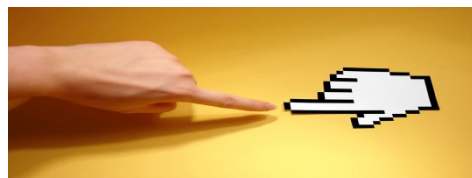
Auditory learners gain information easily by listening. They like lectures, explanations, music, and directions given orally. It is helpful for auditory learners to be given an overview of what is going to be studied so that subsequent information can be attached to the preview. A helpful suggestion is to, “Tell them what they are going to learn, teach them, and tell them what they have learned.”

Auditory learners often talk to themselves as they process information. Frequently, small group work and Supplemental Instruction sessions are helpful.

STUDY TIPS FOR AUDITORY LEARNERS:

- Use a tape recorder to drill technical vocabulary, key names and date
- Brainstorm aloud
- Discuss ideas, plot, main ideas, etc., with a tutor or study buddy
- Read difficult material aloud
- Scan books on tape/CDs
- Study in quiet areas
- Explain new information to someone
- Repeat new information, instructions, and directions aloud
- Sit in the front of the class
- Attend Supplemental Instruction sessions
- For foreign language students, listen to music, participate in conversations, watch movies in that other language
- Verbalize questions and answers
- Take time to recite information in your own words
- Make verbal connections between old and new information

KINESTHETIC LEARNERS “Learn best by TOUCHING and DOING”



Kinesthetic learners are sometimes called haptic or tactile learners. They learn through their body movements and placements; doing and moving activities. A high percentage of athletes are found to have this learning style. Kinesthetic learners may like to move around when they study and may have difficulty sitting still for long periods of time.

STUDY TIPS FOR KINESTHETIC LEARNERS:

- Use as many senses as possible when you study: see, hear, touch, taste, & smell
- Write out study cards, review them during your free time, and place them in stacks of those you know and don't know, recite them as you move them
- Study in small chunks; give yourself breaks and rewards
- Use the mnemonic device of “loci” or place (See Study Tip #4)

- Study with other kinesthetic learners as their gestures may give you additional input
- Pace as you memorize something; speak the information aloud
- Make models, experiments, role play, and drawings; dramatize information
- Use charts or a chalkboard
- Underline and circle important information
- Use time lines, flow charts, displays, the computer, etc.
- Trace or write key information; possibly, rewrite or type out your notes
- When solving a problem, move around and manipulate items to represent parts of the problem
- When taking exams, try to remember what you did physically as you studied

Different Definitions of Learning Styles

Defining learning styles by visual, auditory, and kinesthetic is very common; however, some people define learning styles differently. Research into right brain and left brain learning has been done with very interesting results. Also, Howard Gardner from Harvard University has created a Multiple Intelligence designation which is a totally different look at learning preferences. If this topic interests you, please check into these areas.

BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Reading Rate Improvement



Our reading skills differ from when we were young to how we approach printed material at the college level. At this point, it is inefficient to read word by word and to treat all the material as if it were of equal importance. Some material needs to be read slowly and deliberately and other material can be skimmed or even skipped. Think of it like driving a car – You wouldn't drive in first gear down a highway, nor would you take it through town in fifth gear. You decide HOW to drive depending on the circumstances. The same is true for reading. Having a ***flexible reading rate*** is the goal.

How much you comprehend depends on many factors such as your interest level, past experiences with the topic, how well you use context clues, and whether the predictions you make while you read are confirmed. Developing all these skills affects the rate at which you can read and comprehend. Some additional factors that can interfere with reading include the difficulty level of the materials, the author's writing style, the organization of the material, disabilities, and attitude. Of this list, **attitude** is the only factor you can control so is there an adjustment that needs to be made here?

Prior to reading anything, take a few minutes to look over your materials and think about the following:

- **Set a purpose to learn.** Preview the material to evaluate what you know and what you still need to learn. The brain will create a readiness.
- **Note areas of interest.** Anticipate building concepts in these areas.

- Decide if you can **skim** (read briefly for an idea), **scan** (read briefly to find an answer) or **speed read** the material (comprehend a group of words at a glance).

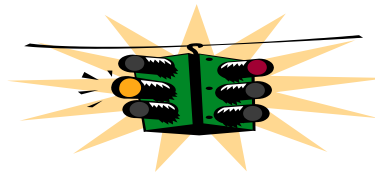
Exercises for Improving Your Reading Rate



Assuming that the requisite reading skills are in place, here are some things you can do to improve your **reading speed** and **increase your flexibility** with printed material:

- **Use a piece of paper or note card as a marker** and put this **below** the line of print you are reading. Move it down the page as you read a little faster than you normally would read. This forces your eyes to move faster. If you have a habit of having your eyes jump back to a previous line, put the marker **above** the line of print your eyes are on and push them down the page a little faster than you would normally read. This will speed up your reading, too. Try both strategies and see which you like better.
- **Put a pencil line down a column in a newspaper article** of interest. Keep your eyes on that line and **have your eyes jump** from one line to another, taking in the words on either side. See if you can get the gist of what the article is about.
- **Read the first and last sentences in a paragraph.** This can give you the main ideas of the material. This technique lends itself to some subjects better than others.
- **Slowly sweep your hand over the page using it as a marker.** Basically, you use your hand as a marker. It doesn't block out the lines as effectively as a note card, but it's convenient! Remember our eyes are **attracted to motion**.

