



TEXAS TECH UNIVERSITY
Honors College
Terry Scholars™

ACADEMIC PROGRAM

PURPOSE

The purpose of the Terry Scholars Academic Program is to provide a forum for students to create their own academic successes. In order to remain in the Terry program, students must maintain a 2.5 GPA. Developing tools to become successful in college is essential to continued academic success.

EXPECTATION

The Terry Foundation expects scholars to perform at the highest level possible. Participation in an academic enrichment program can only help facilitate that endeavor. All new first year Terry Scholars are strongly encouraged to participate. Scholars on probation are also strongly encouraged to participate.

**No student ever
attains very eminent
success by simply
doing what is
required of him: it is
the amount and
excellence of what is
over and above the
required, that
determines the
greatness of ultimate
distinction.**

Charles Kendall Adams

TERRY ACADEMIC PROGRAM: PART 1

During the fall, freshman Terry Scholars will be expected to attend and/or complete the following tasks. The tasks are designed to help provide students with the tools necessary to create positive time management, study, and personal habits that will serve them well as they begin their collegiate careers.

CONTENTS

Session 1: Meet Your Academic Leadership	4
Tasks to Complete	4
Session 2: Master Plan.....	5
Tasks to Complete	5
Learning Links.....	6
Time Management: Weekly Planner	7
Learning Cycle	8
The Learning Cycle: Four Steps to Learning.....	8
Session 3: The Classroom	10
Tasks to Complete	10
Session 4: The Syllabus	12
Tasks to Complete	12
Session 5: The Professor	13
10 Ways to Get Along with Your Faculty	13
Tasks to Complete	15
Learning Links.....	15
Session 5: Creating Habits.....	16
Learning Center	16
University Writing Center	16
Tasks to Complete	16
Learning Links.....	16
Session 6: Utilizing Resources I.....	17
Tasks to Complete	17
Learning Links.....	17

Session 7: Study Groups	18
Guidelines for Getting a Group Together	18
Getting the Most Out of a Study Group Session	18
What Do You Actually Do When You're Together?	18
Learning Links.....	19
Study Groups—The Secret to Success	19
Session 8: Utilizing Resources II: Nutrition and Exercise.....	20
Part 1: Resources	20
Part 2: Exercise	20
Part 3: Nutrition	20
Tasks to Complete	21
Learning Links.....	21
Session 9: Utilizing Resources III.....	22
Tasks to Complete	22
Learning Links.....	22
Session 10: Study Methods	23
Part 1: Utilizing Effective Study Methods	23
Part 2: Day of the Exam	24
Tasks to Complete	24
Learning Links.....	24

SESSION 1: MEET YOUR ACADEMIC LEADERSHIP

One of the pillars of the Terry Program selection criteria is leadership. Leadership is a skill that can be learned. Some of the best people to learn from on campus at Texas Tech are those already in leadership. It is a good idea to meet your dean, department chair, etc. at least once in your first year, just to get to know her or him. You might even meet them in a different context: as a course instructor or in some other capacity. Your academic leadership is in a position to help you deal effectively with circumstances that could affect your academic experience.

Find the information for those in Academic Leadership for your major:

	Name	Office Location	Phone	Email
Academic Advisor				
Department Chair				
Dean				

TASKS TO COMPLETE

Schedule a Meeting with at least one of them. Introduce yourself and learn about what their expectations are for success the semester.

Complete the following.

Name and Title of Person:

Time and Location of Meeting:

Role of Person in assisting you achieve academic success:

What is the persons' definition of leadership?

How do they view their roles/responsibility?

What I Learned by Meeting with my Academic Leadership:

SESSION 2: MASTER PLAN

TASKS TO COMPLETE: Read all of these directions before you make up your weekly schedule. Check off each direction as you complete it.

Record the following on your master schedule:

- class and lab times in appropriate day/hour blocks on a time schedule sheet.
- meal times.
- regularly scheduled personal activities such as meetings, employment and athletics.
- any special activities you need to do or want to do on a regular basis.



Review the information about the Learning Cycle (p. 8) before you add any more information to your schedule.

Schedule the following on your master calendar:

- a preview time (5-30 minutes) immediately before each class whenever possible.
 - During the preview, review all or some of your notes in preparation for the upcoming class.
 - If you have two or three classes in a row, preview from last to first class. If you have Chemistry and Art at 10 and 11, you might write "P: Art/Chem" in the block before your 10 o'clock class.

