“Nobody succeeds beyond his or her wildest expectations unless he or she begins with some wild expectations.”

RALPH CHARELL, NETWORK TELEVISION EXECUTIVE
As you begin this course, think for a moment about the quote on the opposite page and ask yourself: What do I expect—from this course, from myself this semester, from my college experience? Perhaps you want to build an academic record that will impress prospective employers, or keep your grade point average high enough to declare a particular major. Perhaps you haven’t thought about it yet.

Now is the time to set those “wild” expectations of what you can accomplish. Take responsibility for your learning by actively pursuing those expectations, and you will find that your work this semester will serve you far beyond this semester’s grades. The academic tools in this book are also life success tools, helping you to continually build skill and knowledge, develop self-awareness, and achieve important goals throughout life.

This chapter will first introduce you to what it means to think and learn actively. Then it will go into more detail about three aspects of self-management that form the foundation for study success: setting and working toward goals, managing time effectively, and dealing with the stresses that often arise through the journey.

In this chapter you will explore answers to the following questions:
- How can you think and learn actively?
- How do you set and achieve goals?
- How can you effectively manage your time?
- How can you cope with the stress of college life?
HOW CAN YOU THINK AND LEARN ACTIVELY?

It’s Thursday night at 10 p.m. and you’ve got a test tomorrow morning at 9. You’re just now shuffling through a pile of books and photocopied packets, deciding which to prioritize. At the same time you are thinking about how late you can study and still get up on time for the exam and be able to function. Another part of your brain is mulling over whether you can take the time to run out and pick up something to eat and drink to keep you going through the long night. One big question keeps popping up on top of all this mental activity: How can I stay calm and learn this material so I can get a decent grade on this test? HELP!

Nearly anyone who is or has been in college has experienced circumstances like these, circumstances that often result in cramming to avert disaster instead of studying to learn. The results—poor retention and stress—undermine the essential goal of your education, which is to remember what you learn so that you can use it in your pursuit of a successful and fulfilling life.

Once in a while, last-minute studying is unavoidable. Almost always, however, the predicament could have been improved—and perhaps totally avoided—by actively thinking through and taking a responsible approach to the test, the course, and the material itself.

What exactly is an active, responsible approach? It means setting goals, making plans, and following through with the end result in mind. Reimagine the opening scenario as an active and responsible student: What might it look like? Here is one effective series of actions:

■ At the beginning of the month, you check your syllabus and see that a test is coming up in three weeks on the 22nd.
■ You note what the test is on, perhaps clarifying the topics with your instructor or by looking at past tests, and make a list of what materials you will need to study.
■ You set up study sessions at various times over the next three weeks, scheduling them around your school and work commitments, perhaps setting aside the most time in the last week before the test.
■ You study your materials in a planned and focused way during your sessions, including time to work with others in your class.
■ A week before the test, you prepare a “master set” of notes that summarizes key points in your reading materials and notes.
■ The night before the test, you review your master set of notes, get to bed by midnight, and wake up in time to eat something before the test. You feel ready to show what you know.

In this scenario, you have not sat back passively and waited for the disaster to loom. You have used your head, taken action, and set yourself up for success.
Claire Ellen Weinstein, an educational psychologist who has done extensive research on learning, describes active students as follows:

Such learners are diligent and resourceful in their efforts and do not give up easily, even in the face of difficulty. They know that learning is an active process and that they must take some of the responsibility for doing it. [They] actively engage the material and have some sense of when they know it and, perhaps more important, when they do not. When they encounter problems they try to find what they need to solve them, or they seek help from the teacher or classmates. They view studying and learning as a systematic process that is, to a good degree, under their control.¹

Based on Weinstein’s work, the profile of this kind of student consists of three important attributes.² Active and responsible thinkers have:

- the skill to accomplish their goals
- the will and self-awareness to learn
- the ability to self-manage and to monitor their progress

How can you use these three attributes to promote the achievement of your own most important academic and life goals?

**Build Useful Skills**

Learning is a process that demands a set of skills. Active thinkers are good at what they do, largely due to their focus on skill building. To build useful skills, you will:

**Know about and use effective study and learning strategies for reading, studying, note taking, listening, memory, writing, research, and quantitative analysis.** Chapters 4 through 9 in this text will guide you through a comprehensive range of study skills and help you turn these skills into lifelong habits.

**Recognize and use the critical-thinking skills that form the foundation for effective studying.** Questioning is at the heart of critical thinking. Active thinkers solve problems by asking questions and searching for solutions. You will explore thinking skills in Chapter 3.

**Use resources and technology to aid your studying.** These tools include computers for word processing and data analysis, the library for research, and reliable sources on the Internet for research and communication. As the owner of this text, you gain access to Research Navigator, an online service that will help you use libraries and the Internet effectively (for more about Research Navigator, see this chapter’s exercise set).
Understand how to prepare effectively for exams to show yourself and others what you know. Chapters 10 and 11 focus on this skill.

Work effectively in a team. Understand that studying and problem solving with others—classmates, team members, and coworkers—is crucial to success. Learning in a group broadens and solidifies knowledge as it builds the ability to work with others. By combining efforts, styles, and perspectives, a group can generate more new ideas and build a more solid knowledge base than an individual could achieve alone. Each chapter of this text contains an exercise for working together that will help you build communication, cooperation, and critical-thinking skills as you work with fellow students to accomplish a goal.

When you work with the students in your classes, maximize team success with these strategies:

- Assign a leader to define and limit projects, set agendas for meetings and projects, keep an eye on progress, motivate team members, and evaluate results.
- Make sure participants have responsibilities and are “part owners” of the team process.
- Set long-term and short-term goals.
- Share the work.
- Set a regular meeting schedule.
- Create study materials for one another.
- Teach one another by making up quizzes, comparing sets of notes, or going through flash cards.
- Open your mind to new ideas, and evaluate ideas based on their quality, not on their source.

Although skills are crucial, they won’t do you much good if you aren’t motivated to use them. You also need to have the will, or drive, to use your skills.