- **Push yourself to read faster.** Talk to yourself about reading groups of words and not word by word. Reading too slowly can bore your brain.
- **Prepare for a reduction in comprehension.** This generally happens, but if you **keep practicing**, comprehension should develop at the quicker speeds.
- **KEEP PRACTICING!** Read something that interests you for 15-20 minutes at an increased speed. **Practice will make a difference!**



** Put on the Brakes!

Remember the goal is to have a **flexible reading rate** so sometimes it makes sense to slow down. Those situations include:

- **Technical or unfamiliar vocabulary.** Try to use context or structural analysis to understand unknown words.
- **Complex writing styles.** Sentence and paragraph structures may be long or involved. Take time to analyze and untangle what is written.
- **New or abstract concepts.** Try to link new concepts to old ones. Higher level thinking skills requires time. Create new applications and examples.
- **Detailed material.** Decide if the details are key points or if they support main ideas. Use note cards, mnemonic devices, and other strategies mentioned in previous weeks to help you move the information into long term memory.

BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Memory and Concentration



Memory and concentration work together but one does not necessarily lead to the other. (An important common element for both is to pay attention to the task at hand!)

Memory Tips: (**Memory:** the ability to recall and remember information)

1. Create an environment conducive for your learning. Sit close to the speaker during lectures. Eliminate excessive noise or other distractions. Have study materials, flash cards, etc. available. **Create a work atmosphere.**
2. Organize your information. Use acronyms or other mnemonic devices (See Week 4 Study Tips). Make schematic maps, Venn diagrams, flow charts, etc. Don't approach all your materials as if it was of equal importance; divide it into what you know and what you don't know. Also, **prioritize** the information that is important from what is less important. (If you have a difficult time doing this, come to the Study Strategies Desk in the LC.)
3. Be actively involved in the study process. **Repeat** information to help you remember key points. **Recite** the concepts in your own words. **Link** new information to known information. Read with a pencil in your hand so you can make notes, highlight, question, and clarify information.
4. Approach new information globally and then break it into smaller chunks. Read the chapter introduction and summary to **create a framework** for attaching information. Turn the bold words and headings into possible test questions and answer them as you read. **Group information** into logical chunks.

5. *Make it meaningful.* What will be the eventual use for this information? How can it be applied in other situations? What is important to the author, hence, you? **Be aware that negative attitudes make it more difficult to remember information.**
6. *Over learn.* Review material covered in a previous class or study session. Reorganize/recite it in a different manner. Rehearse possible test questions. Your goal is to move the material into **long term memory.**

Concentration Tips: (Concentration - The ability to direct your mental powers or efforts towards a particular issue; intentionally focus)

1. *Take Two: Create an environment that is conducive to your learning and study actively with a pencil in your hand.* (See above.)
2. *Quiet your mind.* Before you start to study, take a minute to close your eyes and **breathe** deeply. Be still and focus on your breathing. Open your eyes slowly and begin...
3. *Set a goal for the study session.* At the beginning of the session, you may even want to evaluate on a scale of 1-5 how well you know the information. Then at the end of the session, **evaluate your progress.** You may find it reinforcing to see that you have moved from a 1 to a 4 during your study session.
4. *Monitor your attention.* When you “zone out” pull yourself out of automatic pilot and tune into the task at hand. **Self talk** may help to stay on track. Cue yourself every few minutes to ask yourself, “What have I learned in this section?” “What main points has the professor made in the last 10 minutes?”
5. *Study in small chunks; not marathon sessions.* Time yourself for a relatively short amount of time, perhaps 15 minutes, and study/read intentionally and actively. Every time your mind wanders, put down a tally mark. If you remember other things you need to do, write them down but then return to your reading. At the end of 15 minutes, **take a little break**, and return to study/read again. This time, see if you can have your mind wander less.

Little by little, you will get a purer amount of concentration. When you see this happening, extend your study time to 20 minutes. Keep doing this exercise as your skills improve.

