

Activities/ Resources for Outcomes

Activities/ Resources for Outcome #2

Outcome #2

Cornell System of Note-taking

1. Preparation

- Use large notebook, use only 1 side of paper
- Draw vertical line 2 ½" from left (recall column)
- Take notes to the right of the margin created by vertical line
- Later, write key words in the recall column

2. During Lecture

- Write notes in paragraph form
- Capture general ideas
- Skip lines to show end of ideas or thoughts
- Use abbreviations
- Write legibly

3. After Lecture

- Read through notes and make more legible if necessary
- Use recall column to jot down ideas or key words that give you the idea of the lecture (reduce)
- Reread the lecturer's ideas and reflect in your own words
- Cover up right portion and recite general ideas and concepts of lecture
- Overlap notes showing only recall columns, and you have your review

Note-Taking Skills

Five Important Reasons to Take Notes

1. Triggers basic lecturing processes and helps you remember information
2. Helps you concentrate in class
3. Helps you prepare for tests
4. Notes are often a source of valuable clues for what information the instructor thinks most important
5. Notes often contain information that cannot be found elsewhere

Guidelines for Note Taking

1. Concentrate on the lecture or the reading material
2. Take notes consistently
3. Be selective—don't write every word
4. Translate ideas into your own words
5. Organize notes into some sort of logical form
6. Be brief. Write only major points and important information
7. Write legibly
8. Don't be concerned about spelling and grammar

Tips for Finding Major Points in Lectures

The speaker is usually making an important point if he/she:

1. pauses before or after an idea
2. uses repetition to emphasize a point
3. uses introductory phrases to precede an important idea
4. writes an idea on the board

Forms of Note-Taking

1. Outlining
 - I. Topic sentence or main idea
 - A. Major points providing information about topic
 1. Sub-point that describes major point
 - a. Supporting detail for the sub-point
2. Patterning
 - flowcharts
 - diagrams
3. Listing
4. Margin notes
5. Highlighting

Ways to Reduce and Streamline Notes

1. Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of
2. Eliminate pronouns: they, these, his, that, them
3. **Be careful NOT to eliminate these 3 words:** and, in, on
4. Use symbols to abbreviate, such as:
 - + , & *plus, and*
 - = *equals*
 - *minus*
 - # *number*
 - X *times*
 - > *greater than, more, larger*
 - < *less than, smaller, fewer than*
 - w/ *with*
 - w/o *without*
 - w/in *within*
 - > *leads to, produces, results in*
 - <---- *comes from*
 - / *per*
5. Substitute with numerals and symbols (*Examples: # for "pound"; \$ for money; " for inch or inches; % for percent; @ for at*)
6. Abbreviate
 - drop the last several letters of a word (*Example: "orig" for "original"*)
 - drop some of the internal vowels of a word (*Example: "frklft" for "forklift"*)
 - drop most letters of a word, using only enough to make sure meaning is clear (*Example: "inc" for "incorporated"*)
7. Use KWL chart (shown on next page) as you read or study
 - "What I **K**NOW; What I **W**ANT to Know; What I **L**EARNED)
 - 1st column: **before** reading, jot down some things that you already KNOW about the topic
 - 2nd column: **before reading**, jot down some questions you have or some things that you WANT to know or WONDER about the topic, to give you a purpose for reading
 - 3rd column: jot down some notes as to what you LEARNED **as you read or after reading**

**Activities/
Resources
for
Outcome #3 & 7**

Outcomes #3 & #7

SQ3R

Survey

- What is it trying to get across to the reader?
- What is the main idea?
- Look at: titles, pictures, introduction and conclusion, bold or italicized print, questions, first and last paragraphs, footnotes

Question

- Question while you survey
- Write down the questions
- Divide paper in half lengthwise. On the left half, write questions as you survey (make sure to write questions in your own words)
- Look at questions posed by the author in the sidebars or at the end of the section

Read

- Read to answer questions, both in your mind and in writing on the right side of your Q & A paper
- Read selectively and separate out the fluff that is not important (you have already selected important material through your questions)
- Answer in your own words

Recite

- After reading and answering all questions, recite them both, aloud
- Recite each question aloud (one at a time)
- Answer each question verbally according to the answer you wrote

Review

- Using notes, mentally go over material within 24 hours of covering it
- Review again after one week
- Review approximately one time per month until the exam

What I KNOW	What I WANT to Know	What I LEARNED

Activities/ Resources for Outcome #10

Outcome #10

INCIDENT REPORT FORM

Date of incident: _____ Time: _____ AM/PM

Name of injured person: _____

Address: _____

Phone Number(s): _____

Date of birth: _____ Male _____ Female _____

Who was injured person? (circle one) Passenger System Employee

Type of injury: _____

Details of incident: _____

Injury requires physician/hospital visit? Yes ___ No _____

Name of physician/hospital: _____

Address: _____

Physician/hospital phone number: _____

Signature of injured party

Date

*No medical attention was desired and/or required.

