

Week I.

▶ WELCOME TO BOUNCE BACK

objective

Students will be introduced to the Bounce Back Retention Program, and they will leave feeling hopeful about what they may gain from the class.

goal

By the end of this session, students will be aware of various resiliency factors. They will be able to recognize their own resiliency and begin to view themselves positively. They will identify areas of change necessary to improve their academic standing.

note to instructors

This is the first opportunity to demonstrate the non-traditional aspects of this course. The atmosphere should be informal and discussion welcomed. We also encourage self-disclosure in order to reduce the hierarchy between instructor and students.

materials

- ▶ Name Tags
- ▶ Flip Charts and Markers or Blackboard and Chalk
- ▶ Any paperwork/consent forms required by your institution

- ▶ A Story about Stigma (Note: It is important to make the story relevant to your campus. Stories for San Diego State University and University of North Carolina, Chapel Hill have been included as examples.)
- ▶ Bounce Back Graduate Letter

The following worksheets are also located in the Student Workbook.

- ▶ Resiliency Factors Worksheet
- ▶ Commit Me Worksheet

incentive

Inspirational Wrist Band



▶ FACILITATION

preparation

- 1 Organize pre-ordered incentives.
- 2 Review the content of the class so you are able to present the ideas effectively.
- 3 Bring letters from Bounce Back graduates in envelopes addressed to each student. These letters are completed at the last session of the previous Bounce Back course. A sample letter is in the Student Workbook.
- 4 Create a story of stigma that it is relevant to your campus.
- 5 Review the Student Workbook so you know the information they will receive. Pay particular attention to the introduction as it is different from the introduction in the Facilitator Manual.

class format

Part I: Introduction

- 1 The peer coach should begin by reading the Story about Stigma. Explain how this letter reflects the Bounce Back attitude towards academic probation. Academic probation is serious but not an irreversible or insurmountable obstacle.
- 2 Let students know that, while they have many differences, they do have academic probation in common.
- 3 Ask students to introduce themselves by identifying one of their strengths. The peer coach can write down these responses on the flip charts/blackboard. (If no one begins, the instructor and peer coach will start).
- 4 Summarize the exercise by letting them know there is a wide array of positive attributes in the room. Let the class know that these traits can be used to help each other succeed.

- 5 Direct students to read their letter from a Bounce Back graduate. As time permits, ask students to share their letters with the group.
- 6 Explain the Bounce Back Retention Program.

Emphasize that it differs from a traditional class, yet is not group therapy. Rather, it is an effective weekly program designed to:

- A Improve academic skills.
 - B Encourage persistence and confidence.
 - C Develop increased purpose in academic and personal actions.
 - D Develop increased resiliency to negative experiences.
- 7 Orient the class to the Student Workbook. Emphasize the importance of reading the introduction and the checklist.

Part II: Identifying Resiliency

- 1 Ask students if they are familiar with the word “resiliency.” Supply the definition if students are not forthcoming.

[RESILIENCY: the ability to overcome adversity]

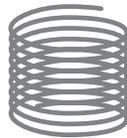
- 2 Let them know that there are at least sixteen variables that contribute to resiliency. Divide the class into groups of approximately three members and ask them to brainstorm what these variables might be.
- 3 Ask the small groups to share and write down the responses on flip charts/blackboard.
- 4 Direct students to the Resiliency Factors Worksheet in their workbook and allow them time to review. Offer examples or elaborate on definitions as needed.
- 5 Ask students to discuss variables they identify as personal strengths as well as variables they would like to strengthen. Instructor and peer coach are encouraged to share as well.
- 6 Introduce the idea that resiliency can be developed; it is not something that we are born with (or not).

Part III: Commitment

- 1 Ask students what is meant by “commitment.”

[COMMITMENT: to pledge]

- 2 Let them know what you will commit to as an instructor; let them know what you will commit to as a peer (for example, to offer weekly sessions that will be meaningful and useful, to respond to individual needs and concerns, to be a resource of information, etc.).
- 3 Let students know that you expect them to attend regularly and participate.
- 4 Proceed by asking students to quietly reflect on the factors that led to their being on academic probation. (Induce a state of quiet reflection through your soft tone or quiet music).
- 5 Direct students to the Commit Me Worksheet in their workbook and ask them to identify three ways they will commit themselves to improving their academic performance. You may want to suggest how to write measurable and observable goals. Walk around the group as they are writing and ask prompting questions to help them.
- 6 If time permits, initiate a discussion about their worksheets.



In conclusion, inform students of next week’s topic and remind them to bring any needed materials to class.

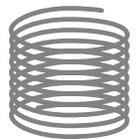
A Story about Stigma

Dear Mom and Dad,

I'm sorry I haven't written in a long time, but something I smoked affected my eyesight for a few weeks. The problem is better now. The bartender in Tijuana said that may happen, but you've always encouraged me to take risks, so I decided to go for it. Don't worry. It wasn't like I was alone when I did it. You know those guys who sound horns and then pour tequila down your throat? One of them joined me. Thank goodness we met because it was his friend who bribed the policia to get us out of jail. Anyway, the experience really made us close, and, well, to make a long story short, you'll soon have your wish of becoming grandparents. Who knows, we might even get married. I knew that you would want to be the first to know.

P.S. I really didn't do any drugs. I wasn't in jail and no one is pregnant. I am not even in a relationship. But I did flunk chemistry.

I just wanted you to view this problem in proper perspective.