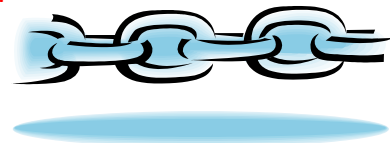
6. Establish a reward system for successful study sessions. Give yourself **incentives**. (Ex. If you finish a paper, visit with friends; if you study for an hour, you can get on Face book for 10 minutes)
7. Study your more difficult subjects first. Your mind will be fresher. Also, you will get a sense of accomplishment by tackling a difficult task. This helps to **alleviate procrastination**. Vary the order of your studying.
8. Take care of yourself! **Get plenty of sleep and eat a balanced diet**...Easier said, than done, we know! However, your health habits do affect your concentration and memory. Remember the campus' resources, including the Counseling Center, if you have some personal problems that are interfering with your ability to concentrate. (Counseling Center LU 320, 285-1736)

BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Mnemonic Devices

Mnemonic devices are tricks to help you remember material. There are many types of mnemonic devices. Some fit certain types of material better than others, but the more techniques known; the better the chances are of pulling out a useful strategy when it's needed! Whatever techniques you know, **remember to give the material attention, organize it, and link it to known information. At that point, reciting it in your own words, repeating it, writing it down, reducing distractions, and relaxing can all facilitate the learning process.**



In addition to the above guidelines, there are specific mnemonics which are designed to aid memory. These systems reduce long strings of material into focused material to be learned. Perhaps the oldest mnemonic device is **loci**, or place. We imagine that various items to be learned are located in different places. Recall is accomplished by visualizing the **houses on your street** or the rooms on a residence hall floor and attaching pieces of information to each location. You know you won't forget who lives in what rooms and attaching the desired information to them, in a realistic or amusing manner, will aid your retrieval of the information.



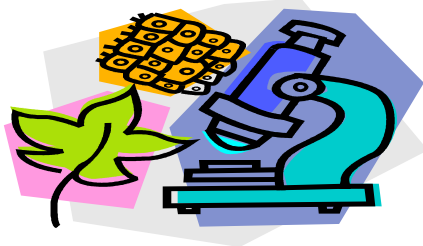
Another mnemonic device is **rhyme**. You may have learned "i before e, except after c" or a system like, "One is a bun, two is a shoe, three is a tree..." The rhyme would be helpful when the first piece of information is visualized as having something to do with a bun; the second item is visualized with a shoe, and so on. The entire rhyme can be found at http://www.brainboxx.co.uk/A3_ASPECTS/pages/onebun.htm

A third association can be made by creating an **acronym**. This is an abbreviation to which you attach meaning. You may have learned the Great Lakes by using the acronym of HOMES (Huron, Ontario, Michigan, Erie, and Superior). Be creative and make your own! For example, if you are trying to remember 3 fossil fuels, you can make a flashcard and put “What are 3 fossil fuels?” on one side and CON on the other. Under CON, write: “Coal, Oil, Natural gas.” Now you are making a connection between the answers and an acronym. In mathematics, when someone is multiplying or factoring 2 binomials they may use the FOIL method (First, Outsides, Insides, Last) to indicate which terms to multiply.

Acrostics are similar to acronyms. They are handy when a series or sequence of material is needed to be learned. One common way to construct an acrostic is to take key words in the sequence, pull out the first letter of the key words, and make another word or sentence out of these new words. The new sentence may or may not have any relationship to the content of the material.

MATH/SCIENCE RELATED EXAMPLES OF ACROSTICS:

- The prefixes of the metric system (Kilo-, Hecto-, Deca-, Unit, Deci-, Centi-, Milli-) could be remembered using the phrase “King Hector Doesn’t Usually Drink Cold Milk”
- The order of operations for math could be remembered by the phrase, “Please Excuse My Dear Aunt Sally” with the beginning letters in each word related to the order Parenthesis, Exponents, Multiplication, Division, Addition, and Subtraction.
- The Order of Taxonomy in Biology can be remembered with the phrase, “King Phillip Cuts Open Five Green Snakes” to remember to the order Kingdom, Phylum, Class, Order, Family, Genus, and Species
- “My very educated mother just served us nine pizzas” is useful in memorizing the order of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).



BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Monitoring Progress

Assess Your Current Success



Now that we have passed the midpoint of the semester, it is important to evaluate what you have done so far in your classes and look at what needs to be done before the semester ends.



Are you putting in enough time?

Some experts say for every hour in class, you should spend 2 hours outside of class studying for it. This means that if you are taking 15 hours, you should spend an additional 30 hours studying. In reality, the amount of time spent studying varies upon your knowledge of the subject, your interest level, the professor, the textbook, reading speed, etc. However, the point remains that many students do not dedicate enough time to studying so it is worth looking at the issue.

Do you have clear goals for this semester?

Now that you have been in class for 9 weeks, you know what is expected in your classes. Try the following exercises and see if they help you to clarify your study goals:

- List your classes in order from hardest to easiest
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- List your classes in order from the most important to you (perhaps a class within your major) to the least important
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- Now list your classes again in order beginning with the class you will need to study the most to the class you will study the least. List the number of hours per week you think you will need to study to attain your desired grade. Put that number in the estimated column. Keep in mind the amount of reading, writing, research, and project work that is involved in each class. Obviously, the higher the grade you want to receive, the more study hours it will take. Finally, track the number of hours you spend actually studying for that class each week. Include in this figure all the tutoring, SI, and small group sessions that you attend.