Develop Self-Awareness and the Will to Learn

Active thinkers are determined to learn, in large part because they understand how they will be able to use what they learn. Their confidence in their ability to learn is supported by a solid awareness of their unique way of thinking and learning. To develop self-awareness and motivation to learn, you will:

Analyze your personal learning styles and pinpoint appropriate study methods. When you know who you are as a learner, you are more able to choose strategies that work for you. In Chapter 2 you will assess your
learning style (your way of taking in and retaining information), exploring study techniques that tap into your strengths as well as strategies for improving weaker areas.

**Become more confident that you can study and learn effectively.** Good students are made, not born; any student who learns the study strategies in this text and makes a point to use them will experience a benefit. Many students lack confidence not because they have no ability but because they have never been taught *how* to learn and study successfully. If you acknowledge that you have the ability to learn, build a repertoire of study skills, and actively put them to work, you will build confidence that keeps you on the path of achievement.

**Value effective study skills and strategies and see their connection to life success.** Through this book, you will learn all kinds of strategies, from which you can choose the ones that work best for you. As you explore how your skills will serve you beyond the classroom, your ability to value your hard work here will grow, helping you to avoid the “What is the point of this?” feeling that can kill motivation and undermine academic success.

Being able to think effectively is the ultimate goal of your education, because with it you will be able to learn throughout your life—a necessary skill for success in a modern world marked by rapid changes in technology and the continuing growth of information. John Macionis, professor of sociology at Kenyon College, describes how the basic nature of work has changed: “Today, most people . . . work with ideas and symbols in what has become an information revolution. . . . The value of workers today lies in their thinking rather than in their movement.”

The final important attribute is to be an effective, responsible, and responsive self-manager.

**Manage and Monitor Yourself and Your Learning Process**

Active thinkers recognize and implement their role in the learning process. They take responsibility for managing the nuts and bolts of day-to-day academic work and plan ahead for success. To manage and monitor yourself effectively, you will:

**Define specific short- and long-term goals and monitor their progress.** This involves establishing what you want to achieve, keeping track of your progress, and making adjustments if you veer off a goal path. The
next section in this chapter goes into more detail about goal setting and achievement.

**Manage your time.** Time management allows you to complete work on a reasonable schedule and minimize stress. Later in this chapter, you will read more about how to make the most of your time and plan effectively.

**Evaluate how successfully you achieve your study goals.** Be receptive to feedback from instructors, employers, and exams, making changes when the feedback indicates that change is necessary. Working well with others and using your thinking skills will help you evaluate effectively and learn from your evaluations.

**Take an active, responsible approach to learning.** As a college student, you don’t have authority figures actively monitoring and shepherding your progress. You are in charge of your education. A responsible approach means basics such as attending class and participating in activities and discussions, completing reading and assignments on time and with the goal of learning the material, and communicating with instructors and fellow students.

One more important component of being a responsible student is maintaining *academic integrity* in all aspects of academic life: classes, assignments, tests, papers, projects, and relationships with students and faculty. The Center for Academic Integrity at Duke University defines academic integrity as a commitment to five fundamental values: *honesty* (a search for truth in work and in communication), *trust* (being true to your word), *fairness* (contributing to a fair academic environment), *respect* (accepting and honoring the opinions of others), and *responsibility* (making fair and honest choices).

Violations of academic integrity—turning in previously submitted work, using unauthorized devices during an exam, providing unethical aid to another student, or getting unauthorized help with a project—constitute a sacrifice of ethics that may bring serious consequences. On the other hand, choosing to value academic integrity builds knowledge, helps develop positive habits and behaviors, and leads others to respect you and your work. Read your school’s academic integrity policy in your student handbook or on the Web. When you enrolled, you agreed to abide by it. (See later chapters for related topics—Chapter 8 covers plagiarism and Chapter 10 discusses the consequences of cheating on tests.)

Taking an active approach to your education, as outlined in this chapter and reinforced throughout the book, will prepare you for whatever lies ahead in your coursework and in the workplace. The rest of the chapter prepares you for action by focusing on crucial self-management strategies: goal setting, time management, and stress reduction.
ASSESS YOUR READINESS FOR ACADEMIC SUCCESS

The following statements will help you get an idea of how, as you begin this course, you perceive yourself as a student. For each statement, circle the number that feels right to you, from 1 for “not true at all for me” to 5 for “absolutely true for me.”

1. I see the connection between the effective study skills I learn today and my future academic, career, and life success.
2. I set effective short- and long-term study goals that will help me manage my workload.
3. I manage my time effectively and control any tendency to procrastinate.
4. I am aware of what causes me stress and I take steps to reduce it.
5. I am aware of my personal learning style, and I choose study strategies that take advantage of my strengths and minimize my weaknesses.
6. I understand the components of critical thinking and use critical-thinking skills to get the most from my work.
7. I take a systematic approach to reading and studying.
8. I am aware of various note-taking styles and techniques and use the ones that help me to best take down and retain information.
9. I use listening and memory techniques that work best for me.
10. I approach writing assignments with a plan and with enough time to carry it out.
11. I know and use the strategies that help me do my best on tests.
12. I understand and use a research strategy when doing library or Internet research.

Total your answers here:

If your total ranges from 12 to 27, you consider your academic readiness/awareness to be low.
If your total ranges from 28 to 44, you consider your academic readiness/awareness to be average.
If your total ranges from 45 to 60, you consider your academic readiness/awareness to be strong.

These questions give you an overview of your starting point. Use your answers to target approaches and solutions in this book that will help you build on your strengths and develop your weaker areas. As you continue through the book and course, keep in mind the areas where you rated yourself lowest, taking special notice of ways in which you can improve those areas. In the last chapter of this book you will have a chance to revisit this assessment and to look at your perception of how you have grown.
HOW DO YOU SET AND ACHIEVE GOALS?