M	T	W	Th	F
9:00 P: Art 9:30 P: Chem		9:00 P: Art 9:30 P: Chem		9:00 P: Art 9:30 P: Chem

- a review time immediately after your classes (5-30 minutes) whenever possible.
 - Use this time to edit and summarize your notes.
 - Look over any assignments that were given and begin to plan when and how you will do them.
 - For the schedule described above, you might write "R: Art/Chem" in the 12 noon block.

M	T	W	Th	F
12:00 R: Art 12:30 R: Chem		12:00 R: Art 12:30 R: Chem		12:00 R: Art 12:30 R: Chem

- your intensive study/ review time for each class.
 - Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions.

- **Also, use more of the day** (i.e. morning, afternoon) for studying. Evening is often an ineffective time to study.
- When you schedule study time, be task-oriented rather than time-oriented. Think in terms of "blocks of time" and what specifically needs to be accomplished, not hours of study time.
- Start your study period with the courses you like least or that you're not doing well in.
- Try to study the same subjects at the same time each study day. Although this seems to be a mechanical way of scheduling, you will find that **such a routine can help you** develop a pattern for efficient and effective learning.
- a weekly review (WR) for each course.
 - Do it at the end of the week if possible. This weekly review gives you an opportunity to spread out all of the past week's notes along with the reading assignments to see what you have been learning in the past week during class and study time for each course. You can also look ahead to plan the next week and determine how much reading you need to do, what projects are due, and if any tests are scheduled.

M	T	W	Th	F	S
9:00 P: Art 9:30 P: Chem <i>10:00 Class: Art</i> <i>11:00 Class: Chem</i> 12:00 R: Art 12:30 R: Chem		9:00 P: Art 9:30 P: Chem <i>10:00 Class: Art</i> <i>11:00 Class: Chem</i> 12:00 R: Art 12:30 R: Chem	11:15 Study Art 12:30 Study Chem	9:00 P: Art 9:30 P: Chem <i>10:00 Class: Art</i> <i>11:00 Class: Chem</i> 12:00 R: Art 12:30 R: Chem	1:00 WR: Art 3:00 WR: Chem

- some time during Friday, Saturday, and Sunday for you to play, relax, or do whatever you want to do. This is your reward for sticking to your schedule. In addition, you'll enjoy your free time more.

Exercise. Keep open some day or evening time for daily physical activity. Remember, research indicates that regular exercise will not only give you a general sense of well-being, but can reduce tension **and help you accomplish a** tough class, study, and work schedule.

LEARNING LINKS

- [Time Management](#) - Stanford University
- [Time Management for Right-Brained People \(or What To Do If To-Do Lists Aren't Your Style\)](#) - Cornell University
- [A Simple Effective Time Management System](#) - Cornell University
- [Effective Time Management](#) - Duke University
- [Smart Tips](#) - University of Chicago
- [Weekly College Schedule Templates](#) - Microsoft Office
- [Learn to Manage your Time in College](#) - US News

TIME MANAGEMENT: WEEKLY PLANNER

MON

TUE

WED

THU

FRI

SAT

SUN

7-8							
8-9							
9-10							
10-11	-----11:15----- -----12:30-----		-----11:15----- -----12:30-----		-----11:15----- -----12:30-----		
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

LEARNING CYCLE

One of the first steps for becoming a successful student is to understand the learning process itself. Certain characteristics of effective learning, including the four-step learning cycle, are true of all people. At the same time, people have different learning styles. Understanding these processes is important for maximizing your own learning while in college.

THE LEARNING CYCLE: FOUR STEPS TO LEARNING

Learning an academic subject means really understanding it, being able to think about it in meaningful ways and to apply that understanding in new situations. This is very different from simply memorizing something and repeating it back on a test. Academic learning occurs most effectively in a cycle of four steps:

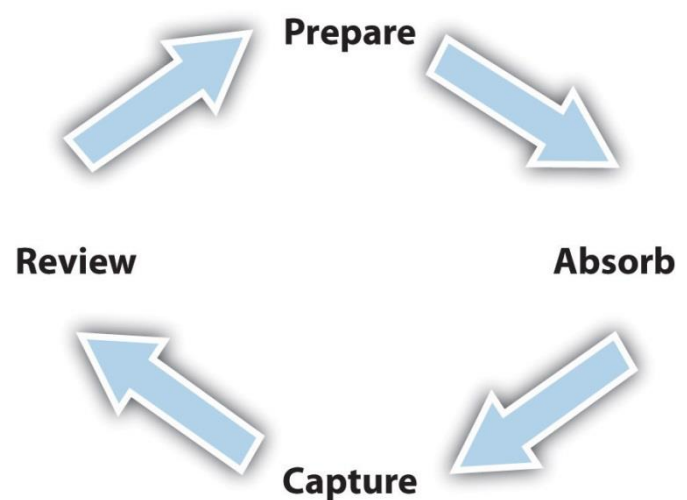
- Preparing
- Absorbing
- Capturing
- Reviewing

Prepare

Student 1: One student rolls out of bed a few minutes before class and dashes across campus and grabs the last seat in the hall just as the instructor begins a lecture; it takes him a few minutes to find the right notebook in his backpack, and then he can't find a pencil. He's thinking about how he should've set his alarm a little earlier so he'd have had time to grab a cup of coffee, since he's having trouble waking up. Finally he settles in his seat and starts listening, but now he can't figure out what the instructor is talking about. He starts jotting down phrases in his notes anyway, thinking he'll figure it out later.

Student 2: Another student looks over his notes from the previous class and quickly glances back at passages he'd highlighted in the textbook reading. He arrives at class a few minutes early, sits up front where he can hear well, and has his notebook open and pencil out. While waiting for the instructor to arrive, he talks to another student about her ideas for the paper due next week in this class.

It's obvious which of these students will learn more during today's class lecture. One has prepared and the other has not, and they will experience a huge difference in their understanding of today's topic. Preparing to learn is the first step for learning. The same is true when you sit down to read your textbook, to study for an exam, or to work on an out-of-class project. Partly you are putting



yourself in the right mind-set to learn. But when you review yesterday's notes to prepare for today's class, you are also solidifying yesterday's learning.

Absorb

"Absorbing" refers to the actual taking in of new ideas, information, or experience. This is what happens at the moment a student listens to a class lecture or reads a textbook. In coming sessions you'll get tips for improving in this step.

Capture

"Capturing" refers to taking notes. No matter how good your memory, you need to take good notes in college simply because there is so much to learn. Just hearing something once is seldom enough. You have to go back over the material again, sometimes several times again, thinking about it and seeing how it all fits together.

The more effective your note-taking skills, the better your learning abilities. Take notes also when reading your textbooks. You'll learn methods for taking good notes in later sessions.

Review

The step of reviewing—your class notes, your textbook reading and notes, and any other course materials possibly including recordings, online media, podcasts, and so on—is the next step for solidifying your learning and reaching a real understanding of the topic. Reviewing is also a way to prepare for new information and ideas. That's why this is a learning cycle: the end of the process loops back to the beginning as you prepare for additional learning.

Reviewing is also the step in which you discover whether you really understand the material. If you do not understand something fully, you may need to reread a section of the book, talk it over with a friend in the class, or go see your instructor.

SESSION 3: THE CLASSROOM

Beginnings are important. Whether it is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early--some say the first day of class--whether they will like the course, its contents, the teacher, and their fellow students.

There are some key things you should know before attending your first college course.

TASKS TO COMPLETE

1. Arrive early. Plan an extra 20-30 minutes for anything that may occur before making it into the classroom. This also gives you some time to scope out the room, land a good seat and get your materials together so you are fully prepared and not distracted when the class starts. It is a good idea to practice your schedule, going from class to class a few days before the big day. That way you'll know how long it takes to move to and from classes, and you'll already know where your classes are.

2. There might be homework due. Don't be the one who gets blindsided when the professor jumps into a discussion about the assigned reading you didn't know was assigned. It is common for college professors to expect you to have an assignment completed for the first day of class, as they often like to get right into the material.

These "pre-first day" assignments are typically given via e-mail, posted online or printed on the syllabus — so keep a lookout.

3. Bring your laptop — if you can handle it. While using your laptop in class is often frowned upon in high school, it isn't so taboo in college — in fact, many professors encourage it. Using your laptop is a fast and simple way to take notes, keep up with PowerPoint slides and look up key information for discussion. Make sure you check your syllabus for guidelines before bringing it to class.

However, it is crucial that you don't abuse this by scrolling through your Facebook feed during the class. If you know you do not possess the needed self-discipline, leave the laptop at home.