<u>Class</u>	<u>Current</u> <u>Grade</u>	<u>Desired</u> <u>Grade</u>	<u>Estimated</u> <u>Hours</u>	<u>Actual</u> <u>Hours</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
Weekly total			_____	_____

From now until the end of the semester, **challenge yourself** to try to add more “Actual Hours” into your weekly total.



Figure your current GPA

If you are unsure about calculating your current GPA, please paste this link into your browser. At the right side of the webpage, click on the link that says “GPA Calculator”. This will bring up a pdf file and it will help you figure out where you currently stand academically!

<http://cms.bsu.edu/Academics/Advising/AcademicProgress/GradesGPA.aspx>

We hope through this assessment, you will see that you are on target for getting the grades you desire. If not, remember to seek assistance in the Learning Center.

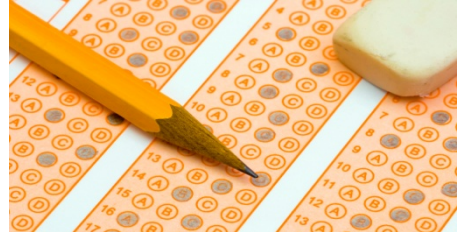
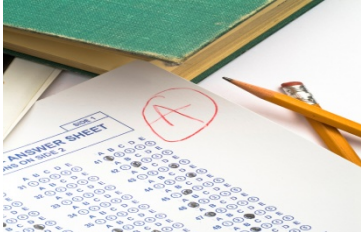
Contact for tutoring appointments:

Core Curriculum Desk	285-3776
Math, Physics, Accounting & Economics Desk	285-3780
Writing Desk	285-3778
Study Strategies Desk	285-3779

BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.

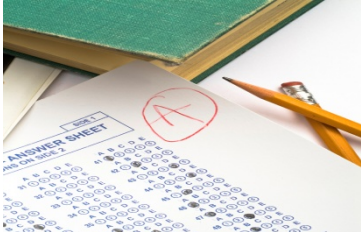
BEST WISHES!!!

If you aren't sure when your exams are scheduled, see this link. Once you have this information, confirm it with your professor.

<http://cms.bsu.edu/About/AdministrativeOffices/AcademicSystems/UniversityCalendar.aspx>



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.

BEST WISHES!!!

If you aren't sure when your exams are scheduled, see this link. Once you have this information, confirm it with your professor.

<http://cms.bsu.edu/About/AdministrativeOffices/AcademicSystems/UniversityCalendar.aspx>



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.

BEST WISHES!!!

If you aren't sure when your exams are scheduled, see this link. Once you have this information, confirm it with your professor.

<http://cms.bsu.edu/About/AdministrativeOffices/AcademicSystems/UniversityCalendar.aspx>



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.

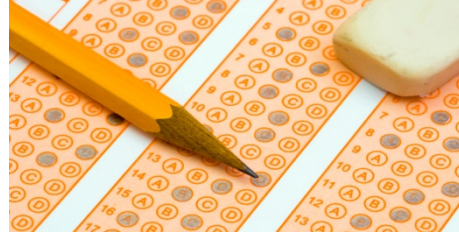
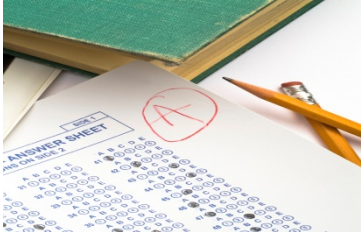
BEST WISHES!!!

If you aren't sure when your exams are scheduled, see this link. Once you have this information, confirm it with your professor.

<http://cms.bsu.edu/About/AdministrativeOffices/AcademicSystems/UniversityCalendar.aspx>



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

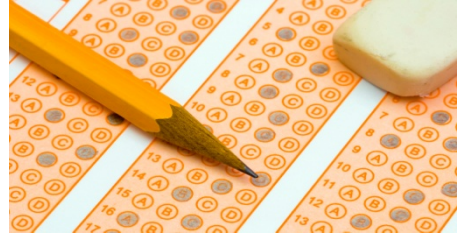
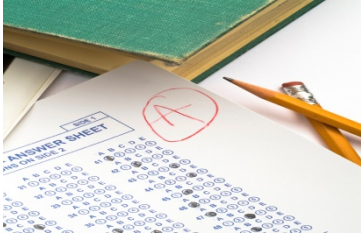
- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.



Preparing for Final Exams



Before the Exams: Getting Down to the Nitty Gritty!

Predict: Now that you've organized what will be on the test, sift through it and decide what you know and what you don't know. **Predict test questions.** Look at the main ideas from the class material as well as specific questions for key concepts. Use study guides, flash cards, acronyms, acrostics, and any other mnemonic devices that are appropriate to help in remembering the material.