When you identify something that you want, you set a goal—an end toward which effort is directed. Actually getting there, however, requires planning and hard work. Think of goal planning as mapping: with a map helping you to establish each segment of the trip, you will be able to define your route and follow it successfully.

Set Long-Term Goals

Start by establishing the goals that have the largest scope, the long-term goals that you aim to attain over a period of six months, a year, or more. As a student, your long-term goals include attending school and earning a degree or certificate. Getting an education is a perfect example of a long-term goal.

Some long-term goals have an open-ended time frame. For example, if your goal is to continually improve as a musician, you may work at it over a lifetime, exploring a number of different paths. Other goals, such as completing all the courses in your major, have a shorter scope, a more definite end, and often fewer options for how to get from A to Z.

The following long-term goal statement, written by Carol Carter, a Keys to College Studying author, may take years to complete:

My goal is to build my own business in which I create opportunities for students to maximize their talents. In this business, I will reach thousands of students and teachers through books, the Internet, teacher seminars, and student-oriented programs.

Carol also has long-term goals that she hopes to accomplish in no more than a year:

- Develop and publish one book. Design three seminars for teachers with accompanying PowerPoint visuals and other materials. Create Internet-based materials that encourage student success and use them in student seminars.

Just as Carol’s goals are tailored to her personality, abilities, and interests, your goals should reflect your uniqueness. To determine your long-term goals, think about what you want to accomplish while you are in school and after you graduate.

Link Long-Term Goals to Values

People make life choices—what to do, what to believe, what to buy, how to act—based on values. Your values are the principles or qualities that you
consider important. Your choice to pursue a degree, for example, reflects that you value the personal and professional growth that comes from a college education. Values play a key role in your drive to achieve goals, because they help you to:

- **Build “rules for life.”** Your values form the foundation for your decisions and actions. You will return repeatedly to them for guidance, especially when you find yourself in unfamiliar territory.

- **Focus on what you want out of school.** What kinds of skills, knowledge, and attitudes do you most want to build? Your most meaningful goals should reflect what you value most.

- **Choose your major and a career direction.** Values are linked to academic and professional aims. For example, someone who values fitness and helping others may have an academic goal of a degree in exercise physiology and a career goal of becoming a certified physical therapist.

  Reaching a long-term goal requires determination and consistent effort. Basing your long-term goals on values increases your motivation. The more defined your values, and the more your goals reflect those values, the greater your drive and desire to reach them.

### Set Short-Term Goals

**Short-term** goals are smaller steps that move you toward a long-term goal. Lasting as short as a few hours or as long as a few months, they help you manage your broader aspirations as they narrow your focus and encourage progress. If you have a long-term goal of graduating with a degree in nursing, for example, you may want to accomplish these short-term goals in the next six months:

- I will learn the names, locations, and functions of every human bone and muscle.
- I will work with a study group to understand the muscular-skeletal system.
These same goals can be broken down into even smaller parts, such as the following one-month goals:

- I will work with on-screen tutorials of the muscular-skeletal system until I understand and memorize the material.
- I will spend three hours a week with my study partners.

In addition to monthly goals, you may have short-term goals that extend for a week, a day, or even a couple of hours in a given day. To support your month-long goal of meeting with your study partners regularly, you may set these short-term goals:

- **By the end of today:** Call study partners to ask when they might be able to meet.
- **One week from now:** Schedule each of our weekly meetings this month.
- **Two weeks from now:** Have our first meeting.
- **Three weeks from now:** Distribute notes from the first meeting; have the second meeting.

As you consider your long- and short-term goals, notice how all of your goals are linked to one another. At any given time, you will be working toward goals of varying importance. Setting priorities helps you decide where and when to focus your energy and time.

### Prioritize Goals

To *prioritize* is to arrange and handle things in order of importance. When you prioritize, you evaluate everything you are working toward, decide which goals are most important, and focus your time and energy on them. What should you consider as you evaluate?

- **Your values.** Considering values helps you establish the goals that take top priority—for example, graduating in the top 25 percent of your class or developing a network of personal contacts.
- **Your personal situation.** Are you going to school and working part-time? Do you have young children? Are you an athlete? Every person’s situation requires unique priorities and scheduling.
- **Your time commitments.** Hours of your day may already be committed to class, meetings, or a part-time job. Make sure these commitments reflect what you value, and establish priorities (such as exercise, social activities, and sleep) for the remaining hours.

Academic success requires that you make your studies a high priority, whether you are overloaded with responsibilities or relatively free. If you find
yourself missing classes and having a hard time prioritizing study sessions, consider thinking of school as your “job.” If you prioritize your academic “job” in the same way you would any other job, you will reap the benefits.

**Work to Achieve Goals**

After you’ve spent the time thinking through your goals, practical steps will help you achieve them.

1. **Define your goal-achievement strategy.** *How do you plan to reach your goal?* Brainstorm different paths that might get you there. Choose one; then, map out its steps and strategies. Focus on specific behaviors and events that are under your control and that are measurable.

2. **Set a timetable.** *When do you want to accomplish your goal?* Set a realistic timeline that includes specific deadlines for each of the steps and strategies you have defined. Charting your progress will help you stay on track.

3. **Monitor your progress.** *How well are you moving toward your goal?* Compare your actual time to your planned timetable and your actual steps to your planned steps. Decide if adjustments are necessary.

4. **Be accountable and responsible for moving ahead.** *What safeguards will keep you on track?* Put in place a system of reporting—to yourself, to one or more people close to you, or both—that makes accountability a priority.

5. **Anticipate problems.** *What will you do if you hit a roadblock?* Define two ways to get help with your efforts if you run into trouble. Be ready to get creative with more ideas if those don’t work.

Remember, the more specific your plans, the more likely you are to fulfill them. “Effective goals are specific, moderately difficult, but not impossible,” says Paul Eggen, professor of Education at the University of North Florida. “Say, for example, you’re taking a chemistry course, and there are exercises at the end of every chapter. An effective goal would be to work and understand all the exercises—not at the end of each chapter, but at the end of THIS chapter. That’s a much better goal than ‘I’m going to get a B in this class,’ or ‘I’m going to study harder,’ or even ‘I’m going to study for four hours a day.’ The goal of solving and understanding the problems at the end of ‘this’ chapter is specific, near-term, and easily monitored. And it is psychologically powerful because it puts you in total control.”