RELATED: [5 questions to ask your professor during office hours](#)

4. Keep up with the professor. Especially in larger classes, professors will not have the time to stop mid-lecture or mid-discussion just to make sure you're caught up. You may be used to a more relaxed environment where teachers are able to spend more time explaining concepts, but in college, they have their own plan for what to cover that day and will be sticking to it.

Be ready to pay close attention and jot down anything that might need clarification.

5. Be prepared to actually work. In high school, the first day of classes usually meant playing a few ice-breaker games and going over the class syllabus. While those two things may still occur on

the first day of college classes, they will be sped through in order to begin the aforementioned work, so be sure to have your academic mindset ready.

Show up with all the materials you need in order to be productive.

6. Have an open mind about your classmates. This can help immensely when it comes to succeeding in the course. These peers could form a great study group and be just the kind of quick support you need when an assignment makes no sense one night.

Never underestimate the ability of strong classmates to make a class experience easier. Get contact information from someone in each of your classes. Knowing someone in each of your classes is invaluable: you can exchange notes, find out what happened when you were absent, and study together.

7. Start taking notes immediately. The first day of any college class is filled with valuable information. Professors may explain what their teaching method is like, how to best contact them with questions or what opportunities they offer for extra credit. These pieces of information can be some of the most important factors in succeeding in a particular professor's class.

Remember, they are choosing to emphasize this information on the first day for a reason, so take the time to understand who they are as people and how you should approach the class. It will make a significant impact on your experience, and likely, your final grade.

SESSION 4: THE SYLLABUS

Your instructor will pass out a syllabus. It may come via email or it may be on the first day of class. This document contains all of the important information you need to know about the class. Here is some of this information:

- Professor's name
- Office hours
- Phone number and email address
- Classroom
- Description of the class
- Class requirements
- Grade requirements
- Absence and tardiness policy
- Reading and test schedule
- Daily schedule

This is a very important document to keep. The course syllabus is the contract between you and your professor. Sometimes, professors will have students sign a copy of the syllabus and give it back. They do this so that everyone understands things like the test schedule or attendance policy.

TASKS TO COMPLETE

1. Find all of the important information from the list above on your syllabus and make a note of it.
2. Organize your class materials. You should have a folder or organizer for each class.
3. Make a photocopy or scan your class syllabi. Carry one copy with you and tack the other one to your corkboard. You'll be glad later that you did this.
4. Answer the following:
 - a. What did you find difficult?
 - b. What new ways have you discovered to organize in order to increase learning?

SESSION 5: THE PROFESSOR

10 WAYS TO GET ALONG WITH YOUR FACULTY

1. **Go to class!** Regular attendance is important not only for good relations with the professor, but also for ensuring that you don't miss anything. Professors may say they don't care about class attendance. Don't believe it! They notice who's there and who's not.
2. **If emergencies arise that cause you to miss class, be sure to get notes from someone in the class whose work you respect.** At the next class meeting after your absence, tell the professor you've gotten the notes, but that you want to double-check to make sure you didn't miss announcements of upcoming tests, etc. Don't dwell on the reason for your absence. The professor has probably heard it before!
3. **Don't be late!** The first few minutes of class are often used for vital announcements of upcoming tests, due dates for assignments, etc.
4. **"Better late than never" is usually a good rule of thumb, but not always.** Note the professor's reaction when other students are late, then guide your own actions accordingly. If he/she ignores students walking in late, that doesn't mean it is okay, but it's better than missing class entirely. If the reaction to student tardiness is somewhat stormy, it may be better to miss class than to call attention to yourself in an unfavorable light.
5. **Professors usually announce office hours at the first class meeting each semester.** It is to your advantage to know your professors and for them to know you. Make an appointment to see each of your professors no later than the fifth class meeting. Appointments may be made before or after class or over the telephone. If for some reason you must cancel, be sure to call! Remember, teaching is not your professor's only responsibility. Don't expect that he/she will always be available at your convenience.

The purpose of meeting with a professor, regardless of your level of interest in the course, is to enhance your understanding of what is going on in class. Before your appointment, be sure you have done the following:

- Previewed your text to familiarize yourself with topics for the remainder of the course.
- Reviewed your notes up to that point and identified topics or issues that you don't understand.
- Written down at least three or four good questions about the course, such as potential topics for papers or projects, questions about the most effective ways to study the material, etc.
- Located the professor's office so that you won't be late for the appointment due to wandering around the halls at the last minute. (See the TTU global directory and campus map.)

