Highline Community College

TRiO Academic Preparedness Guide

Modified by Rachel Sanders 11/9/2012

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4/20/2012
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Introduction

Hello TRiO Student and welcome to the TRiO Academic Preparedness Guide! The purpose of this packet is to provide a tool to help you develop and improve skills that are essential in order to succeed in the academic area of your college experience.

In this guide you will find advice and helpful activities to help you keep on track for having a successful quarter: Utilizing Your Study Time Is Important can help you with study techniques and preparing to exams, Understanding Your Learning Style Can Help You Succeed explains the steps to how you can find out what your learning style is and also tips for how you can use this information to help you learn course material, People You Meet on Campus Can be Valuable Resources offers strategies for Networking and how to use it effectively in your classes, and Resources Online Can Help You If You Know Where to Look contains descriptions of various websites that offer great out of class resources and how to find similar websites.

Using This Guide

This guide was designed so that you can work through sections that you need the most help in first. Included in each section is useful information, activities to help you try to apply and practice the ideas presented in the information, and also a brief section where you may reflect on what you learn or what is most helpful to you about it. If you need help figuring out which section will help you the most, fill out one of our TRiO Academic Preparedness Questionnaires. Also, if at any time you have any questions about the guide, feel free to ask our TRiO Learning Specialist.

Let’s get started!
Utilizing Your Study Time Is Important

College courses are hard; they are very fast paced, and some teachers assign large quantities of sometimes very difficult homework. In order to pass these hard college classes, it is really important to make sure that you do a good job of studying and spending your time wisely.

For this section, we will be looking at some tools and strategies that you can use for studying. While you are reading through these parts of the guide and you are trying out each strategy, list one thing about what you are learning from this topic, one thing that you like about it, one thing that you find challenging about the skill, and any other observations that you make about each skill. Additionally, circle the skill that you think is best for you.

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong> Figure out when your deadlines and make a time management plan.</td>
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</table>

<table>
<thead>
<tr>
<th>Find Your Spot</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong> Find a study spot where you can focus and get your work done.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Class Notes</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong> Take class notes that you can use to review in class.</td>
<td></td>
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</table>

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<tr>
<th>Textbook</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong> Read your textbook and take notes that help you retain the material.</td>
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</table>
To best utilize your time, you will want to make sure that you are using the materials that are most helpful to you. You have a plethora of sources that you can study from: your class notes, your textbook, a study partner, etc. In the following activities, try using each of the resources listed above and consider which one you like using the most, or which one you like using the least; do you feel like one of them is more effective for you than the others, which one?

**Time Management**

The best thing that you can do to be successful in your classes is attend them daily, but besides that, you will have to spend a fair amount of time outside of class devoted to studying the material and doing homework. Besides spending time on studies though, you probably have a lot of other activities you spend time on: sleeping, eating, relaxing, hanging with friends, watching movies, other hobbies. How can anyone possibly manage to get it all done? Time management is the answer.

In the following activity, fill out the chart with your daily routine. Be sure to include your class schedules, travel time, when you work, and any study time that you are already doing on a regular basis. Now, based on your filled in chart, figure out when you have some free time to study; keep in mind that the recommended amount of study time for each class is that you study two hours for every hour that you spend in class. Also, consider finding a study buddy because not only will they be a great tool for allowing you to discuss and ask each other questions about the material, but they will also help you to create some accountability for yourself about making sure that you do the study time and that you are focused.

Once you have finished filling out the chart and included times for you to devote to study, make sure that you stick to the schedule and commit to studying during this time.
Another component of time management is keeping track of your deadlines. Usually at the beginning of the quarter, your teacher will give you a syllabus which will sometimes include a course schedule, and will always contain a description of how the teacher will be grading the course (like how many points of your grade will be given for homework/projects/exams/etc.), this can help you to prioritize where you should spend the majority of your study time in order to get the best grade. Keeping a planner, calendar, or some other reliable method of tracking these important dates and deadlines is important so that you can be sure to track your progress and stay on track to succeed. Another useful function of your syllabus is that it will have a description of the learning goals and concepts that the teacher thinks are important, so these topics are definitely important for you to study and understand before going into any tests.
Activity: Time Chart

Evaluating Your Schedule

This activity will help you to determine how you are spending your time and whether you need to make adjustments in your schedule in order to accommodate your goals and priorities.

1. Complete the weekly schedule that follows, filling in the ways you spend your time as accurately and completely as possible.

2. Once you have completed the schedule, determine how many hours you spend in the following activities:

   **School**
   - Time traveling to and from school: ________
   - Time in class: ________

   **Studying**
   - Time spent studying: ________

   **Work**
   - Time spend traveling to and from work: ________
   - Total hours spent working each work: ________

   **Personal Care**
   - Sleeping: ________
   - Cooking/eating: ________
   - Chores/housekeeping: ________
   - Personal business (i.e. appointments, etc.): ________
   - Exercise/hobbies/leisure activities (TV, internet): ________
   - Other: ________

   A. Total Hours: ________
   B. Total Available Hours/Week: ________
   C. Hours Remaining (subtract A from B): ________

3. Using a different color for each of the bolded categories above, color or highlight the places in your schedule when you are doing each (i.e. use purple to color in all of the time that you spend studying, red for all the time when your class time/travel time for school is, etc.).

   Now ask yourself the following questions:

   - Have I allowed enough time to do all the things I want/need to do each week?

   - Have I allowed enough time for study? **You should schedule at least 2 hours of study for every hour that you are in class.** (12 credits = 24 hours of study per week.)

   - What can I do to adjust my schedule so there will be enough time for everything? See your TRiO advisor for assistance!
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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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Prioritizing

As well as being able to manage your time, you need to be able to determine what order you accomplish your tasks. This skill is called prioritizing. It is essential that you learn how to prioritize now. Life is all about making decisions, and you need to know what your priorities are in order to make the best decision. As a college student, you should be making decisions that help further your educational life. Let’s consider a couple scenarios where you need to make a decision between two options.

Scenario #1
You live in Federal Way and will be transferring to the University of Washington (Seattle campus) next fall. You currently have an older vehicle and know you will need to buy a new car before you transfer to UW Seattle. After visiting several car dealerships, you have found two cars that are within your budget of $15,000. One is a 2003 BMW M3 with 78,000 miles and gets 15 miles per gallon. The second is a 2008 Toyota Prius with 42,000 miles and gets 44 miles per gallon. Assume that both cars are in good condition, and nothing needs to be repaired or replaced. Now, you have to decide: which one should you get?

As a student, you need to keep a close eye on your expenses. You can’t afford to waste money on non-essential items. When you consider which car to choose, the practical choice, from a financial stand point, would be the Toyota Prius. Yes, the BMW would be cool and might impress others, but you would get horrible mileage. The MPG for the Toyota is almost three times that of the BMW.