Through this process, you will continually be thinking about how well you are using your time. In fact, goal achievement is directly linked to effective time management.
HOW CAN YOU EFFECTIVELY MANAGE YOUR TIME?

Everyone has the same 24 hours in a day, every day. Your challenge is to make smart choices about how to use your daily 24. Successful time management starts with identifying your time-related needs and preferences. This self-knowledge sets the stage for building and managing your schedule, avoiding procrastination, and being flexible in the face of change.

Identify Your Time-Related Needs and Preferences

Body rhythms and habits affect how each person deals with time. Some people are night owls, while others are at their best in the morning. Some people are chronically late, while others get everything done with time to spare. A mismatch between your needs and your schedule causes stress; for example, a person who loses steam in the mid-afternoon may struggle in classes that meet between 3 and 5 p.m.

Being aware of your needs and preferences will help you create a schedule that maximizes your strengths and reduces stress. Take the following steps to identify time-related needs and preferences:

Create a personal time “profile.” Ask yourself these questions: At what time of day do I have the most energy? The least energy? Do I tend to be early, on time, or late? Do I focus well for long stretches or need regular breaks? Your answers will help you create a schedule that works best for you.

Evaluate the effects of your profile. Consider which of your time-related habits and preferences will have a positive impact on your success at school, and which are likely to cause problems.

Establish what schedule preferences suit your profile best. Make a list of these preferences—or even map out an ideal schedule as a way of illustrating them. For example, one student’s list might read: “Classes scheduled on Mondays, Wednesdays, and Fridays. Study time primarily during the day.”

Next, it’s time to build the schedule that takes all of this information into account.

Build a Schedule

Schedules help you gain control of your life in two ways: They provide segments of time for tasks related to the fulfillment of your goals, and they remind you of tasks, events, due dates, responsibilities, and deadlines. The following strategies are all part of building an effective schedule.
Get a Planner

A planner allows you to keep track of events and commitments, schedule goal-related tasks, and rank tasks according to priority. There are two major types of planners. One is a book or notebook in which to write commitments. Some devote a page to each day, and others show a week’s schedule on a two-page spread. The other option is an electronic planner or personal digital assistant (PDA). Basic PDA functions allow you to schedule days and weeks, note due dates, make to-do lists, perform mathematical calculations, create and store an address book, and transfer information to and from a computer.

Analyze your preferences and options, and decide which tool you are most likely to use. A dime-store notebook will work as well as a top-of-the-line PDA as long as you use it conscientiously.

Keep Track of Events and Commitments

Use your planner to schedule and remember events and commitments, especially during busy times. For example, if you see that you have three tests and a presentation coming up in one week, you may have to rearrange your schedule during the preceding week to create extra study time.

Among the events, commitments, and information worth noting in your planner are:

- test and quiz dates
- due dates for papers, projects, and presentations
- details of your academic schedule, including semester and holiday breaks
- club and organizational meetings
- personal items—medical appointments, due dates for bills, birthdays, social events
- names and numbers of people you contact frequently or plan to contact as part of a goal or task
- milestones toward a goal, such as due dates for sections of a project

Don’t forget to include class prep time—reading and studying, writing and working on assignments and projects—in your planner. According to one formula, you should schedule at least two hours of preparation for every hour of class—that is, if you take 15 credits, you should study about 30 hours a week, making your total classroom and preparation time 45 hours. Students who work or have family responsibilities—or both—need to be creative, squeezing study time in whenever they can.
Schedule Tasks and Activities That Support Your Goals

Linking the events in your planner to your goals will give meaning to your efforts and bring order to your schedule. Planning study time for an economics test, for example, will mean more to you if you link the hours you spend to your goal of being accepted into business school. Here is how a student might translate his goal of getting into business school into action steps over a year’s time:

**This year:** Complete enough courses to meet curriculum requirements for business school.

**This semester:** Complete economics class with a B average or higher.

**This month:** Set up economics study group schedule to coincide with quizzes and tests.

**This week:** Meet with study group; go over material for Friday’s test.

**Today:** Go over Chapter 3 in econ text.

The student can then arrange his time in ways that move him ahead. He schedules activities that support his short-term goal of doing well on the test, and writes them in his planner as shown in Key 1.1.

Before each week begins, remind yourself of your long-term goals and what you can accomplish over the next seven days to move you closer to them. Key 1.2 shows parts of a daily schedule and a weekly schedule.

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**Key 1.1**

Sample planner.

<table>
<thead>
<tr>
<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>9 A.M.:</td>
<td>3–5 P.M.</td>
<td>9 A.M.</td>
<td>6 P.M.</td>
<td>9 A.M.:</td>
<td>Sleep in—</td>
<td>5 P.M.</td>
</tr>
<tr>
<td>Economics</td>
<td>Study Econ</td>
<td>Go over</td>
<td>Economics</td>
<td>Sleep in—</td>
<td>schedule some</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td>Chapter 3</td>
<td>Chapter 3</td>
<td>class—Test</td>
<td>down time</td>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>Talk with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with study</td>
<td></td>
</tr>
<tr>
<td>study group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>partner</td>
<td></td>
</tr>
<tr>
<td>members to</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meeting</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7–9 P.M.</td>
<td></td>
<td></td>
<td></td>
<td>3:30 P.M.</td>
<td>Meet with</td>
<td></td>
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<tr>
<td>Study group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>advisor to</td>
<td></td>
</tr>
<tr>
<td>meeting</td>
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<td></td>
<td></td>
<td></td>
<td>discuss GMAT</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>and other business</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>school requirements</td>
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</tbody>
</table>

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Key 1.2

Note daily and weekly tasks.