- Make sure you know the professor's title (Dr., Mr., Ms.) and how to pronounce his/her name. If you can't find it, calling them "professor" is usually a safe bet.
6. **Getting to know professors can have other benefits as well.** Most of them are interesting people, knowledgeable about many topics beyond their own discipline. You may discover that you have common interests that can be the basis for a good relationship long after you have finished the course. You may also find that a particular field is much more interesting to you than you previously thought. It is not unusual for decisions about college majors to originate with a good student-professor relationship. Finally, professors may have information about special opportunities that you may find useful. Summer internships, competitive awards, graduate programs, etc., are usually posted on cluttered bulletin boards and are sometimes hard to spot. A professor who knows you may be the key to your becoming aware of these special opportunities. A single office visit won't change your life, but it could lead eventually to many "fringe" benefits that wouldn't have come your way if you hadn't gotten to know your professors.
 7. **Get assignments in on time!** Earthquake, fire, flood, and catastrophic illness are the only excuses for turning assignments in late. You've got 24 hours in your day just like everyone else. You want the professor to know who you are for the right reasons! There is a definite relationship between students who do poorly on tests, receive low final grades, or fail courses, and those who turn assignments in late.
 8. **Being courteous in class doesn't mean you have to agree with everything that's being said.** When asking questions, don't be hostile or demanding and don't back the professor into a corner. When you disagree or don't understand a point, be positive. Preface your question with leads like "Could you clarify the relationship between . . . ?" or "Could you elaborate on . . . ?" Avoid negative leads like "I don't see how . . ." or "Don't you think . . . ?"
 9. **Grades are another area in which professors and students sometimes disagree.** Never discuss a grade when you are angry. A test may have seemed unfair to you, but don't label it as such when you're discussing it with the professor. Be specific but courteous when making your points. Remember, regardless of how skillful your arguments are, the odds are that your grade won't be changed on that particular test. But, if you make your points well, the next test may be much better constructed and may seem to you to be a fairer measure of your knowledge of the material.
 10. **Most professors are experts in their fields.** Many of them are not experts in psychometrics or applied learning. Realizing that very few of them have had formal training in test construction or in how to teach may help you to understand their occasional shortcomings in these areas. Most good professors have gotten that way by trial and error. Improved teaching often depends on the kind of feedback they receive from students. Avoid being negative in your comments. Specific, positive, constructive feedback can really improve the learning situation.

Adapted from materials used at the University of North Texas.

TASKS TO COMPLETE

Make an appointment to see each of your professors no later than the fifth class meeting. Learn about SI sessions for the course, suggested study techniques, and advice for student success.

Ask the following types of questions during your meeting:

- From your experience teaching, what qualities do successful students in your course possess?
- How would you describe your teaching style?
- How did you become interested in teaching this subject? What are your top three expectations for students at the beginning of the semester?
- What additional resources do you recommend if I want more information about what you are teaching?

Source: [5 questions to ask your professor during office hours](#)

Complete the chart, listing the appointment details and information gathered during the visit.

Faculty Member	Time and Location	Key Points	Action Items	Interesting Fact

LEARNING LINKS

- [Supplemental Instruction](#) – TTU Learning Center
- [Transition to College](#) - - TTU Learning Center

SESSION 5: CREATING HABITS

LEARNING CENTER

The Learning Center's mission is to empower and encourage students in their pursuit of achieving academic success within a safe and inclusive learning environment.

The Learning Center works to enhance the academic success of all currently enrolled Texas Tech Students by offering a variety of free services:

- Online tutoring available Monday through Thursday from 7:30pm-10pm (www.lc.soar.ttu.edu)
- Drop in Peer Tutoring
- Math
- Physics
- Chemistry
- Biology
- Accounting
- Engineering

Hours: Monday-Thursday 8am-8pm and Friday 8am-5pm.

Location: Holden Hall Room 80

For more information, call 742-3664 or check out the website at www.lc.soar.ttu.edu

UNIVERSITY WRITING CENTER

The [UWC](#) offers undergraduates, graduate students, faculty and staff 30-minute, one-on-one tutorials on any type of writing, including resumes, personal statements, research papers, and articles for publication.

Hours: Monday through Friday, 9:00 a.m. to 5:00 p.m.