Scenario #2
You forgot your lunch at home, and you need something to eat before you go to your afternoon class that starts in 15 minutes. You don’t have time to leave campus to go to the store, so you decide to get something from the Student Union building. On the way there, you get out your wallet and realize you only have $5 in cash, and you left your credit card at home. You go to the Fireside Café and look over what your options are. You find that you can either get a cookie and a bottle of soda, or you can get a granola bar and a bottle of water. Now, you need to decide: which option will you choose?

No matter whether you are a student or not, you need to watch what you eat. If you know you’re going to need to concentrate in class, you should buy food that will help make that possible. Therefore, you should buy a granola bar and a bottle of water. Even if you didn’t have class, you should still buy a granola bar and a bottle of water. There isn’t much nutritional value in a cookie and a bottle of soda. In general, it is better to choose the more filling option where you won’t be hungry again in an hour.
Now you’re probably wondering how you determine a prioritization method that works for anything, not just school. The website Mind Tools describes a great way to figuring out how to prioritize using an Urgent/Important Matrix.

<table>
<thead>
<tr>
<th>Not Urgent</th>
<th>Urgent</th>
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<tbody>
<tr>
<td>Not Important</td>
<td></td>
</tr>
<tr>
<td>“Distractions”</td>
<td>“Interruptions”</td>
</tr>
<tr>
<td>(not urgent, not important)</td>
<td>(urgent, not important)</td>
</tr>
<tr>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>“Critical Activities”</td>
<td>“Important Goals”</td>
</tr>
<tr>
<td>(not urgent, important)</td>
<td>(urgent, important)</td>
</tr>
</tbody>
</table>

In order to prioritize your tasks, it is crucial that you understand the difference between importance and urgency. Important tasks, when completed, lead to the accomplishment of your goals. Urgent tasks require an immediate response and frequently focus on accomplishing someone else’s goals. The following will help you figure out what category your task(s) fall into.

**Urgent, Important**
There are two kinds of tasks that fall into the category of “important goals”. One type is tasks that you are given at the last minute. For example, your teacher tells you that there will be a pop quiz tomorrow; therefore, you need to schedule time to study tonight. Build extra time into your schedule that will allow you to handle unforeseen events. The second type is tasks that you put off doing and the deadlines are quickly approaching. For example, you were given an assignment last week with the due date being tomorrow, but you haven’t started it yet. To avoid situations like this, you should not procrastinate. This is within your control, and only you can keep this from happening.

**Not Urgent, Important**
Tasks in this category are “critical activities”. These tasks help you accomplish your goals. Make sure you schedule an appropriate amount of time to complete these tasks, so that they are not done last minute. When scheduling, make sure you leave additional time in your schedule to
deal with unforeseen events or issues. For example, if you think it will only take you 2 hours to complete your homework, you should schedule 3 hours to do your homework. This way if you get stuck on a problem, you have extra time to try to figure it out.

**Urgent, Not Important**
Tasks in this category are called “interruptions”. They should be rescheduled to a later date, or given to someone else if possible. For instance, you may be studying for your exam tomorrow, and one of your classmates asks you to explain a concept to them. You have a couple of options for dealing with the situation. One, you could tell the person that you can help them later, after you have finished your studying. This is an example of rescheduling to a later date. Two, you could suggest that your classmate go ask the instructor for help. This is an example of giving the task to someone else.

**Not Urgent, Not Important**
Tasks placed in this category are referred to as “distractions”. They should be ignored and avoided if possible. Other tasks that fall into this category are tasks that others ask you to do, but the task serves no purpose when it comes accomplishing your goals. When you are approached by someone who does this, firmly but politely tell them “No.” Don’t give in and allow them to control you. If they see that you are serious, they will most likely not do this again.
Activity: Prioritize Your Tasks

1. Using the lines provided below, make a list of the tasks that you need to complete.

<table>
<thead>
<tr>
<th>Task</th>
<th>Importance</th>
<th>Urgency</th>
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<tbody>
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</table>

2. Rank your tasks as either important (I) or not important (NI). Remember that important tasks result in accomplishing your goals.

3. Now, rank your tasks as either urgent (U) or not urgent (NU). Remember that urgent tasks require immediate action.

4. After writing the importance and urgency of each task, use the table on the next page to organize your tasks into the correct category.

5. Now that you have your tasks prioritized, begin competing tasks that are “urgent, important.” Then move on to “not urgent, important” tasks. Remember that you want to avoid “urgent, not important” and “not urgent, not important” tasks as much as possible.
<table>
<thead>
<tr>
<th>Not Urgent</th>
<th>Urgent</th>
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<tbody>
<tr>
<td>(N U)</td>
<td>(U)</td>
</tr>
<tr>
<td>Not Important</td>
<td>Important</td>
</tr>
<tr>
<td>(N I)</td>
<td>(I)</td>
</tr>
</tbody>
</table>
**Find Your Spot**

To start with, let’s talk about your study environment. Believe it or not, where you study is very important and can really affect how well you are able to study. It is pretty common that if you are trying to study with the TV blaring, your phone ringing, someone is talking loudly on a phone nearby, or a friend is trying to talk to you that you will find it pretty hard to concentrate on the studying at hand. Since concentration is the key for your studying success, make sure that you find a place that is relatively clear of these distractions. Maybe your study spot is in the quite section of the library, or in the privacy of your room at home, wherever it is make sure that it is a place where you can study regularly and comfortably. Not only will you have an easier time concentrating without all of the distractions, but if you study there on a regular basis you find that it is easier to get into the right mindset quicker when you sit down to do it.

Here are some places that might be good study spots for you. Visit these places (try other places too) and write down the pros and cons of being a potential study spot.

<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home or bedroom</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Library</strong> <em>(Building 25 or local library)</em></td>
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<td></td>
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<tr>
<td><strong>Coffee shop or other restaurant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bus or other form of public transportation</strong></td>
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</tbody>
</table>
Activity: Find a Study Spot

1. Make a list of places that you have studied before.

2. Were there any distractions for you when you were studying at each of these spots? What where they?

3. Is there a place that has the least amount of distractions? How much work were you able to do there? If you are having trouble finding a spot with few distractions, try places like the fourth floor of the library or a computer in the computer lab away from your friends.

4. Once you have found a spot that is fairly free of distractions, try studying there regularly and describe how your environment affects your concentration on studying.

*Now that you have found your ideal study spot, you should explore how you can most effectively approach the material that you are studying. While you are studying it is important to stay focused, but taking occasional short breaks is also important: for every hour that you study, take a 10 minute break. Breaks can help you keep a fresh outlook on the material and also help you maintain a positive attitude. Also, vary up the subjects that you are studying during your session to keep things interesting. This will help you to stay interested and also to make sure that you care consistently studying for all of your classes. When you keep up a steady study schedule that includes each of these elements, it will be easier for you to study for tests because you will have already been studying the material and all you will have to do is review it again (as opposed to trying to cram it and learn it for the first time just before the test).
Make Use of Your Textbook

Your textbook is a powerful resource if you know how to use it. Every textbook is formatted differently depending on the author and publisher. The best way to understand your textbook is to take the time to explore it.