### Monday, March 13

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<th>TIME</th>
<th>TASKS</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 A.M.</td>
<td>Up at 8 a.m. — finish homework</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Business Administration</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Renew driver’s license @ DMV</td>
<td></td>
</tr>
<tr>
<td>12:00 P.M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Writing seminar (peer editing)</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>Check on MS (Schwartz’s office)</td>
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</tr>
<tr>
<td>5:00</td>
<td>5:30 workout</td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td>6:30</td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Dinner</td>
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</tr>
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<td>8:00</td>
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### Monday, March 27

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### Indicate Priority Levels

On any given day, the items on your schedule have varying degrees of importance. Prioritizing these items helps you to identify important tasks and to focus the bulk of your energy and time on them. In addition, it enables you to lock in time-specific activities and schedule less urgent items around them.

Indicate level of importance by using three different categories. Identify these categories by using any code that makes sense to you. Some people use numbers, others use letters (A, B, C), and still others use different color pens. The three categories are as follows:

- **Priority 1** items are the most crucial. They may include attending class, completing school assignments, working at a job, picking up a child from day care, and paying bills. Enter Priority 1 items on your planner first, before scheduling anything else.
- **Priority 2** items are important but more flexible responsibilities. Examples include maintaining study time, completing an assignment for a club, or working out. Schedule these around Priority 1 items.
- *Priority 3* items are least important—the “it would be nice if I could get to that” items. Examples include making a social phone call or organizing photos. Many people don’t enter Priority 3 tasks in their planners until they know they have time for them. Others keep a separate list of these tasks so that when they have free time they can choose what they want to accomplish.

---

**Go For It!**

**BUILDING YOUR SKILLS**

**MAP OUT AN IMPORTANT GOAL**

Work through your plans to move toward one important academic goal this semester.

*First, name your goal.*

________

Now map out the short-term actions you plan to take. What will you do to support your goal . . .

*Today?*

________

*This week?*

________

*This month?*

________

*This semester?*

________

Consider putting this plan to work. As you begin, imagine your success at the end of the semester, and let this image motivate and inspire you.
Use Time-Saving Techniques

The following strategies will help you schedule activities in ways that make the most of your time:

**Plan regularly.** Spending time planning your schedule will reduce stress and save you from the hours of work that might result if you forget something important. At the beginning of each week, write down specific time commitments as well as your goals and priorities. Decide where to fit activities like studying and Priority 3 items. Keep your planner with you and check it throughout the day.

**Make and use to-do lists.** Use a *to-do list* to record the things you want to accomplish on a given day or week. Write to-do items on a separate piece of paper so you can identify priorities. Then transfer the items to open time periods in your planner. During exam week and when major projects are due, to-do lists will help you rank responsibilities so that you get things done in order of importance.

**Refer to your syllabus.** Your syllabus contains instructors’ expectations and your ongoing schedule and assignments. The information found there—course schedule, assignments and due dates, test and quiz dates, and so on—will help you schedule and prioritize your study tasks. Check in with your syllabus a couple of times a week to make sure you are on top of reading assignments and quiz and test dates.

**Post monthly and yearly calendars at home.** Keeping track of major commitments on a monthly wall calendar will give you an overview of responsibilities and upcoming events. If you live with family or friends, create a group calendar to stay aware of one another’s plans and avoid scheduling conflicts.

**Take advantage of technology.** Learn how to access all the information your college and instructors offer online. You can use a computer to download course notes, get assignments, conduct research on the Internet, collaborate with fellow students via e-mail, register for classes, e-mail questions to instructors, and more. Staying connected in this way helps you to maximize efficiency and save time.

**Avoid time traps.** Try to stay away from situations that eat up time unnecessarily. Say “no” graciously if you don’t have time for a project, curb social time if it gets out of hand, and delegate if you find yourself overloaded. In addition, monitor and limit the time you spend surfing the Internet and chatting online.
Use pockets of time. When you have time between two classes or meetings—too short to go home or schedule an activity, but longer than it takes to get from one location to the other—do something useful with it. Carry a textbook or homework assignment that does not require long-term concentration, and when you have extra time, complete as much as you can.

Schedule downtime. Leisure time is more than just a nice break; it’s essential to your health and success. A little downtime will refresh you and actually improve your productivity when you get back on task. Even half an hour a day helps. Fill the time with whatever relaxes you—reading, watching television, chatting online, playing a game or sport, walking, writing, or just doing nothing.

Fight Procrastination

It’s human, and common for busy students, to procrastinate—meaning, to put off difficult or undesirable tasks until later. If taken to the extreme, however, procrastination can develop into a habit that causes serious problems. Among the reasons people procrastinate are:

Perfectionism. According to Jane B. Burka and Lenora M. Yuen, authors of Procrastination: Why You Do It and What to Do About It, habitual procrastinators often gauge their self-worth solely by their ability to achieve. In other words, “an outstanding performance means an outstanding person; a mediocre performance means a mediocre person.” To the perfectionist procrastinator, not trying at all is better than an attempt that falls short of perfection.

Fear of limitations. Some people procrastinate in order to avoid the truth about what they can achieve. “As long as you procrastinate, you never have to confront the real limits of your ability, whatever those limits are,” say Burka and Yuen. Psychologists call this a “self-handicapping strategy.” If you procrastinate and fail, you can blame the failure on waiting too long, not on any personal shortcoming. Procrastination becomes an easy scapegoat for your worries.

Being unsure of the next step. If you get stuck and don’t know what to do, sometimes it seems easier to procrastinate than to make the leap to the next level of what you are working on.

Facing an overwhelming task. Some projects are so big that they create immobilizing fear. When persons facing such tasks fear failure, they may procrastinate to avoid confronting the fear.
Avoiding Procrastination

Although it can bring relief in the short term, avoiding tasks almost always causes problems, such as a buildup of responsibilities and less time to complete them, work that is not up to par, disappointment to others who are depending on your work, and stress brought on by the weight of the unfinished tasks. Particular strategies can help you avoid procrastination and the problems associated with it.