Location: ENGL/PHIL building Room 174

For more information or to schedule an appointment, either drop by onsite or call (806) 742-2476. Please call to schedule an appointment as walk-ins are no longer possible.

TASKS TO COMPLETE

- Attend one of the scheduled Study Skills Workshops

LEARNING LINKS

- [Study Skills Pamphlet](#) - TTU Student Counseling Center
- [Study Helps](#) - TTU Learning Center

SESSION 6: UTILIZING RESOURCES I

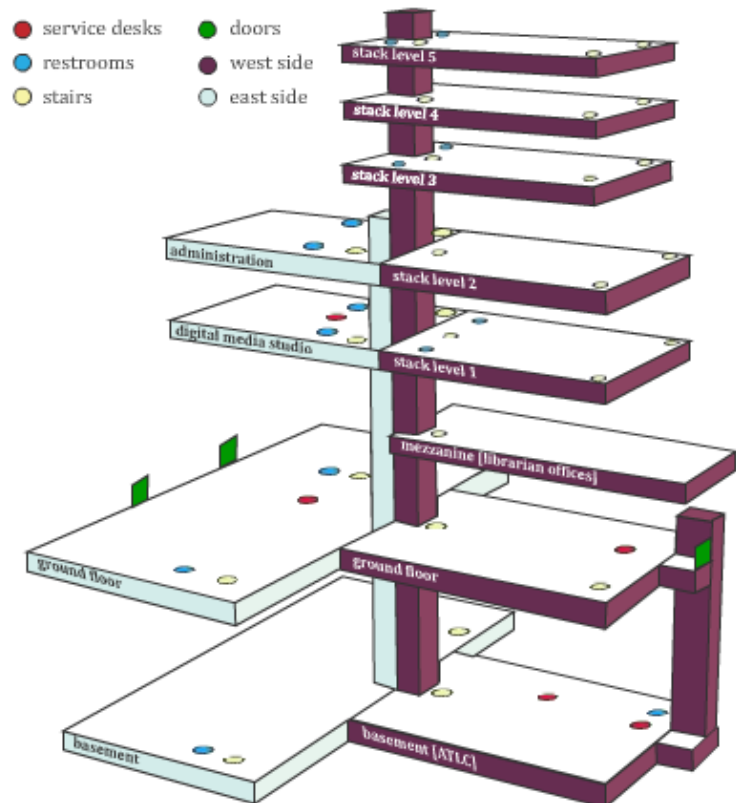
The Libraries at Texas Tech offer a host of services for students, including a 3D art lab, technology check-out, a personal librarian, and much more.

TASKS TO COMPLETE

- Complete the [Library Scavenger Hunt](#)
- Meet your [Personal Librarian](#) for your major.

LEARNING LINKS

- TTU Library
<http://library.ttu.edu/>
- Southwest Collections
<http://www.swco.ttu.edu/>



SESSION 7: STUDY GROUPS

GUIDELINES FOR GETTING A GROUP TOGETHER

How many? 3-6 students (If more are interested, form two groups and get together occasionally to share information and prepare for exams.)

Who? Don't base study partners on friendship; look for people who stay alert in class, take notes, ask questions, and respond to the teacher's questions.

Where? Hold study group sessions in a place free of distractions with room to spread materials out.

How long? Study groups should meet for no more than 2-3 hours at a time.

When? If possible, try to meet on the same day(s) and time(s) each week. Treating the study session like you would a class helps you keep to a schedule and ensures that everyone will attend.

GETTING THE MOST OUT OF A STUDY GROUP SESSION

- Set rules and guidelines from the start. At your first meeting, make sure everyone has agreed on expectations, and then establish rules and guidelines (e.g. Will slackers be kicked out of the group?).
- State objectives or goals. Knowing what you want to achieve at each session helps the group manage time and stay focused. At the end of each meeting, make a plan for the next session and allocate times for each task. Make sure you have an ending time. Stick to your plan.
- Be prepared. Before a session, be sure to finish your assigned reading, review notes, prepare any group assignments, and list topics/questions you want to review.
- Communicate openly. Don't be shy about asking for your peers' feedback: "Am I rambling too much?" or "Did I present your point of view correctly?" If reviewing reveals points of disagreement or confusion that you cannot resolve as a group, record questions to ask your professor or TA.
- Stay on topic. For each session, assign someone to steer group members back on topic if they drift.

WHAT DO YOU ACTUALLY DO WHEN YOU'RE TOGETHER?