- **Read the preface.** Several authors start off by explaining how the textbook is formatted and how they want the information to be interpreted. They might even explain how they highlight (or make things stand out) concepts, terminology, formulas, equations, and other important information. Although it may be a boring read, it could better help you understand how the information will be presented.

- **Understand the formatting.** Textbooks often use colors and shapes to make important information stand out. For example, your textbook may italicize terminology, while another textbook might change the color of the word. Textbooks that contain mathematics might put equations or formulas in boxes, so they stand out from other equations and formulas. Knowing how to find important information will help you be a more efficient student.

- **Chapter summaries and conceptual/review questions.** Many authors will put a summary at the end of the chapter to help the student understand the overall intent of the chapter. Sometimes this includes a list of terminology, key concepts, or important formulas and equations. It is also common for authors to include a separate section at the end of the chapter for conceptual or review questions. The purpose is to help you see if you understand the basics and concepts of the chapter. If you can understand and correctly answer these questions, you should be ready to move on to the next chapter.

- **Components of the appendix.** An appendix usually contains some of the following: glossary, index, helpful charts and tables, or additional review questions. Know what your appendix contains because you never know when it will be useful.

- **Reference pages.** Many math and science based textbooks have references pages at the beginning or end of the book. These are extremely useful because they often contain information from prior courses. For example, if you are taking trigonometry, your textbook might have reference pages on algebra and geometry. The purpose of reference pages is to remind you of information that you might find useful when working through concepts or questions in your textbook.

Taking the time to understand your textbook will result in you being a better student and possibly result in your earning a higher grade.
Activity: Reading a Textbook

1. Start reading a section in your textbook that either covers the section that you are working on for homework or that your teacher will be covering during the next time that your class meets.

2. Either mark in your book or use sticky notes to highlight the main points as you read.

3. Try to create your own test questions based off the main points that you have picked out and answer them.

4. Answer the practice and/or concept questions that your textbook include at the end of the section. If you are studying a math textbook, work through the odd problems (whose answers are usually in the back of the book) and see if you are able to get the right answer. Refer to your notes, examples in the book, a classmate, or the teacher if you get the wrong answer and you don’t know why.

5. Answer the following questions:
   a. Did you understand what you were reading?
   b. What strategies did you use if you were confused about something in the text?
   c. How will reading the textbook help you do well in your class? Does it help you follow the lecture better if you read the book before class?
Note-Taking Methods

There are several methods for taking notes, and each person has a unique way that works for them. When it comes to taking notes, most often people struggle with how to effectively and efficiently take notes. The following are a list of suggestions on how to take notes:

- **Be well rested.** Try to always get at least 8-10 hours of rest each night. This will help your brain process information better and help keep you focused in class.
- **Sit near the front.** This will help keep distractions to a minimum.
- **Ask questions when you don’t understand.** Ask your teacher clarifying questions when you are unsure of something. Asking questions will show your teacher that you are paying attention and are actively thinking about the material.
- **Keep all your notes in order and in one place.** Don’t write notes on random pieces of paper. Keep your notes in a binder or notebook.
- **Work down the page.** Avoid jumping around on the page when taking notes because it will make it difficult to follow when you look at it again.
- **Leave extra space between your notes.** If you miss a point, you can write it in later. If you made a mistake, you’ll have room to correct it. You can also write additional notes later on.
- **Don’t write everything down word-for-word.** Use short phrases or sentences, not lengthy paragraphs. Just write down the core idea(s) or concept(s).
- **Only write down important things.** Don’t take notes just because you see someone else taking notes. Think about whether something is important before writing it down.
- **Use your own words.** Paraphrase what the teacher is saying without changing the meaning. For example, if your teacher says, “Birds mimic the sounds they hear frequently, like alarms, people, or the television.” You could paraphrase this by saying, “Parrots repeat frequent noises.” This is short and doesn’t change the intended meaning of the original statement.
- **Review within the first 24 hours.** This allows you add additional information or clarification where it’s needed. Rework problems to make sure you understand what’s going on. Lecture examples tend to be easier than homework problems, so make sure you can do the easy questions before attempting the harder ones.
- **Review often.** Seeing and reviewing your notes frequently will help commit the information to your memory.

The Cornell Note-taking Method is a highly effective system of taking notes. See the following page for a visual explanation of how to use this method.
Cornell Note-taking Method - Lifehacker.com

**Cues**
* Main ideas
* Questions that connect points
* Diagrams
* Prompts to help you study

**Notes**
* Record the lecture here, using
  * Concise sentences
  * Shorthand symbols
  * Abbreviations
  * Lists
* Skip lots of space between points

**Summary**
* Top level main ideas
* For quick reference

**WHEN:**
After class during review
During class

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6 inches
2"
Activity: Class Notes

1. Before attending your next class, review the Cornell Note-taking Method and try using the system to take notes.

2. After attending class and trying the Cornell Note-taking Method, answer the following questions:
   a. Do you feel like these notes are helpful to you when you are studying?
   
   b. How do these notes affect your understanding of the teacher's lecture during class?
   
   c. How do these notes affect your understanding of the teacher's lecture after class?
   
   d. How can you use these notes to help you study for tests?
   
* Tip: If you are having a hard time keeping up with the teacher, ask clarifying questions during or after class to make sure that you are able to fill in any blanks. You may also consider asking the teacher whether or not it would be ok for you to record their lecture so that you can go back and fill in the blanks yourself later.
Study Groups and Study Buddies

Working with others helps you learn valuable life skills. Whether it be school or a job, you need to be able to work with people who think differently than (or the same as) you. Working with others also allows you to collaborate on homework problems and concepts. There are several positive outcomes from attending study groups or working with a study buddy.

1. **You might learn something.** If you don’t understand something, asking your study buddy or group for help could solve your problem.

2. **You could help others.** It is said that you’ll know when you understand something when you are able to explain it to someone else.

3. **Dedicated study time.** When you have a consistent schedule, like attending a study group, you are more likely to go because you have already set aside time for it in your schedule.

4. **Build relationships.** By spending time studying with others, you could build life-long relationships.

5. **Better grades.** By actively participating in study groups, you will most likely raise your grade in your class, as well as have a better understanding of the topic.