- **Analyze the effects of procrastinating.** What may happen if you continue to put off a responsibility? Chances are you will benefit more in the long term by facing the task head-on.
- **Set reasonable goals.** Unreasonable goals can intimidate and immobilize you. Set manageable goals and allow enough time to complete them.
- **Break tasks into smaller parts.** If you concentrate on achieving one small step at a time, the task may become less burdensome. Setting concrete time limits for each task may help you feel more in control.
- **Get started.** Once you take the first step, you may find it easier to continue.
- **Ask for help.** Once you identify what’s holding you up, see who can help you face the task. If you are having trouble understanding the assignment, someone else may be able to help you clarify it.
- **Don’t expect perfection.** No one is perfect. Most people learn by making mistakes and learning from them. It’s better to try your best than to do nothing at all.
- **Reward yourself.** Find ways to boost your confidence when you accomplish a particular task. Remind yourself—with a break, a movie, or some kind of treat—that you are making progress.

Be Flexible

No matter how well you plan your time, sudden changes can upend your plans. Any change, whether minor (a room change for a class) or major (a medical emergency), can cause stress. As your stress level rises, your sense of control may dwindle.

Although you can’t always choose your circumstances, you have some control over how you handle them. Your ability to evaluate situations, come up with creative options, and put practical plans to work will help you manage the changes that you will encounter. Think of change as part of life, and you will be able to brainstorm solutions when dilemmas arise.

When change involves serious problems—your car breaks down and you have no way to get to school, you fail a class and have to consider summer
school, a family member develops a medical problem and needs you more at home—you can use problem-solving skills to help you through. As you will see in Chapter 3, problem solving involves identifying and analyzing the problem, brainstorming and exploring possible solutions, and choosing the solution you decide is best. Resources available at your college can help you throughout this process. Your academic advisor, counselor, dean, financial aid advisor, and instructors may have ideas and assistance.

Change is one of many factors associated with stress. In fact, stress is part of the normal college experience. If you take charge of how you manage stress, you can keep it from taking charge of you.

WORK TOGETHER: DEFINE MULTIPLE PATHS TO A GOAL

In a group of three or four, brainstorm goals for building an academically useful skill—for example, leadership, writing, or researching. Write your ideas on a piece of paper. From that list, pick out one goal to explore together.

Each group member takes two minutes alone to think about this goal in terms of the first goal achievement step on p. 13 — defining a strategy. In other words, answer the question: “How would I do it?” Each person writes down all of the paths they can think of.

The group then gathers to share and evaluate the different strategies, working together to choose one that seems effective. Finally, the group brainstorms the rest of the goal achievement process, based on the one chosen strategy or path:

- **Set a timetable.** When do you plan to reach your goal? Discuss different time frames and how each might change the path.
- **Be accountable.** What safeguards will keep you on track? Talk about different ways to make sure you are moving ahead consistently.
- **Get unstuck.** What will you do if you hit a roadblock? Brainstorm the kinds of roadblocks that could get in the way of this particular goal. For each, come up with ways to overcome the obstacle.

At the end of the process, you should have a wealth of ideas for how to approach one particular goal, an appreciation of how many paths you could take to get there, and a conviction that this process will help you find ways to achieve your personal goals.
HOW CAN YOU COPE WITH THE STRESS OF COLLEGE LIFE?

If you are feeling more stress in your everyday life as a student, you are not alone. Stress levels among college students have increased dramatically, according to an annual survey conducted at the University of California at Los Angeles. More than 30 percent of the freshmen polled at 683 two- and four-year colleges and universities nationwide reported that they frequently felt overwhelmed, almost double the rate in 1985. Stress factors for college students include being in a new environment; facing increased work and difficult decisions; social life; and juggling school, work, and personal responsibilities.

Stress refers to the way in which your mind and body react to pressure. At their worst, stress reactions can make you physically ill. But stress can also supply the heightened readiness you need to do well on tests, finish assignments on time, prepare for a class presentation, or meet new people. Your goal is to find a manageable balance. Key 1.3, based on research conducted by Drs. Robert M. Yerkes and John E. Dodson, shows that stress can be helpful or harmful, depending on how much you experience.

Dealing with the stress of college life is, and will continue to be, one of your biggest challenges. As a responsible and self-directed student, however, you can take steps to handle it. Important stress-management strategies include managing goal progress and time, maintaining physical health, maintaining mental health, and using your school’s resource network.

Manage goal progress and time. Every goal achievement and time management strategy you have explored in this chapter contributes to your ability to cope with stress. Remember that stress refers to how you react to pressure. When you set up effective plans to move toward goals, you reduce pressure. When you set a schedule that works and stick to it, you reduce pressure. Less pressure, less stress.
Maintain physical health. The healthier you are, the more you’ll be able to manage stress. Make your physical health a priority by eating right and building some kind of regular exercise into your routine. Also, don’t forget the value of a good night’s sleep. Students are notorious for prioritizing schoolwork over sleep, getting far less than the hours they may need to function well both academically and physically. For the sake of your health as well as your GPA, figure out how much sleep you need and find a way to get it.

Maintain mental health. No one is happy all the time, and for most students the college years bring a measure of emotional ups and downs. However, many students experience psychological manifestations of stress (see Key 1.4), and some experience symptoms that lead to a diagnosis of depression or other emotional disorders (see Key 1.5). Make your mental health a priority by recognizing mental health problems, related to stress or other causes, and understanding how to get help. Most student health centers and campus counseling centers can provide both medical and psychological help for students with emotional disorders.

Use your school’s resource network. Explore the help available to you and take advantage of it. Advice and assistance from your school’s resource
Many college students experience psychological stress.

In a survey of more than 47,000 students on 74 campuses, the American College Health Association found that:

- felt overwhelmed: 93.8%
- found themselves exhausted (not from physical activity): 91.8%
- felt very sad: 80.9%
- thought things were hopeless: 63.1%
- felt so depressed they found it difficult to function: 45.1%
- seriously considered attempting suicide: 10.1%
- attempted suicide: 1.3%


Some students report symptoms of specific mental disorders.