Assign people to teach and lead a discussion on each topic in your agenda. Make assignments at the end of each meeting for the next meeting so that each person can prepare questions and think about the best way to address the topic.

Have everyone create questions that test comprehension, application and memory of the material. Take turns asking, answering, and explaining why the correct answer is correct. (Collect questions at each session; then, take the cumulative practice exam you've created to prepare for the real exam.)

Role-play: You can act like a parent explaining the ideas to a child. Or how about becoming your professor and deducing what questions will be on the exam? Here's another interesting exercise you can use in your study groups: the "Final Exam" procedure by Win Wenger of the Renaissance Project.

Studies show that connecting knowledge to kinetic activity (characterized by movement), rhythm and music significantly helps retention. Create songs, movement, chants, etc. that will help your group remember key information/terms.

Periodically evaluate your performance as a group, then work to fix areas where you are weak.

LEARNING LINKS

[STUDY GROUPS—THE SECRET TO SUCCESS](#)

Material adapted from Anastasia Pryanikova, "[How to Form an Effective Study Group](#)," Lawsagna: neuroscience-fueled tips for productivity, creativity and influence; The College Board, "[The Power of Study Groups](#)," The College Board.

SESSION 8: UTILIZING RESOURCES II: NUTRITION AND EXERCISE

PART 1: RESOURCES

The Mission of Student Health Services is to promote each student's learning experience by providing health care and health education to insure academic success of students.

Student Health Services provides comprehensive, cost effective, and compassionate medical care to students. This includes health education to promote healthy behaviors and avoidance of preventable disease.

PART 2: EXERCISE

5 Reasons College Students Should Make Time For Exercise

1. Exercise Stimulates Brain Cell Development – [NY Times Article](#)
2. Exercise Improves Memory Retention
3. Exercise Increases Focus and Concentration – [City Park High School Study](#)
4. Exercise Boosts Mood - [Duke Study](#)
5. Exercise Relieves Stress

Adapted From [American Intercontinental University](#)

PART 3: NUTRITION

4 Ways Eating Healthy Can Affect Your Grades?

1. **Attendance.** You can't keep up with homework and tests if you aren't in school every day. Getting adequate protein, vitamins and minerals from food can keep you from taking sick days and missing out on daily lessons. Eating a healthy breakfast makes you more likely to achieve your daily nutritional goals. This keeps your body strong and less likely to succumb to disease. While infectious colds and flus happen, getting sufficient vitamin C, for example, can help you bounce back faster, reports the National Institutes of Health.
2. **Focus.** School is a social network that requires cooperation from students, teachers and staff, and your behavior in this environment depends partly on getting to school well fed. Hunger can distract you and make you irritable, while eating a healthy breakfast has been shown to improve both alertness and mood. A 2005 study on eating habits and academic performance reported in the "Journal of the American Dietetic Association" affirmed these findings, indicating that breakfast prepares students to work toward good grades in academic environments.
3. **Thinking.** Food energy and nutrients serve neurological as well as physical body functions. The same 2005 report concluded that eating breakfast regularly before school may affect the brain's short-term blood sugar requirements and long-term nutritional support. This improves the memory, problem solving and concentration skills that are intrinsic to learning and achieving high grades.
4. **Test Scores.** Balanced nutrition plays a part in testing well. The Food Research and Action Center relates that students who eat a complete instead of partial breakfast work more

quickly with fewer math and number errors than those who don't. Healthy eating also contributes to better performance on vocabulary and visual skills tests.

TASKS TO COMPLETE

Keep track of your eating habits and your sleeping patterns for a week. Log how you feel overall throughout the week. Write about any correlations you notice between performance and wellness practices.

LEARNING LINKS

[TTU Student Health Services](#)

[Wellness Tips from Rutgers](#)

SESSION 9: UTILIZING RESOURCES III

The Student Resolution Center is a safe place to bring concerns and find solutions. College can present new challenges for students ranging from interpersonal misunderstandings to maneuvering academic or administrative processes. The Student Resolution Center coaches students on resources, processes, and skills to assist them during times of conflict.

Services Provided:

- Conflict coaching
- Mediation
- Facilitation
- Training

The Student Resolution Center deals with a wide range of conflicts, complaints, and disputes.

Examples:

- Policies and procedures (campus, college/school, or departmental)
- Decisions or actions affecting groups or individuals
- Grading issues
- Interpersonal disputes
- Unfair treatment

TASKS TO COMPLETE

What is the most surprising thing you learned from the presentation?