Organize: As you study, constantly organize your materials and your time. **Study in fairly short amounts of time.** If your mind is wandering, jot down the distraction and return to the material. Don't waste time on information you know. Reduce the information you need to study. This will demonstrate progress.

Rehearse: Notice headings, boldface type, vocabulary terms, subtitles to tables and charts. Turn these headings into test questions and read to answer those questions. Say the questions/answers out loud. Some people find it productive to study with someone or in small groups. At times it helps to pace as you are learning new material. Write important concepts or make a semantic web. Be honest about yourself as to your preferred learning styles and implement what works.

Practice: Visualize what the day of the test will be like. Think of key concepts, dates, formulas, etc., that you know you want to remember. **Review and practice the material until it feels comfortable.** Memorize some information, but don't worry about memorizing too much and don't try to do it word for word. Put the information in your own words. Link new information to old knowledge. Making associations is very important for retaining information in your long term memory!

Evaluate: After rehearsing, how did you do? Could you redraw the concept map without looking at it? What parts were missing? Those would be areas to study. When you met in the study group, were there concepts mentioned that you need to review? If you have introductions or summaries to your chapters, reread them to see if there are gaps in your knowledge.



During the Exams: Keeping Your Cool



Timing: Once again, timing is important. Don't try to cram at the last minute. Go to bed on time. Eat as normal before you go to the test. Arrive shortly before the test is to begin. Don't go too early; avoid putting yourself in a setting where people are stressed out and sharing rumors about the exam. **Take a minute to close your eyes and breathe deeply.** If you start to feel anxious during the test, take a short break by closing your eyes, and breathing deeply again.

Guidelines: If at all possible, do a "memory dump" when you begin the exam and write down this information. This will relieve some stress so you can concentrate better. **Read the whole test before you answer anything;** sometimes subsequent questions can trigger information to earlier questions. Go through the test again and answer the ones you know. Finally, go back to the ones you skipped and apply skills for being "test wise." (See the "test wise" tips below.) You may want to reread everything again to check your work and look for skipped questions. Don't leave anything blank; guess if need be. Certainly, it's preferred to know all the answers, but there are times when we need to make a best guess. The list

below is based on research over time and will not hold true for every individual situation. “Test-wise” tips include:

For Objective Exams –

- When two out of four choices are opposites, select one of those two as the best guess.
- If two answers are very close in meaning, read them carefully and select one of them.
- Exaggerated or complex answers are generally “false” or incorrect.
- If two of the four choices are almost identical, pick the longer of the two.
- Check for “absolute” wording (all, must, always, never, inevitably, etc.); it is generally “false.”
- Look for words that allow for exceptions (sometimes, frequently, occasionally, could, might, etc.); these are more apt to be “true.”
- If you must guess, try “B” or “C” rather than “A” or “D.”
- Look for inconsistencies with the grammar and wording of the questions (plural subjects should have plural predicates).

For Essay Exams –

- Think before you write. Consider the wording of the question. “Compare/contrast” does not mean “Describe.” Also look for quantity cues. You may want to circle key words so they maintain your attention.
- Read all the questions before writing and make notes and an outline in the margin before you start writing your essays. *This is not a waste of time!* It will help you be accurate about what information belongs where and it will also help you move smoothly from one question to the next.
- Stick to your outline and notes. Don’t stray.

- Write your answers with a beginning (restatement of the question), middle (body of your answer), and conclusion (emphasize your response). If you find you are running short on time, write the main points from your outline as your answer. Remember, some points are better than no points.
- Writing in paragraph form, underlining key phrases, numbering or bulleting points also will make your work look more organized.
- Plan to have time at the end to reread your answers. Edit your work. Apply your writing skills to your essay tests. Writing in paragraph form, underlining key phrases, numbering or bulleting points also may make your work look more organized.
- Write legibly. Handwriting shouldn't count toward the grade but sometimes it inadvertently does. Length sometimes matters, too, with longer responses being given more value.

After the Exam: Yes, There's More

Check Your Grade: Monitor your grades. If something doesn't make sense with what you expected, contact your faculty member. People make mistakes. You deserve to understand if a mistake was made or if there were other factors which affected your grade.

BEST WISHES!!!

If you aren't sure when your exams are scheduled, see this link. Once you have this information, confirm it with your professor.

<http://cms.bsu.edu/About/AdministrativeOffices/AcademicSystems/UniversityCalendar.aspx>



INTERVIEWING SKILLS

Last week's email contained information about writing a resume.

Congratulations! Your resume was so good that you now have an interview! Now you wonder what you should do to prepare for it.

First of all, be aware that the Career Center offers on-campus interviews. Employers recruit students and come to campus for interviews, so use this link to check the schedule for upcoming interviews.