- depression: 18.9%
- anxiety disorder: 12.0%
- seasonal affective disorder: 7.7%
- substance abuse: 3.7%
- bulimia: 2.3%
- anorexia: 1.5%

network—people, student services, organizations, and literature—can help you resolve issues and confusion, thereby easing your stress.

- Instructors, teaching assistants, administrators, advisors, and counselors can help you make the most of your educational experience.
- Connecting with fellow students—in study groups as well as social situations—can help you cope with all kinds of stress.
- Student services such as student health, career placement, tutoring, and academic centers can help you manage the details of student life.
- Getting involved with organizations and activities you enjoy is a great way to blow off steam and make connections with people.
- Consulting your college catalog and student handbook will help reduce confusion; reading student newspapers will help you stay on top of news and developments.

With the ability to know your values, work toward goals, manage time, and handle stress, you have the necessary tools to face the challenges of academic life. Even when stress seems to freeze you in place, remember: Any step toward a goal is a stress-management strategy because it reduces pressure. In that sense, this entire book is a stress-management strategy. Every useful tool, from test-taking hints to research ideas, will help you reduce the pressure and move closer to your vision of academic, career, and personal success.

“Goals are dreams with deadlines.”

DIANA SCHARF HUNT
author and time-management expert
Test Competence: Measure What You’ve Learned

**MULTIPLE CHOICE.** Circle or highlight the answer that seems to fit best.

1. Active thinkers set the stage for success because they
   A. understand that they have little control over their education.
   B. follow the plans that are set out by their course syllabi.
   C. take responsibility for their work and learning.
   D. know they can solve every problem on their own.

2. Teamwork strategies include all of the following *except*:
   A. making sure leaders take on the majority of the work.
   B. setting a regular meeting schedule.
   C. creating study materials for one another.
   D. giving responsibilities to all participants.

3. Long-term goals can be defined as
   A. goals that you think about for a long time before setting them.
   B. only those goals that focus on career and family decisions.
   C. the goals that you will only be able to reach when you are much older.
   D. the broad goals that you want to accomplish over a long period of time.

4. When you *prioritize* goals, you
   A. accomplish the same goal first in any given day.
   B. focus on the most desirable goals.
   C. arrange goals in order of importance and focus on the most important goals.
   D. save the most important goals for last.
5. Which is not a practical step toward achieving a goal?
   A. Define how you plan to reach your goal.
   B. Set a timetable for when you want to accomplish your goal.
   C. Set up safeguards that will keep you on track.
   D. Abandon the goal for a different one if you hit a roadblock.

6. The purpose of time management is
   A. to make sure you have no downtime that interferes with your study schedule.
   B. to effectively build and manage your schedule so you can accomplish your goals.
   C. to make you conscious of time and how you use it from day to day.
   D. to make your schedule rather than your goals your central focus.

7. It is important to schedule tasks and activities that support your goals because
   A. it will make daily efforts more meaningful.
   B. it will move you more effectively toward achieving long-term goals.
   C. it will bring order to your schedule.
   D. all of the above.

8. Reasons that people procrastinate include all of the following except:
   A. a belief that you are only as good as your performance.
   B. a fear of facing your limitations.
   C. confidence.
   D. facing a task so large that it overwhelms you.

9. Stress can be defined as
   A. the way in which your mind and body react to pressure.
   B. the panic that some people feel about a test.
   C. anxiety about social situations.
   D. negative emotions.

10. Stress-reduction techniques include
   A. time-management skills.
   B. study strategies.
   C. getting exercise, sleep, and healthful food.
   D. all of the above.
TRUE/FALSE. Place a T or an F beside each statement to indicate whether you think it is true or false.

_____ 1. A student with academic integrity has committed to five values: honesty, respect, trust, fairness, and responsibility.

_____ 2. The less specific your plans to reach a goal, the more likely you are to fulfill them.

_____ 3. Body rhythms and habits have no effect on a student’s ability to manage time within a particular schedule.

_____ 4. Referring regularly to your syllabus will help you stay on top of test and assignment dates and schedule and prioritize your study tasks.

_____ 5. The majority of today’s college students feel overwhelmed; some experience symptoms that lead to a diagnosis of one or more treatable psychological disorders.

Target and Achieve a Goal

Commit to one specific self-management strategy from this chapter to improve your study skills.

Name the strategy here:

Describe your goal—what you want to gain by using this strategy.

Describe how you plan to use this strategy through the semester to achieve this goal.
Brain Power: Build Vocabulary Fitness

Here is a selection from the current media. Read the material, paying special attention to the context of the vocabulary words shown in bold type. Then choose the correct definition for each word in the table that follows. Use a dictionary to check your answers. Finally, on a separate sheet, use each vocabulary word in a sentence of your own to solidify your understanding.

In this account from The New Yorker, Michael Specter discusses the avian flu, detailing its dangers and discussing ways that scientists may be able to prevent its spread throughout large populations.

If the avian epidemic does move widely into human populations, as many scientists have predicted, it will mark the first time the world has been able to anticipate a pandemic. For thousands of years, people have rarely known the causes of their illnesses; they have certainly never been warned that an epidemic—whether smallpox, plague, cholera, or influenza—was imminent. Viral genetics has changed that. We can follow the evolution of a virus on a molecular level and gauge its power. Researchers at the C.D.C. [Centers for Disease Control] have just begun crucial experiments in specially protected laboratories where they will attempt to juggle the genetic components of the H5N1 virus. There are two ways to do that. First, the team will infect tissue with both the bird virus and a common human flu virus and see what grows. They will also use the tools of genetics. Molecular biology now allows scientists to break a virus down to its genes; the researchers will disassemble H5N1 and mix it in a variety of combinations with human flu viruses. Then they will test the results on animals.


Circle the word or phrase that best defines each term as it is used in the excerpt.