What are two skills that you can now use to better handle conflict?

LEARNING LINKS

[Student Resolution Center](#)

SESSION 10: STUDY METHODS

PART 1: UTILIZING EFFECTIVE STUDY METHODS

A [new report published in 'Psychological Science in the Public Interest.'](#) found that some studying techniques — things most of have used for years like underlining and reading notes out loud— didn't always result in good grades.

A [2013 study](#) called “Improving Students’ Learning With Effective Learning Techniques” and published in “Psychological Science in the Public Interest,” a journal of the Association for Psychological Science, evaluated the 10 most commonly used learning techniques and concluded the following about effectiveness:

Least Effective Study Techniques:

- *Highlighting and underlining
- *Rereading
- *Summarization
- *Keyword mnemonics — using keywords and mnemonics to help remember course material
- *Imagery use for text learning — creating mental images to aid in recall

Moderately Effective Study Techniques

- *Elaborative interrogation — asking “why” questions to make connections between new and old material.
- *Self-explanation — providing your own explanations for problems while learning material
- *Interleaved practice — mixing different kinds of problems or material in one study session

Highly Effective Study Techniques

- *Practice testing — allowing students to test themselves, including:
 - actual or virtual flashcards,
 - doing problems or
 - questions at the end of textbook chapters, or
 - taking practice tests
- *Distributed practice — studying material over a number of relatively short sessions.

Least Effective Study Techniques

Summarization and imagery use for text learning have been shown to help some students on some criterion tasks, yet the conditions under which these techniques produce benefits are limited, and much research is still needed to fully explore their overall effectiveness.

Keyword mnemonic is difficult to implement in some contexts, and it appears to benefit students for a limited number of materials and for short retention intervals. Most students report rereading and highlighting, yet these techniques do not consistently boost students’ performance, so other techniques should be used in their place (e.g., practice testing instead of rereading).

Test Anxiety has been linked to poor performance as one 2011 report found that an estimated [35 per cent of students were so nervous before writing exams or tests](#) that it impaired their performance, according to *The Wall Street Journal*.

Cram sessions or all-nighters do not seem to benefit students either. The report found [60 per cent of college students in the U.S. stayed up all night](#) during some point in school, and this method was linked to the lowest grades.

Highly Effective Study Techniques

Practice testing should be completed as a low-stakes or no-stakes practice or learning activity outside of class from summative assessments that are administered by an instructor in class.

Students mass much of their study prior to tests and believe that this popular cramming strategy is effective. Although cramming is better than not studying at all in the short term, given the same amount of time for study, would students be better off spreading out their study of content? The answer to this question is a resounding “yes.” The term distributed-practice effect refers to the finding that distributing learning over time (either within a single study session or across sessions) typically benefits long-term retention more than does massing learning opportunities back-to-back or in relatively close succession.

The report, published earlier this year, was written by John Dunlosky and Katherine A. Rawson of Kent State University, Elizabeth J. Marsh of Duke University, Mitchell J. Nathan of the University of Wisconsin-Madison, and Daniel T. Willingham of the University of Virginia.

PART 2: DAY OF THE EXAM

1. Arrive Early. Know the location and time of your exam. Arrive early to get enough time to settle down before the exam starts.
2. Be Awake. Get a good night’s sleep, shower, chew gum, or have a caffeinated drink.
3. Eat Breakfast. It’ll be more difficult to concentrate if you’re hungry. Don’t eat anything that may upset your stomach.
4. Bring Extra Writing Utensils. You never know when your pencil is going to break or your pen is going to run out of ink.
5. Bring all Essential Test Materials. Calculator, notes (if allowed), etc.
6. Go to the bathroom. Minimize distractions during the test.
7. Wear Comfortable Clothes. You’ll want to be comfortable taking the test
8. Bring any Necessities. Bring a water bottle, tissues, cough drops, etc.
9. Look Over your Notes. Review important information before the test to refresh your memory.
10. It’s just a Test. Remember that you studied hard and have confidence in yourself

Adapted from [College Tips](#)

TASKS TO COMPLETE

Create a practice test and/or a study sheet and quiz cards for your first test. Consider using apps like Study Blue to aid in the process.

LEARNING LINKS

[Advice on How to Study in College](#) – USNews

[5 Hot Final Exam Tips for College Students](#) – About.com