You might find that you gain even more than the above from working with others. Try it out and see what the positive outcomes are!
Activity: Study Buddy

1. Make any friends in any of your classes? If you have, they can be wonderful resources in helping you be successful in your class.
2. Ask if you could exchange phone numbers or e-mail addresses in case one of you is absent so that you can take notes for each other or let each other know what the homework is. Also, ask if you can study together with them.
3. Agree on a time so that the two of you can meet and study together. During this time you can do homework together and talk through problems or questions that each of you may have. Studying with a partner is also a great advantage because you can quiz each other.
4. Answer these questions about your experiences with studying with this partner:
   a. What are some of the advantages to studying with a buddy?
   b. What are some of the disadvantages to studying with a buddy?
   c. Do you think that studying with a buddy may have advantages besides helping each other out with your class work? What are they?

*Another really important component to be successful during your studying is to practice associative learning. This sounds like a more daunting task then it actually is. The main point of associative learning is to help you remember the information that is important. Most students study material by memorizing and rehearsing it by repetition; this method is very ineffective because it is easy to forget information learned in this way. Listed below are ways that you can exercise associative learning:
Preparing for Tests

One really important strategy that you can practice well in advance of the test is to be constantly reviewing and studying the material that you have already done homework on or passed in the teachers lecture. This way, you can continue to draw connections between the similarities and differences of all the material being presented and also how it all fits together; so make sure that you set aside a little bit of your study session to review that older material. Another advantage that this strategy has is that you don’t have to cram all of the material at the last minute and all you have to do is review it because you have already been over it a couple of times before. This also makes it so that if you have any major questions or concerns when you are studying, you have the time to address them and get extra help if you need it.

Besides studying consistently throughout the quarter or semester, you can also take steps to try and predict and prepare for the types of questions that your teacher may ask on the exams. You can do this by looking at exams that your professor has given in the past; these are usually available in the school library, students who have taken this teacher before will probably have them, or you might even want to ask the professor if they would mind showing you one. These previous tests will most certainly follow the same format that will be on your test. However, if you cannot manage to get a hold of an actual copy of a previous test, another thing that you can do is look at the course objectives in your syllabus because these are the learning goals that your teacher wants to be accomplished with this test or ask your teacher about advice on what you should study or possibly for a study guide. Use these learning objectives to guide and direct your focus of study alongside anything your instructor may have emphasized in lecture.

Overcoming Test Anxiety

Test anxiety is a perfectly normal part of school, but there are several tools that you can use to make those nervous butterflies in your tummy “fly in formation.” Getting a good night sleep the night before is really important, as well as making sure that you eat a good breakfast; also, don’t hesitate to bring along a snack that you can munch on for some kind of nourishment (this does not include sugary foods like candy!). Another strategy to boost your confidence is to prepare well for the test—see the previous section on how to do this efficiently.

During the exam, try to relax and read the directions carefully. If you encounter a question that is hard or you don’t know, just skip it and come back to it after you have answered everything else. Remember that it is not a race to finish first, so don’t panic when people start handing in

<table>
<thead>
<tr>
<th>Main Strategies to Prepare for Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently studying material, even from past sections throughout the quarter. Review.</td>
</tr>
<tr>
<td>• Look at old exams that your professor has given previously.</td>
</tr>
<tr>
<td>• Use your course syllabus to help guide your studying and learning objectives.</td>
</tr>
</tbody>
</table>
their tests; budget your time and use it wisely (it is ok to use all of your time). If you are really blanking, try picking a question and start writing down what you think about it and the answer might come to you. For multiple choice tests try eliminating answers that are definitely wrong and narrowing down your choice to two letters; then you have 50% chance of being right. For open questions, show your work or your thinking about it; this way teachers have something that they can at least give you partial credit for even if you get the answer wrong. All in all, the best thing that you can do is take deep breathes, acknowledge that you are doing your best, and think positively; anxiety about a test is normal, but you have strategies and the preparation that can help you minimize it so that you can focus on the task at hand.

<table>
<thead>
<tr>
<th>Test Taking Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take a deep breath and try to relax: you are trying your best and you have prepared yourself well ahead of time.</td>
</tr>
<tr>
<td>• Skip questions harder questions and come back to them later.</td>
</tr>
<tr>
<td>• Get enough sleep and nutrition before the test.</td>
</tr>
</tbody>
</table>
Reference Page: Study Skills

Internet Resources:

http://www.khanacademy.org/
Khan Academy has a free and extensive video library of helpful videos about lessons in a wide range of subjects. Subjects include but are not limited to: Arithmetic, Algebra, Calculus, Chemistry, Biology, Finance, Geometry, and more!

http://www.cramster.com/
Cramster offers a help in a wide range of subjects from chemistry to mathematics. This website offers a free 7 day trial of having access to the 1,000,000+ textbook odd and even problem solutions that show their work. They charge a $9.95 monthly subscription to continue seeing all of the available solutions.

http://www.cliffsnotes.com/
Offers notes on various subjects that may help to help you get clarification while you are trying to study.

http://www.studygs.net/
This website offers additional advice and guided activities about practicing good study habits.

Key Questions:

- How much time am I spending on studying? Should I be studying more?
- Do I know when my deadlines are?
- What is the weight of each assignment? Am I spending enough time on the assignments that are worth the most to my grade?
- Am I studying regularly, or am I waiting till the last minute and cramming?
- Am I getting the information that I need from reading my textbook?
- What do useful class notes look like and how can I make mine look similar?
- How can I use my notes, my textbook, and my classmates to help me study?
Reflection of the Section: Study Skills

In the space below answer the following questions in order to reflect on what you have learned and what you think is useful about this section of the Guide.

1. Which was your favorite activity from this section and why?

2. List three things that you learned about studying.

3. How are you going to use the three things that you listed above to improve your studying and reach your academic goals?

4. Write a brief summary of what you will take away from this section of the guide and any other additional thoughts that you had when you were working through it.
Understanding Your Learning Style Can Help You Succeed

At this point, you might be wondering, “what are learning styles and why are they important?” The truth is that there are multiple models and categorizations of learning styles, but for the purposes of our guide, we will be talking about four: visual, audio, verbal, and kinesthetic learning styles. If you are interested in learning about other ways of categorizing learning styles, there are several links provided on the Reference Page of this section, and we invite you to explore the online quizzes and feedback that you may find at any of them if you feel that these may help you.

As we explore the different learning styles in this section, keep in mind that it is entirely possible that you may have a mixture of learning styles that are most useful to you, so don’t be afraid to use various study strategies from multiple sections! Use the chart below to write about your experiences in trying to use strategies from the different learning style; mark the learning style that helps you the most and that you are most comfortable with, also mark the ones that give you the most challenge.