<table>
<thead>
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<th>B</th>
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<td>1. avian (adj.)</td>
<td>relating to apes</td>
<td>relating to birds</td>
<td>relating to Asia</td>
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<td>2. pandemic (noun)</td>
<td>widespread disease</td>
<td>limited disease</td>
<td>widespread trend</td>
</tr>
<tr>
<td>3. imminent (adj.)</td>
<td>past</td>
<td>coming soon</td>
<td>happening now</td>
</tr>
<tr>
<td>4. evolution (noun)</td>
<td>development</td>
<td>increase</td>
<td>growth</td>
</tr>
<tr>
<td>5. gauge (verb)</td>
<td>evaluate</td>
<td>describe</td>
<td>measure</td>
</tr>
<tr>
<td>6. components (noun)</td>
<td>items</td>
<td>editions</td>
<td>parts</td>
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<tr>
<td>7. disassemble (verb)</td>
<td>divide</td>
<td>take apart</td>
<td>put together</td>
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Get to the Root

Every time you learn a Greek or Latin root, you increase your ability to recognize English vocabulary words that include that root and to figure out their meaning. Grow your vocabulary by studying this root and its related words, writing in two more words from the same root and including definitions for both new words.

- deport—to expel from a country
- portable—carried or moved with ease
- export—to send or transport abroad, especially for trade or sale
- disport—to amuse one’s self in a lighthearted manner
- portfolio—a portable case for holding materials such as papers or drawings
- port—to carry, origin: Latin

Investigate Using Research Navigator

Figuring out how to find useful information on the Internet can be like sifting through an enormous flea market to find the treasures. With this edition of Keys to College Studying, you have been granted access to Research Navigator, a Prentice Hall tool consisting of three databases featuring specific collections of both popular and academic writings.

The booklet that is packaged with this text, The Prentice Hall Guide to Evaluating Online Resources with Research Navigator, goes into detail about what is available on these databases and how to use this tool. (If your book did not come with this guide, you should be able to purchase one at your college bookstore.) You will access Research
Navigator online at www.researchnavigator.com using the access code found in the inside front cover of the booklet. In addition, you can find basic research information in the Research Appendix at the end of the text.

Access Research Navigator using the Internet address shown above. Then sign on to the service using your Login Name and Password. Scroll through the subject titles listed for the Link Library. Choose a subject linked to a major or career area that interests you, and then search through the alphabetic database for articles about people who are noted in that area.

Find three biographical articles and read them. Answer the following:

- What values and goals seem most important to the success of the people you read about?
- Do you find your values and goals to be similar to or different from the values you’ve listed?
- Based on what you’ve read, has your interest in this area increased or decreased?

Building Will and Self-Awareness

Make Responsible Choices

Answer the following question on a separate piece of paper or in a journal.

Considering how your personal values relate to the majors and careers that interest you, answer the following:

- Name three of your most important personal values. What career areas or jobs can you think of that might be true to these values? Name at least one career area or job for each value.
- Now work backward. Identify three career areas or jobs that interest you right now. Do these choices line up with your most important values? If so, how? If not, what other values do they reflect?
- What would you do if your chosen career area or job asked you to do something that violated an important personal value? For example, you are an attorney asked to defend a case that goes against your beliefs, or your boss asks you to lie in order to protect a business deal. Explain the plan you would follow and why you would choose to act in this way.
Chapter Summary

As you use the summary on the following pages to review the concepts you learned in this chapter, focus also on its format—in this case a think link, in other chapters a formal outline, and in still others the Cornell system. As you become comfortable with the organization and style of these various formats, try using each of them to take class and reading notes, noting which approach works best for you in particular situations.

Endnotes

2. Ibid.
7. Ibid.
HOW CAN YOU THINK AND LEARN ACTIVELY?

- Build useful skills
- Study skills
- Research skills
- Exam prep
- Teamwork
- Define long- and short-term goals
- Evaluate your progress toward goals
- Take an active, responsible approach to learning
- Manage your time

HOW DO YOU SET AND ACHIEVE GOALS?

- Set long-term goals
  - Time frame: 6 months, a year, or more
  - Reflect your uniqueness
  - Link long-term goals to values
  - Values: principles or qualities that you consider important
  - Build rules for life
  - Values help you to:
    - Focus on what you want
    - Choose a major and a career

- Set short-term goals
  - Time frame: a week, a day, a few hours
  - The smaller steps that move you toward long-term goals

- Prioritize goals
  - Values
  - Prioritize: to arrange and handle things in order of importance
  - Consider:
    - Time commitments
    - Personal situation

- Work to achieve goals
  - Build confidence in your ability to learn
  - Value how study skills connect to life success
  - 1. Define a goal strategy
  - 2. Set a time table
  - 3. Monitor your progress
  - 4. Be accountable and responsible
  - 5. Anticipate problems

Develop self-awareness and the will to learn

- Manage yourself and monitor your progress
  - Build confidence in your ability to learn
  - Value how study skills connect to life success

Thinking skills

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Stress is the way your mind and body react to pressure

How do you cope with the stress of college life?

- Stress can help or hinder performance
- Student stress levels have risen in recent years

How can you effectively manage your time?

- Identify your time-related needs and preferences
- Get started
- Set reasonable goals
- Break tasks into parts
- Reward yourself
- Don’t expect perfection
- Analyze its effects

Fight procrastination

- Ask for help
- Schedule down time
- Keep track of events and commitments
- Schedule tasks and activities that support your goals

Build a schedule

- Indicate priority levels
- Schedule down time
- Schedule tasks and activities that support your goals

Use time-saving techniques

- Avoid time traps
- To-do lists
- Use pockets of time
- Use calendars
- Regular planning

- Manage goal progress and time
- Use resources
- Maintain mental health
- Maintain physical health

Stress management strategies

- Stress can help or hinder performance
- Student stress levels have risen in recent years

Be flexible

- Get a planner
- Indicate priority levels

Be flexible