Signature of injured party

Date

Return this form to Safety Coordinator within 24 hours of incident.

Activities/ Resources for Outcome #11

Outcome #11

Some things to remember when helping adult students set goals:

1. Goals must be clear and contain specific details.
2. Goals must be set by adult students with instructor's assistance.
3. Goals must contain some type of evaluation criteria in order to measure a student's progress.
4. Progress toward goals should be monitored.
5. Instructors should assist students in identifying problems.
6. Goals set by students need to be attainable.

G.O.A.L.S. (Go Out And Live Successfully)

Game Plan

Be specific. Provide enough detail in your game plan so that there is no indecision as to what exactly you should be doing when the time comes to do it. Simply stating that you wish to get in shape isn't enough. That type of goal will sit in your brain, idle and powerless. It won't help to create action in your life. However, if your goal is to lose 10 pounds, run three times a week, eat three healthy meals a day, and lift weights twice a week, then you have something completely different. A game plan like this is both effective and efficient.

Obtainable

Don't plan to do things if you are unlikely to follow through. Be sure it is something you can see yourself obtaining. Better to plan only a few things and be successful rather than many things and be unsuccessful. Success breeds success! Start small, with what you can do. Experience the joys of meeting your goal, and only then gradually increase the amount of work that you ask of yourself. Setting goals in which every minute in the day is accounted for is unrealistic; unplanned events will crop up and wreak havoc with your schedule. Give yourself some flexibility.

Assessable

Your goal should be such that when you are through you can assess tangible evidence of completion. It feels good to see something there in front of you indicating a job well done. Equally important, you will be able to prove to yourself that you were successful and your time wasn't wasted. Everyone likes and needs feedback. If you cannot track your goal's progress, your motivation and energy will slow down to a stop, preventing you from reaching your goal. Also, when a goal is measurable, you can break it down into smaller sub-goals. In this way you can transform a seemingly large goal into smaller, easily attainable ones.

Life improved

You should set your goal. It should improve your life in some way. You know your strengths and weaknesses the best. When you set your goal, be sure that the desired outcome is something that you can affect and control. That way, the responsibility lies within you, and not with outside forces. Too often people hope for outcomes that they themselves cannot achieve. This leaves them frustrated and disappointed. If you can see how this goal can change your life, you'll be motivated to achieve it.

Schedule

Schedule when you plan to work at your goal, e.g., between 4:00 – 5:00 p.m. Also plan when your goal will be completed. For anything that will take you too long to complete, break into smaller, more manageable chunks.

13 Tips for More Effective Time Management

1. SPEND TIME PLANNING AND ORGANIZING

Using time to think and plan is time well-spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organize in a way that makes sense to you. If you need color and pictures, use them on your calendar or planning book. Some people need to have papers filed away; others get their creative energy from their piles. So forget the "shoulds" and organize your way.

2. SET GOALS

Goals give direction to your life and the way you spend your time. When asked the secret to amassing their fortune, one of the famous Hunt brothers from Texas replied: "First you've got to decide what you want." Set goals which are specific, measurable, realistic and achievable. Your optimum goals are those which cause you to "stretch" but not "break" as you strive for achievement. Goals can give creative people a much-needed sense of direction.

3. PRIORITIZE

Use the 80-20 Rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes from 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent. Once identified, prioritize time to concentrate your work on those items with the greatest reward. Prioritize by color, number or letter — whichever method makes the most sense to you. Flagging items with a deadline is another idea for helping you stick to your priorities.

4. USE A "TO DO" LIST

Some people thrive by using a daily *To Do* list which they construct either the last thing the previous day or first thing in the morning. Such people may combine a *To Do* list with a calendar or schedule. Others prefer a "running" *To Do* list which is continuously being updated. Or, you may prefer a combination of the two previously described *To Do* lists. Whatever method works for you is best for you. Don't be afraid to try a new system — you just might find one that works even better than your present one!

5. BE FLEXIBLE

Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 percent or less of one's time. With only 50 percent of your time planned, you will have the flexibility to handle interruptions and the unplanned "emergency." When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein's crucial question, "What is the most important thing I can be doing with my time right now?" to help you

get back on track fast.

6. CONSIDER YOUR BIOLOGICAL PRIME TIME

That's the time of day when you are at your best. Are you a "morning person," a "night owl," or a late afternoon "whiz?" Knowing when your best time is and planning to use that time of day for your priorities (if possible) is effective time management.

7. DO THE RIGHT THING RIGHT

Noted management expert, Peter Drucker, says "doing the right thing is more important than doing things right." Doing the right thing is effectiveness; doing things right is efficiency. Focus first on effectiveness (identifying what is the right thing to do), then concentrate on efficiency (doing it right).