<table>
<thead>
<tr>
<th>Visual Learning Style</th>
<th>How you use this during class/while taking notes to help you:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong></td>
<td>You learn best by seeing pictures or diagrams. Try organizing your notes in a structure that shows structure, or using colors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audio Learning Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it:</strong></td>
</tr>
</tbody>
</table>
### Learning Styles

**Visual Learning Style**
What it means to be a visual learner is that you learn material the best if you can see pictures of it, there are diagrams or maps that organize the information in a more visually organized way, or you can see other images that correlate it all together. You may find it difficult to go back over your notes if they are just bullets. The best way to utilize your learning style of being a visual learner is to reorganize your notes into spider diagrams or color code your notes so that you notate main ideas and sub categories when you are reviewing them. Make sure that you pay attention to the pictures, charts, maps, and diagrams in your textbook and when they are presented in class. If you have one available make use of a white board. Another tip that may help you is to use a highlighter to point out main points when you are reading; however, be careful that you don’t use the highlighter too much because otherwise you will have an entire bright yellow page that doesn’t really help you!

**Audio Learning Style**
If you are an audio learner, this means that you learn best by hearing information. Make sure that you are able to sit in a good spot in class where you can hear the teacher clearly. If you are having difficulty in class because you feel like you are being distracted by trying to write down notes instead of listening, you may be able to help yourself by asking your professor if you can voice record their lecture. If your instructor gives permission, you can use this as a tool to help you review information outside of class time. Another tool that you can use is finding videos of examples or sample lectures online. These videos provide yet another audio presentation of the information and may help you by verbally walking you through the information.
**Verbal Learning Style**
Being a verbal learner means that you learn best by using words, written or out loud, to express the ideas that you are trying to master. A prime example of how you can use this to your advantage would be to talk yourself through the steps of solving a problem in an animated way or verbally discussing the material with a fellow student. You may find verbal reviews of the material with or without a partner to be especially helpful. Another strategy that you may find helpful is to rewrite what you are learning about in your own words because this will probably help you to retain the knowledge in the future.

**Kinesthetic Learning Style**
Kinesthetic learners like doing hands on activities to learn information the best. This means that if you are able to do something to physically touch something or manipulate something, this can help you draw connections to what you are learning. You may find it hard to sit through lectures because you would rather be doing something rather than listening for a long time. In order to use this learning style to your advantage you may want to focus on taking good notes so that they can help you later. You can also try using flashcards which you can create and then move around or group to show similar or connected ideas. Another way that you maximize your learning is by simulating what you are learning or acting it out if you can.
**Activity: Associative Learning**

<table>
<thead>
<tr>
<th>Skills of Associative Learning</th>
<th>Examples</th>
<th>Practice This With One of Your Own Assignments (Share Your Results In This Column)</th>
</tr>
</thead>
</table>
| Internal Associations: When learning several new concepts or facts that you need to know, look for how they are related and draw connections between them. | **Given:** Polar Bears have white fur. Polar Bears live in the arctic. Polar Bears eat seals.  
**Association:** Polar Bears are probably white so that they can blend in with their landscape and hunt easier. | |
| External Associations: Relate the topics that you are learning to topics that you already know about and are similar. | **Given:** Manatees are aquatic, weigh up to 1300lbs, and are herbivores.  
**Association:** They are like cows because they are big and eat plants (except they live in water). | |
| Make examples that illustrate the concepts. | **Given:** Sublimation is the physical process through which a solid transitions directly into a gas.  
**Association:** Dry ice (solid carbon dioxide) sublimes into a gaseous state at room temperature. | |
| Ask yourself “why?” and answer. | **Given:**  
When adding two negative numbers together, you will get an even larger negative number.  

**Association:**  
Since adding a negative number to anything means that you have to move left on the number line, you can see that if you started on the negative side of the number line, you will end up even further on the negative side. |
|---|---|
| Use word tricks to remember acronyms. | **Given:**  
The order of operations is Parentheses, Exponents, Multiplication, Division, Addition, Subtraction  

**Association:**  
Please Excuse My Dear Aunt Sally |
Activity: Your Learning Style

1. Using the descriptions in this guide, or one of the online resources listed on the reference page of this section, determine what your learning style is and list it below.

2. List two strategies that you will use to help you learn more effectively based on what your learning style is.

3. How do you think these strategies will help you prepare for tests?
Learning Style Importance

Your ability to utilize your learning style to help your learning is one of the biggest advantages that you can give yourself as a full time college student. Using these strategies can help you make the most out of your time spent studying as well as organizing each new concept into ways that will allow you to learn and retain the knowledge easier.

It is very easy to tell yourself that you are not doing well in your class because you “aren’t smart,” but the truth is that the only problem that you are running into is that you need to see the information presented in a different manner in order to be as successful as you can be. Don’t give up on yourself: try something new and try engaging in your learning in a different way. More than likely, you will start to understand the material better and boost your self-confidence!

Class Types and Learning Styles

The other piece about learning styles is that you should keep them in mind when you are deciding which kind of class you want to take. This section will talk about online, hybrid, and in class courses. In the space provided in the chart on the next page, write about these questions:

- Do you think that online courses would be a good fit (easy) for you to take?
- How would your learning style help you or impede you from being successful in this type of class?
- What strategies could you use to overcome these obstacles?
- Any other observations you have about the different types of classes?
<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td><strong>Online</strong></td>
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<td></td>
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<tr>
<td><strong>Hybrid</strong></td>
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<tr>
<td><strong>In Class</strong></td>
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**Online**: More and more community colleges are offering classes that are entirely on the internet, this includes everything from assignments and group work to lectures and lessons. Such classes utilize Angel in order to present material and grade it. The great thing about these classes is that they are extremely convenient because you just need a computer with internet; you can take these courses online. Plus, for the most part, these classes move at your own pace.

The drawback of these classes is that there is no classroom instruction and no chance to meet face to face with your instructor to ask questions. Also, you must take major responsibility to make sure that you keep yourself on track with turning in your assignments on time and keeping up with your grades. Also, if you are not very comfortable working with computers, you will have to deal with this additional stress.

**Hybrid**: Besides having classes entirely online, there are some that offer class time once or twice a week and then have the rest of their course online. The nice thing about this course is that you get the convenience of not having to be in class that much but also you are able to meet with your teacher and classmates sometimes so that you can ask questions and do group work. However, you still have to put in a lot of time outside of class in order to keep up with the course work because there are a lot of online assignments.
**In Class:** This is the traditional type of course where you attend class daily for lectures and class work, and then you are assigned homework. You may have to computer work on homework, or your teacher may have computers in the classroom but you will have written or in class exams. The nice thing about these classes is that you see your teacher and classmates frequently, so you have ample opportunity to ask questions, or work in groups. Also, of the three types of classes, this type will usually have the least amount of homework (in most cases).

**Fast Track Classes:** There are also fast track classes. These are classes that are condensed into half of the time that regular classes usually take. The nice thing about these types of classes is that you can take multiple classes from a series (like the first two consecutive Spanish classes) throughout the same quarter one at a time. The drawback about these classes is that they are extremely fast paced, and require extensive time studying the material outside of class.