<http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter/AboutUs/Services/OnCampusRecruiting.aspx>

At this link, you will find information guiding you to research the organization, the interviewer and the salary range for the employer. The rationale behind doing this "homework" is to help you:

- "Understand the organization.
- Display your knowledge of the organization.
- Show you're interested enough in the position to have done some research.
- Ask insightful questions during the interview.
- Greatly enhance your performance in the job interview."

The following web link also has advice about how to prepare for interview questions:

<http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter/MyCareerPlan/CareerMAP/Develop/Interviewing.aspx>

The concept behind many interviewers' questions is that past behavior predicts future behavior so they would like examples of how you have conducted yourself in the past. Think of situations which illustrate problems you have faced, actions you have taken, and the results. The website offers **specific examples** to help you get started on planning answers that apply to your experiences.

The following items are some additional things to consider during an interview and are taken directly from the Career Center's website.

- "Be prepared to answer many of the same questions over and over since you will be meeting many different people.
- Expect little, if any, free time, since even your meals may be reserved for interviews.
- At meals, avoid ordering messy or expensive foods. Don't order alcohol.
- Don't smoke.
- If the interviewer doesn't tell you what to expect next, ask what the next steps in the process are (when they might tell you their decision, whether they need your transcript and references, etc.).
- Within one week of the on-site interview send [thank-you letters](#) to each of the people you met during the day."

Try these resources for more help preparing for your interview.

- [Great Links to Explore: Interviewing and Salary Negotiation](#)
- [The Job Search](#) handbook
- [Interviewing for Success](#) tip sheet
- Print and electronic resources in the [Career and Experiential Learning Lab](#) in Lucina Hall 235.

BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Textbook Strategies

Efficiency Pays Dividends



Reading textbooks efficiently is an area in which most students can improve. Spending time thinking about some of the following ideas will wind up saving you time in the long run. Academic success does not mean just spending more time hitting the books, but approaching them in ways so that learning can take place more quickly and meaningfully.

Effort? “Yes.” **Efficient?** “Yes.” **Higher grades?** “Yes!”

Considerations

- The authors of your textbooks had a plan in mind when they wrote the books so try to figure out what it was. How is the book organized? What is in each chapter? What is highlighted, etc.? Once you figure out the structure, you have a framework on which to evaluate what you know and what you will be learning as you read.
- Study in small chunks rather than long marathon sessions. Try to predict test questions from the section titles and read to answer those questions. For example, if a section is, “Psychology’s Methods” ask yourself, “What are psychology’s methods?” and read to find the answers of case study, survey, etc. **Make a study guide or flash cards on each section.**

Textbook Strategies

K-W-L: Preview each chapter and ask yourself the following –

“What do I **KNOW**?”

“What do I **WANT** to learn in this chapter that I don’t know now?”

And then, after reading, ask “What did I **LEARN**?”

K	W	L
What I KNOW	What I WANT to Know	What I LEARNED

K	W	L
___ 1. ___ 2. ___ 3. ___ 4. ___ 5.	___ 1. ___ 2. ___ 3. ___ 4. ___ 5.	<p>After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.</p> <p>Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.</p>

This type of a chart keeps you actively engaged as you read!!

SQ3R: Use some or all of these steps to increase your comprehension!

“S” Survey - Get an idea of what the chapter is about by reviewing the highlights:

- Read the title, headings, and subheadings.
- Take note of words that are italicized or bold.
- Look at charts, graphs, pictures, maps, and other visual material.
- Read captions.
- Read the very beginning and end of the chapter.

“Q” Question - As you survey the text, ask a question for each section. Ask what, why, how, when, who and where questions as they relate to the content. Here's how you can create questions:

- Turn the title, headings, or subheadings into questions.
- Rewrite the questions at the end of the chapter or after each subheading in your own words.

Write down your questions. Questions help you pay attention, understand the text better, and recall the information more easily later on.

“R” Read - Read one section of a chapter at a time, actively looking for an answer to your question for that section. Pay attention to bold and italicized text that authors use to make important points. Be sure to review everything in the section, including tables, graphs, and illustrations, as these features can communicate an idea more powerfully than written text.

“R” Recite - At the end of each section, look up from the text and in your own words recite an answer to your question for that section. Then write down your answer. Be sure to provide examples that support it.