8. ELIMINATE THE URGENT

Urgent tasks have short-term consequences while important tasks are those with long-term, goal-related implications. Work toward reducing the urgent things you must do so you'll have time for your important priorities. Flagging or highlighting items on your *To Do* list or attaching a deadline to each item may help keep important items from becoming urgent emergencies.

9. PRACTICE THE ART OF INTELLIGENT NEGLECT

Eliminate from your life trivial tasks or those tasks which do not have long-term consequences for you. Can you delegate or eliminate any items on your *To Do* list? Work on those tasks which you alone can do.

10. AVOID BEING A PERFECTIONIST

In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination.

11. CONQUER PROCRASTINATION

One technique to try is the "Swiss cheese" method described by Alan Lakein. When you are avoiding something, break it into smaller tasks and do just one of the smaller tasks or set a timer and work on the big task for just 15 minutes. By doing a little at a time, eventually you'll reach a point where you'll want to finish.

12. LEARN TO SAY "NO."

Such a small word — and so hard to say. Focusing on your goals may help. Blocking time for important but often unscheduled priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important — that seems to be the hardest part in learning to say "no." Once convinced of their importance, saying "no" to the unimportant in

life gets easier.

13. REWARD YOURSELF

Celebrate achievement of goals even for small successes. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, "If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier, and a great deal more creative."

Resources

Drucker, Peter. *The Effective Executive*. New York: Harper & Row, 1966.

Lakein, Alan. *How to Get Control of Your Time and Your Life*. New York: Signet, 1974.

McGee-Cooper, Ann. *Time Management for Unmanageable People*. Dallas, TX: Ann McGee-Cooper & Associates, 1983.

Activities/ Resources for Outcome #13

Outcome #13

15 Steps to Test-Taking Success

1. Keep up with reading assignments. Studying should be a review. Frantic last-minute cramming equals faulty understanding, poor recall, and low grades.
2. Finish long term papers/projects well in advance of schedule so there is time for review.
3. Ask instructors what will be covered on the exam: which chapters, lab experiments, lectures, outside readings, etc. Ask about confusing material during class discussions, office hours, or after class with classmates or tutors. **Keep in mind: You can't remember what you don't understand!**
4. Plan the time you will spend preparing for an exam to minimize mental/physical fatigue. Plan a 5–10 minute break per hour.
5. To avoid re-reading text assignments, prepare them for review as you read them by underlining key words/phrases or taking notes on major ideas.
6. Review each course once per week throughout the semester: reread class notes, review textbook underlining, review problems solved, etc.
7. Keep, correct and review all returned quizzes, tests and papers. See the instructor if you are unsure of correct answers to questions you missed.
8. Study instructor's test techniques to know what kinds of objective questions he/she favors and what kind of essay answer is expected.
9. Prepare a list of likely test questions; turn statements into questions from the text and notes. Answer each question in your own words.
10. Concentrate on recalling specific details (who, where, when) to prepare for objective tests; focus on broad concepts for essay tests.
11. Reorganize material to re-process and reinforce. This may require rewriting. For example, if history notes are arranged in chronological order, rearrange by cause/effect, problem/solution, or biographically. Rearrange math notes by terminology, general principles, definitions or kinds of examples given.

12. Change your point of view for a deeper understanding and better recall. If you have memorized facts, look now at the application of the facts.
13. After you have studied independently, review likely test questions with others in study groups of two to four persons. Test each other.
14. For problem-solving tests, review by memorizing formulas and equations you will need and then work numerous examples of each kind of problem likely to appear on the test.
15. You will be able to recall more and think more logically if you get enough sleep the night before the test. Get a minimum of 4 hours of sleep and eat a meal high in protein. Research shows this will have the best results.

How to Be a Master Test-Taker

Before Test:

- Be confident.
- Remember to review
- Don't cram
- Be careful of diet and sleep
- Arrive on time and be ready
- Choose a good seat
- Get comfortable and relax
- Bring a complete kit of "tools" you will need
- Avoid sharing ideas with other students at the last minute
- Listen carefully to all directions

During Test:

- Read all directions carefully, twice if necessary
- Pay attention to scoring plan
- Look over the entire test before answering questions
- Start right in and stay with it. Apportion your time. Use every second wisely
- Do easy questions first
- Read each question carefully. Make sure you understand before you answer. Re-read if necessary
- Think! Avoid hurried answers. Guess intelligently
- Use "cue" words and phrases for help
- Rephrase difficult questions. Watch out for "spoilers"
- Use controlled association to see the relation of one question to another and with as many important ideas as you can develop
- Stay calm and confident throughout the test
- Edit, check and proofread answers
- Continue working until they make you go