**Linked Courses:** These types of courses are designed so that you take sign up for two classes (like College 100 and Writing 91), and then you take these two classes with the same classmates. The wonderful thing about these courses is that you get the opportunity to connect with classmates who are taking more than one class with you. You also get more connections between the two classes that you are taking in class. Linked Courses present great networking opportunities, the only drawback is that there is a limited availability of them.

Seeing as how there are so many different types of classes, you should really do some research about what the classroom environment is going to be like in order to make sure that you find the best fit for you. Take a moment to consider which course type would benefit you the most and which is the most convenient for you.
Reference Page: Learning Styles

Online Learning Style Quizzes / Info Websites:

http://www.learning-styles-online.com/inventory/questions.php?cookieset=y
This is a free online quiz that you can take to help you determine what learning style you are.
This site uses the styles mentioned in this guide plus some additional ones that they offer information about as well.

This is a website that describes learning styles in a different way than mentioned in this guide;
you may be interested to see what different feedback it may have to offer.

http://www.engr.ncsu.edu/learningstyles/ilsweb.html
This is an online learning style quiz that you can take for free and get scored. It can help you determine what your learning style is. This quiz gives you results about your learning style based on the categories mentioned in the link just before this one.

Key Terms:

Audio Learning Style: Someone who learns best when they can hear the information being presented.

Fast Track Courses: A class that meets for only half the time that a regular class would meet for, but covers the same material.

Kinesthetic Learning Style: Someone who learns best by getting hands on experience with the material and concepts in some way.

Learning Community: The group of students that you are taking Linked Courses with.

Linked Courses: Two different classes that are designed to be taken simultaneously with each other so that you take both of them with the same group of classmates. (So taking College100 and Writing 91 with the same classmates.)

Verbal Learning Style: Someone who learns best by talking through the concepts and possibly rewriting the information in their own words.

Visual Learning Style: Someone who learns best using pictures, maps, diagrams, and other ways of creating images pertaining to the material.
Key Questions:

• What type of learning style best suits me?
• What strategies can I use to take advantage of my learning style?
• How can knowledge about my learning style help me be successful?
Reflection of the Section: Learning Styles

In the space below answer the following questions in order to reflect on what you have learned and what you think is useful about this section of the Guide.

1. Which was your favorite activity from this section and why?

2. List three things that you learned about learning styles.

3. How are you going to use the three things that you listed above help you reach your academic goals?

4. Write a brief summary of what you will take away from this section of the guide and any other additional thoughts that you had when you were working through it.
People You Meet On Campus Can Be Valuable Resources

One of the most wonderful things about your college experience is all the neat, new, and helpful people that you will meet. You will find classmates, teachers, librarians, IT assistants, advisors, clerks of the different offices on campus, and so many more!

Talking To Teachers

Believe it or not, your teachers are the best resource that you can utilize to be successful in your academic journey. Besides helping to clarify concepts or even answering questions that you have on the homework, they can also help work with you on other concerns that you may have in the classroom as well.

Make sure that if you are struggling with studying or understanding what may or may not be on the test that you stop by their office during office hours or make an appointment. Especially at the Community College level, teachers are more than happy to help students with questions. The only thing to keep in mind is that you want to be respectful when you talk to them and be sure that you call them by the name and title that they want you too (they tell you during the first day of class). Besides office hours and appointments, if you have a question during class about the lecture, be sure to raise your hand and ask it because chances are someone else also has the same question but is too shy to ask it.

Classwork is definitely something that you should ask your teacher about, however, there are other subjects and concerns that you should also bring to your instructor. Let’s say that you need some kind of accommodations in the class, or you have seating concerns, or you are going through a stressful event in your life, or you are working hard but you can’t seem to get all of your assignments done on time, or you are worried about your grade; these are all prime examples of topics that you should discuss with your teacher. In order to talk about sensitive information with your teacher, be sure that you talk to your teacher either after class (ask if your teacher has a moment to discuss something that concerns you), during the instructors office hours, or ask if you can schedule an appointment to meet with the teacher. The following are a list of respectful opening lines to help you start communicating with your teacher:

1. “Hello, Mrs./Mr. [Your teacher’s name], when would you be available to make an appointment so that I can discuss a concern that I have this quarter?”

2. “Hello, Mrs./Mr. [Your teacher’s name], I was looking at this concept outside of class and I have some questions; would you help me clarify these questions?”
● “Professor, I need to speak with you because...”

When you get the chance to talk to them, make sure that you approach the issue calmly and in a manner that is open to discussion and/or planning. Teachers are there to help you succeed in your pursuit, so as long as you maintain a positive and respectful attitude, they will be more understanding and willing to try to work with you and resolve the issue.

**Networking**

Networking is especially important in the college environment because it is more than likely that you will be meeting people who are studying similar fields as you or who would be able to write you great letters of recommendation and can offer you so many great opportunities in your future! Go out and make friends.

Since there are so many wonderful people like your classmates, teachers, tutors, co-workers, etc., that you will find on the college scene, make sure that you make an effort to network with them; since this guide is mainly focused on succeeding in academics, the following are examples of people that you can work with to be academically successful:

● Teachers
  
  Building a good relationship with your teacher from day one is extremely important. Even if you don’t have any special needs from them, build rapport: say “hello,” engage in their lecture during class by asking questions, talk to them during their office hours about the class material. The reason that you want to maintain a positive relationship with them is because if you need them later, they will be more than happy to help you. Let’s say you have a mid-quarter emergency, and you need help catching up—your teacher can help you. Or, you need a letter of recommendation for a scholarship—your teacher could write you one. Last but not least, let’s say that you need help getting connected in the field that you want to study—your teacher can help you meet people. There is no reason why you shouldn’t make efforts to network with your teacher.

● Peers
  
  Your peers are also extremely valuable. Not only are your classmates good study partners, but they also can take notes for you when you miss class. Plus, you may end up doing group projects together. In the long run, you should take the time to work with other motivated classmates because the study experience can be enriching for both of you.

● People connected to your field of interest.
  
  You should also reach out to someone who is in your field of interest. This is a valuable resource to you so that you can familiarize yourself with what you can expect in your
desired career. You can ask to have an informational interview where you ask them questions about what the day-to-day work is like and about ways that you can start preparing for your job. This contact can also be a possible mentor and help you network further in the field. The important thing is that you are proactive and reach out to start preparing yourself the best that you can in order to be successful in your career journey.
Reference Page: Networking

Online Resources:

http://ellenbremen.com/
A website authored by a professor, where she talks about how you can talk to your professor and how you can appropriately approach networking with them.

https://career.berkeley.edu/article/021011b.stm
A website with helpful networking tips.

http://passivepanda.com/networking-tips
A webpage with helpful networking tips.

http://thetransferexpress.com
The HCC TRIO blog. This blog contains plenty of useful information pertaining to transferring, advising, and networking.

Definitions:

Networking: Creating positive relationships with a supportive group of people who share common interests with you. The idea is to create a positive exchange where you can help them out and they in turn can help you in future endeavors.