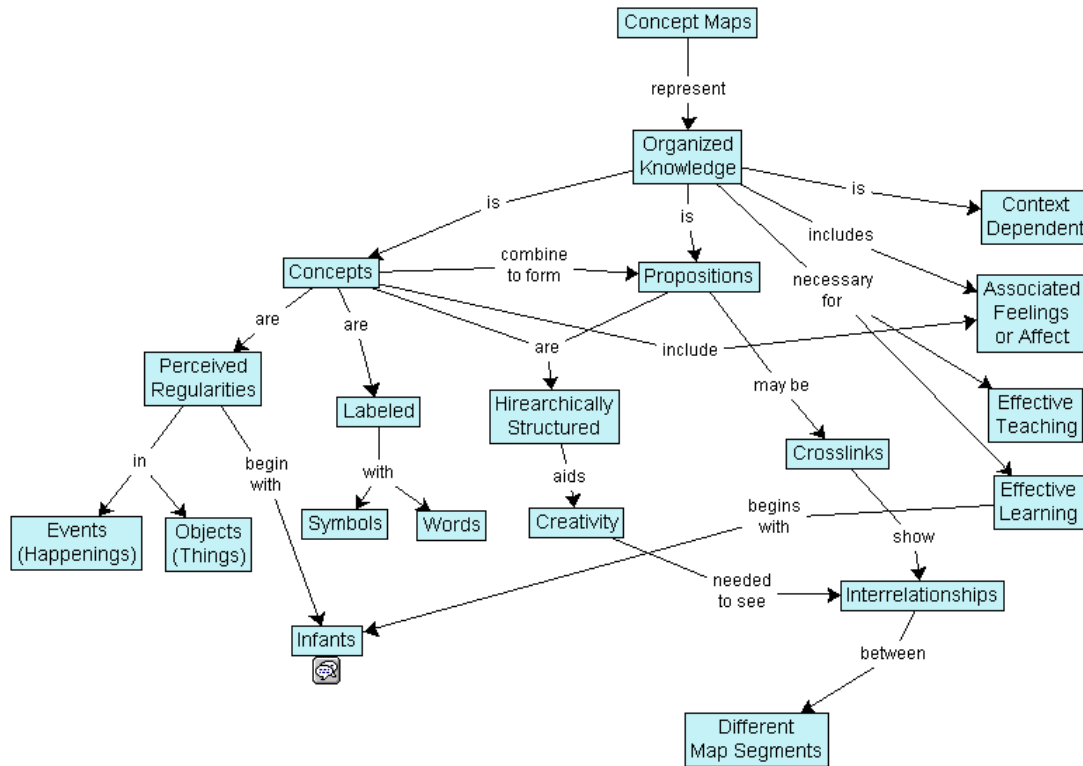
Now repeat the Question, Read, and Recite steps for each section of the chapter or assigned reading. First ask a question for the next section. Then read to find the answer. Finally, recite the answer in your own words and jot it down. The written questions and answers will help you study in the future.

“R” Review - After completing each chapter or reading assignment, review your notes. Identify the main points of the reading by looking for the most important idea in each section. Recite, or write, a brief summary of the chapter or assignment.

Review your study notes every week to help you remember the information. When it's time to study for your tests, you'll find you've created an invaluable guide.

Concept webs/maps: Concept webs help you organize your thought and ideas about the topic you're studying. Depending on your material, utilize flow

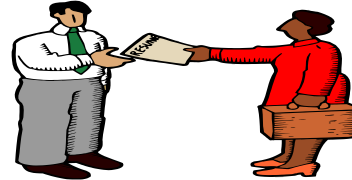
charts, Venn diagrams, etc., to get a visual picture of your concepts and their relationships. There are different types of graphic organizers with different names but all help to organize material. Below is an example of a concept map that shows the relationships between ideas as you are reading through the textbook material.



BE PROACTIVE ABOUT GETTING HELP RATHER THAN REACTIVE AFTER IT IS TOO LATE!!!



Update Your Resume



Make a Good Impression!

Now that you are finishing the semester, take time to think about the skills and experiences you have had. If you are graduating or looking for a summer job, you want to put together a resume that will catch the employer's eye. The average employer will only spend 10-20 seconds surveying your resume, so you want to make a positive, quick impression.

Purpose of a Resume

Your resume should be considered a way to personally market yourself. During your job and career search, it can be an essential tool in getting your foot in the door and securing a personal interview. The goal for your resume should be to attract the employer's attention, create an interest, and provoke the employer to want to know more leading to an interview.

Getting Started: Reflect and Prepare

Take time to do some self-analysis. Think about your career goals, strengths, skills and abilities. Evaluate your professional interests. Consider your likes and dislikes of past work environments. What experiences are relevant to your current job search? What competencies did you develop or strengthen as a result of those experiences? There are a many resources available to assist you with conveying this information effectively.

Identify your Audience

Research information about the job! Learn what you can about the job or employer before preparing the resume using resources like the internet, journal articles, people who have worked at the company, etc. Gather this information so you can target your resume to meet their expectations. Not only should you identify your audience, but you should know your audience. What skills and

experience are necessary for that position? Does your experience match their requirements? In what ways can you describe it so you appeal to them?

Essential Components of a Resume*

Identifying Information:

In addition to your basic contact information (name, phone numbers, email addresses), include both a permanent and a current address, if you are graduating.

Education:

List university, professional, and military school information from most recent to oldest. Include the following for each area – degree awarded; name of the institution, city, state, major, minor, area of concentration, and graduation month and year.