Sensitive issues: Any concerns that you may have about your personal life that you feel may affect your academic performance (this includes serious illness, lack of power at home, or other home troubles).

Key Questions:

- How can I make friends and also get academic help?
- What should I talk to my teacher about?
- When should I talk to my teacher about sensitive issues?
- What approach should I take when I am asking my teacher questions?
Reflection of the Section: Networking

In the space below answer the following questions in order to reflect on what you have learned and what you think is useful about this section of the Guide.

1. Which was your favorite activity from this section and why?

2. List three things that you learned about networking.

3. How are you going to use the three things that you listed above help you reach your academic goals?

4. Write a brief summary of what you will take away from this section of the guide and any other additional thoughts that you had when you were working through it.
Resources For Students With Disabilities

For those with disabilities, there is a program on campus that can help you succeed in your classes: Access Services. In order to be eligible for services, you must have documented proof by a qualified professional or are perceived as having such impairment. The following are examples of what services Access Services may be able to provide for you:

- Sign language interpreting
- Scribe and/or reader for testing
- Text in alternate format
- Extended time for testing
- Note-taking assistance
- Orientation to campus
- Use of assistive technology
- Materials in Braille
- Priority registration
- Classroom access
- Large print materials

Access Services is a great program that is dedicated to helping students with disabilities succeed at Highline. If you find that you can’t quite finish tests in the allotted time, Access Services can help you get up to double the allotted time for your test. If you find that you can’t remember what is said in class, Access Services get you permission to use a recorder in class. If you find that you don’t take good notes or can’t keep up, Access Services can help you get a note-taker for your classes. If you find that your textbook print is too small to read, Access Services can help you get textbooks with enlarged print. These are just some of the services that Access Services may be able to provide for you.

If you are interested in joining Access Services, you will need to do the following:

- Make an appointment with Access Services
- Identify yourself as a student with a disability
- Present formal written documentation of your disability
• Request reasonable accommodations at Highline

• Request accommodations early and inform instructors of your needs

Access Services is located in Building 99 (located between the East Parking Lot and Pacific Highway South) Suite 180. You can call their office (206) 592-3857, visit their website access.highline.edu, or drop in during the following hours (may change for winter and spring quarter):

Monday 8am – 5pm
Tuesday 8am – 5pm
Wednesday 8am – 6:30pm
Thursday 8am – 5pm
Friday 8am – 4pm
Resources Online Can Help You If You Know Where to Look

As you have probably already noticed, this guide has been providing useful link for you to visit in order to offer additional sources on how to continue succeeding in the skills that we have been describing. The reason that we decided to include them is because the internet is ever expanding and there are more and more online programs being used to supplement the classroom. Fill out the chart below about how you use each resource and whether or not you think it is helpful or saves you time.

<table>
<thead>
<tr>
<th>Resource</th>
<th>What is it:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook Website</strong></td>
<td>Check out your textbook’s website.</td>
</tr>
<tr>
<td><strong>Angel</strong></td>
<td>This online website is used more and more by HCC teachers, make sure to check it for deadlines and discussion forums.</td>
</tr>
<tr>
<td><strong>Academic Tools</strong></td>
<td>Check out some of the online academic success tools.</td>
</tr>
</tbody>
</table>

**Another Resource That You Use**

List another resource that you use and find helpful:

__________________

__________________

Your Notes
**Textbook Websites**

Nowadays, textbooks come with their own supplemental materials. Often times they will have CDs in them that offer extra guidance on sections, they will have their own textbook website (which you can find listed within the first couple of pages), and/or they will have their own homework site that the teacher may or may not use. While it may be cumbersome to get used to some of the online materials offered, they can actually be quite useful once you are familiar.

On the textbook websites they will have activities, summaries, practice quizzes, practice problems, and lots more on each of the sections. The online homework sites give you instant feedback about whether or not your answer is correct or not, plus occasional hint, watch it, and practice similar problem options. There are also eBooks, so if you wanted to you could just get an electronic version of the textbook that would be available on any computer with internet access without having to carry around a heavy textbook. All of these can be extremely helpful aids for when you are studying.

**Angel**

Some of your teachers will use Angel, which is an online website where teachers can post your grades, assignments, discussion board threads, and announcements. If any of your classes uses Angel, it is a good idea to check it periodically and stay on top of any deadlines that may be presented as an assignment there. Also, since you are a member of TRiO, you are also able to access the TRiO open course that we offer on Angel. The cool thing about this open course is that you can follow discussion threads and stay involved with people in the TRiO family. Also in the open course are links to other online resources and examples that we think will help you transfer successfully and succeed in other areas of your college experience. Another good thing about Angel is that you can use it to send e-mails to your teacher.

**Academic Tools/Apps/Blogs**

There are so many academic tools online; the following is a list of a few of them:

- [www.noodletools.com](http://www.noodletools.com)  a website that offers tools for when you are researching
- [www.cramster.com](http://www.cramster.com)  a website that offers full solutions for textbook problems
- [www.cliffsnotes.com](http://www.cliffsnotes.com/)  a website that offers summaries of various topics
- [www.google.com](http://www.google.com)  a search engine
- [http://www.khanacademy.org/](http://www.khanacademy.org/)  a website that has videos and practice problems

These websites are wonderful aids to give you extra study help. The best way to use them is to fill in blanks in your notes and help you get a head start when you don’t know where to begin.
studying. As you continue doing research projects and such in your classes, you will become very familiar with search engines like Google to help you find other helpful websites like the ones listed above and in previous sections of this guide. The internet is a very powerful tool, so use it wisely: do not plagiarize.
Reference Page: Online Tools

Online Tools:

https://career.berkeley.edu/article/021011b.stm
A website with helpful networking tips.

http://passivepanda.com/networking-tips
A webpage with helpful networking tips.

http://www.learning-styles-online.com/inventory/questions.php?cookieset=y
Free learning style quiz, uses styles in this guide plus a few more.

Learning styles not discussed in guide.

http://www.engr.ncsu.edu/learningstyles/ilsweb.html
Free online learning style quiz for link above.

http://www.studygs.net
This website offers additional advice and guided activities about practicing good study habits.

http://ellenbremen.com
A website authored by a professor, where she talks about how you can talk to your professor and how you can appropriately approach networking with them.

http://thetransferexpress.com
The HCC TRIO blog. This blog contains plenty of useful information pertaining to transferring, advising, and networking.

Key Questions:

- What search terms should I use in the search engine?
- What do I want the online resource to be able to help me with?
Reflection of the Section: Online Tools

In the space below answer the following questions in order to reflect on what you have learned and what you think is useful about this section of the Guide.

1. Which was your favorite activity from this section and why?

2. List three things that you learned about online tools.

3. How are you going to use the three things that you listed above help you reach your academic goals?

4. Write a brief summary of what you will take away from this section of the guide and any other additional thoughts that you had when you were working through.
Appendix: Examples of Activities
### Time Chart

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00am</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>6:00</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>7:00</td>
<td>Wake up etc.</td>
<td>Wake up etc.</td>
<td>Wake up etc.</td>
<td>Wake up etc.</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>8:00</td>
<td>Travel to school</td>
<td>Travel to school</td>
<td>Travel to school</td>
<td>Travel to school</td>
<td>Travel to school</td>
<td>Sleep</td>
<td>Study</td>
</tr>
<tr>
<td>9:00</td>
<td>MATH 91</td>
<td>MATH 91</td>
<td>MATH 91</td>
<td>MATH 91</td>
<td>MATH 91</td>
<td>MATH 91</td>
<td>MATH 91</td>
</tr>
<tr>
<td>10:00</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
<td>ENGL&amp; 101</td>
</tr>
<tr>
<td>11:00</td>
<td>CMST&amp; 101</td>
<td>CMST&amp; 101</td>
<td>CMST&amp; 101</td>
<td>CMST&amp; 101</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>12:00pm (noon)</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>2:00</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>3:00</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>4:00</td>
<td>Travel home</td>
<td>Travel home</td>
<td>Travel home</td>
<td>Travel home</td>
<td>Travel home</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>5:00</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
</tr>
<tr>
<td>8:00</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
</tr>
<tr>
<td>9:00</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
<td>Relax</td>
</tr>
<tr>
<td>10:00</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
<td>Go to Bed</td>
</tr>
<tr>
<td>11:00</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
<tr>
<td>12:00 (midnight)</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
<td>Sleep</td>
</tr>
</tbody>
</table>
Finding a Study Spot

The following is a list of study spots that Lesley uses and how each is beneficial or have distractions:

Second floor of the library- There are computers and printers here, so doing online homework here is convenient. The down side is that getting a computer is not always easy (it gets really busy), there are lots of distractions like people talking, and my friends like to hang out there on some of their free time so they like to talk to me.

Fourth Floor of the library- There are few distractions here for me because it is quiet. I focus well here. The only drawback is that if I want to do online homework, I have to bring my laptop (which I then have to carry around school).

TRiO lab space- This area is usually relatively free of distractions, and there are laptops for me to use. However, you cannot print from these laptops.

Math Resource Center/Tutoring Center- I can get help from a tutor here if I need it. Sometimes the center is really busy though, and the available computers get taken fast.

Student Union Building- I study here sometimes, but there are a lot of distractions everywhere here because my friends hang out here a lot.

My Room- This is a very quiet place for me to study. The only problem is that my family will sometimes come in to talk to me.

My overall evaluation of the places that I study are that, depending on the studying that I want to do (online work, textbook work, going over my notes), I have a variety of options that I can utilize to get my studying done. When I have online homework, my best study place would be the fourth floor of the library if I have my laptop, or second best I can go to the second floor of the library. When I only have paper assignments/studying, the fourth floor of the library is the best study spot for me. Using this information, I can make plans to do studying in these locations and be the most successful in my classes that I can be.
**Taking Notes**

Take notes of the following information (pulled from Wikipedia). Compare your notes to the sample notes provided: do your notes have all of the key information from the section?

The **cell** is the basic structural and functional unit of all known living organisms. It is the smallest unit of life that is classified as a living thing, and is often called the building block of life. Organisms can be classified as unicellular (consisting of a single cell; including most bacteria) or multicellular (including plants and animals). Humans contain about 10 trillion \((10^{13})\) cells. Most plant and animal cells are between 1 and 100 µm and therefore are visible only under a microscope.

The cell was discovered by Robert Hooke in 1665. In 1835, before the final cell theory was discovered, Jan Evangelista Purkyně observed small “granules” while looking at the plant tissue through a microscope. The cell theory, first developed in 1839 by Matthias Jakob Schleiden and Theodor Schwann, states that all organisms are composed of one or more cells, that occur within cells, and that all cells contain the hereditary information necessary for regulating cell functions and for transmitting information to the next generation of cells.

The word **cell** comes from the Latin *cellula*, meaning “a small room”. The descriptive term for the smallest living biological structure coined by Robert Hooke in a book he published in 1655 when he compared the cork cells he saw through his microscope to the small rooms monks lived in.

<table>
<thead>
<tr>
<th>Sample Notes:</th>
<th>Cells</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What is it?</strong></td>
<td></td>
</tr>
<tr>
<td>a. A cell is the most basic functioning unit of an organism, and is the smallest unit that is classified as a living thing.</td>
<td></td>
</tr>
<tr>
<td>b. It is called the building block of life.</td>
<td></td>
</tr>
<tr>
<td>c. There are both unicellular and multicellular organisms.</td>
<td></td>
</tr>
<tr>
<td>d. We have about 10 trillion of them.</td>
<td></td>
</tr>
<tr>
<td>e. They’re so small that you can only see them with a microscope (between 1 and 100 µm)</td>
<td></td>
</tr>
<tr>
<td>f. <strong>Cell Theory</strong></td>
<td></td>
</tr>
<tr>
<td>i. All organism are composed of one or more cells</td>
<td></td>
</tr>
<tr>
<td>ii. All cells come from preexisting cells</td>
<td></td>
</tr>
<tr>
<td>iii. Vital functions of an organism occur within cells</td>
<td></td>
</tr>
<tr>
<td>iv. All cells contain the hereditary information necessary for regulating cell functions and for transmitting information to the next generation of cells</td>
<td></td>
</tr>
<tr>
<td><strong>2. A history</strong></td>
<td></td>
</tr>
<tr>
<td>a. Robert Hooke discovered the cell in 1665.</td>
<td></td>
</tr>
<tr>
<td>b. Jan Evangelista Purkyně found “granules” when studying plant tissue in 1835.</td>
<td></td>
</tr>
<tr>
<td>c. Matthias Jakob Schleiden and Theodor Schwann developed cell theory in 1839.</td>
<td></td>
</tr>
</tbody>
</table>
Associative learning

Read the following section and use associative learning to organize the information and learn it. Compare your notes to the example notes that follow.

Mixtures can be classified into three types: suspension mixture, colloidal mixture, or solution, according to how they combine and can be separated. Suspension mixtures have larger solute particles, colloidal mixtures have much smaller particles, and particles in a solution completely dissolve into the solvent.

Sample Notes:

<table>
<thead>
<tr>
<th>Type of Mixture</th>
<th>Suspension Mixture</th>
<th>Colloidal Mixture</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Particles</td>
<td>Larger solute particles</td>
<td>Smaller particles</td>
<td>Completely dissolved particles</td>
</tr>
<tr>
<td>Example of Mixture</td>
<td>Sand in water</td>
<td>Toothpaste</td>
<td>Sugar dissolved in water</td>
</tr>
</tbody>
</table>