Experience:

Include information about part-time, full-time, volunteer, internship, and practicum experiences **as they relate to the job** you are seeking. For each experience, list: title of position, name of organization/employer, city and state, beginning and ending dates of employment (month and year), and job related statements beginning with action verbs. Emphasize major responsibilities, accomplishments, and result. Quantify your experience with facts and figures when possible.

Optional Items to Consider for Your Resume

- **Career Objective** – indicating the level and type of position you are seeking, type of employer you want to work for, and the skills you want to use.
- **Grade Point Average** – You can include your cumulative or major GPA only if it is 3.0 or higher.
- **College Courses** – If the course work is relevant to the job you are seeking you may want to include the types of courses you completed.
- **Honors/Awards/Scholarships/Fellowships** – Make sure to include the titles and years you received the award.
- **Licenses/Certificates** – If these are required for the position, make sure you list all that you currently hold.
- **Memberships/Activities/Leadership** – You may want to include community, campus, volunteer and professional group activities. If you held leadership roles, make sure to indicate those as well as the dates for each position you held.

Personal References

If the employer requests references with your resume, make sure to have the correct number of references listed with their contact information. You should also contact your references to let them know you have included them and that they may be contacted. Even if you are not required to or choose not to send your references with your resume, make sure they are ready to go at any time.

*The above information was taken from BSU Career Center materials.

For more details on resume writing please see the link below from Ball State's Career Center.

Resume Tips Link:

<http://cms.bsu.edu/~media/DepartmentalContent/CareerServices/PDFs/Publications%20and%20Other%20Docs/N1ResumesRemember.ashx>

Formats of a Resume

To look at a sample format for a resume and an example of a cover letter that would be sent with your resume, see the link below.

Sample Resume and Cover Letter Format:

<http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter/MyCareerPlan/JobSearchDocs/~media/DepartmentalContent/CareerServices/PDFs/Publications%20and%20Other%20Docs/N1SampleResume.ashx>

What can the Career Center do for you??

The Career Center offers individual career advising with assistance for career related research of occupational options, industries, and employer organizations. We help you with professional skill acquisition including

- Revising resumes and cover letters
- Practicing your interview skills
- Starting your job search
- Learning how to network

To schedule an appointment to meet with an advisor, please call 765-285-2430.

The Learning Center Writing Desk can also assist you in preparing and reviewing your resume. To schedule an appointment with them, call 285-3778.



COVER LETTERS FOR RESUMES

When sending out a resume to a prospective employer, you will need to send a cover letter addressed to that employer that includes several items about yourself and your interest in the job. Below is information that is provided by BSU's Career Center (<http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter/MyCareerPlan/JobSearchDocs/CoverLettersEtAl.aspx>) about cover letters and a sample format that could be followed.

“Include an introductory cover letter with each résumé you send to employers. Each letter must be originally typed and signed.

Your Present Address
City, State, ZIP Code
Date

Person's Name*
Title
Employer Name
Street Address
City, State, ZIP Code

Dear (Mr., Ms., Dr., etc.):+

(First Paragraph) Indicate the reason for writing, the specific position for which you are applying, and, if there is a position opening, the source from which you learned of the job and the date it was posted. If you

are inquiring about jobs in general and no opening was advertised, indicate your interest in career opportunities in your field.

(Second Paragraph) Mention why you are interested in the position or organization and its products or services. Relate your academic or work background to the position for which you are applying--how are you qualified for the position? Point out your practical work experience, specific achievements, and unique qualifications. Mention information other than what is on your résumé.

(Final Paragraph) Refer the reader to your enclosed résumé, which summarizes your qualifications, training, and experience. Refer to your interest in a personal interview. You may suggest several dates or indicate your flexibility as to the time and place. Restate your interest and indicate your eagerness to meet personally to learn more about the position. Include your phone number. If the vacancy notice included the employer's phone number, indicate that you will call within seven to ten days to find out if an interview can be arranged. If you indicate you will call, follow through! Thank the employer for taking the time to read your letter and résumé.

Sincerely,

(Your written signature)
Your typed name

Enclosure(s) (refers to enclosed résumé, reference list, etc.)

* Make every effort to get a specific name. If you absolutely cannot, address your letter to the right department, making sure you know the current name of the department--for example, Human Resources vs. Personnel.

+ If you are unable to get a name or do not even have the employer name (for example, if you are replying to a "blind" ad), do not use "Dear Sir/Madam" or "To Whom It May Concern." "Dear Employer," "(Position Title) Search Committee," or "Director of (fill in appropriate department)" are examples of appropriate salutations in these cases."

Ball State Career Center is an excellent resource to help in the job search process. They can review your resume, cover letters and also have many resources that are available in the development of your interview skills.

Their website is:

<http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter.aspx>

The phone number to schedule appointments or if you need further information is 285-1522. The Career Center is located in Lucina Hall 220.