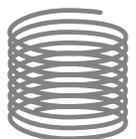
A Story about Stigma

Dear Mom and Dad,

I'm sorry I haven't written in a long time but something I smoked the night of the Carolina-Duke game affected my eyesight. The problem is better now. The guy who gave it to me said that may happen, but you've always encouraged me to take risks, so I decided to go for it. Don't worry...it wasn't like I was alone when I tried it. You know the guys who light the fires while rushing Franklin Street? One of them joined me. I'm really glad we met because it was his friend who paid our bail. Anyway, the arrest really made us close and, well, to make a long story short, you'll soon have your wish of becoming grandparents. Who knows, we might even get married. I knew you would want to be the first to know.

P.S. I really didn't do any drugs. I wasn't in jail and no one is pregnant. I am not even in a relationship. But I did flunk chemistry.

I just wanted you to view this problem in the proper perspective.

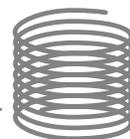


Resiliency Factors

- 1 **PERSISTENCE:**
the ability to hold to a particular goal despite obstacles and frustration; persevering in spite of opposition
- 2 **MOTIVATION:**
the internal drive to achieve and succeed
- 3 **GOAL ORIENTATION:**
the ability to work towards eventual rewards; the ability to delay gratification
- 4 **OPTIMISM:**
the ability to take a favorable view of events or conditions; the expectation of a positive outcome
- 5 **CONFIDENCE:**
the belief that long-term goals can be achieved; the belief in oneself and one's powers or abilities
- 6 **COGNITIVE RESTRUCTURING:**
the ability to see the good in the bad
- 7 **EMOTION REGULATION:**
the ability to distance oneself from intense feelings; the ability to modulate arousal
- 8 **DECISIVE RISK-TAKING:**
the willingness to try something outside of one's comfort zone
- 9 **RAPID RESPONSE TO DANGER:**
the ability to adapt to the requirements of a crisis to avoid harm

- 10 **INTERNAL LOCUS OF CONTROL:**
the belief that one's actions determine outcomes; a feeling of personal responsibility for one's successes and mistakes
- 11 **INSIGHT:**
the awareness of one's abilities and limitations; clear and deep perception
- 12 **SELF-EFFICACY:**
the conviction that one can successfully act in a manner that produces a particular outcome
- 13 **ALTRUISM:**
the unselfish concern for the welfare of others
- 14 **CONNECTION TO OTHERS:**
the ability to elicit support and positive responses from people
- 15 **UTILIZATION OF RELATIONSHIPS:**
the ability to seek help and support in times of need
- 16 **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES:**
the engagement in a network of peers with a common bond to work cooperatively towards a goal

Resiliency Factors: Adapted from Richardson, G.E. (2002)



Commit Me Worksheet

I,, commit to

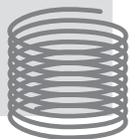
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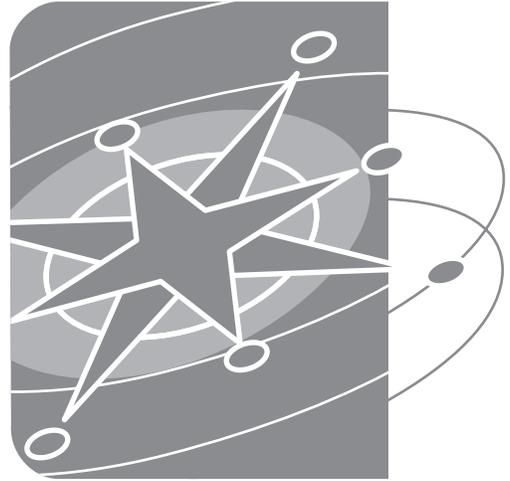
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3

signature

date





Week II.

▶ **ACADEMIC ADVISING: NAVIGATING THROUGH THE HOOPS**

objective

To ensure that students on academic probation have accurate information on university criteria for returning to good academic standing. The professional expertise of academic advisors is solicited in this module.

goal

By the end of this session, students will have an understanding of how their grade point is calculated, what academic standards are needed to maintain enrollment and graduate, and how best to overcome their academic deficiencies. Furthermore, many students on probation do not make use of the academic advising department. By inviting an advisor to Bounce Back, students have the opportunity to connect to a “real” person in that office.

note to instructors

Most schools have specific criteria for the remediation of academic probation. Additionally, there are often university-specific options such as petitioning for late withdrawal, retaking courses, etc. Individual

majors may also have specific grade point requirements. It is not possible for Bounce Back facilitators to know all of these particulars. Therefore, we draw on the expertise of academic advisors to inform students of the steps they can take and the challenges they may face in removing themselves from academic probation.

In our experience, academic advisors require the entire class time. Therefore, the format of this section differs from typical units. In this module, a great deal of technical information is conveyed. While most of the material presented is contained in official catalogues or websites, we have found that the information presented has not been reviewed by students and is frequently discouraging to them. As a result, many questions are usually asked, and anxiety is often heightened. This material, which focuses on the “nuts and bolts” of grade point requirements, tends to be presented in an objective tone which students may misinterpret as judgmental. As reality sinks in, students often feel increased levels of shame, worry, and fear. We suggest that you meet with the academic advisor before the class to address this issue and/or allow time to process students’ reactions at the end of class or the beginning of the next module.

materials

- ▶ Name Tags
- ▶ Advisors may want to present by PowerPoint which requires advance set-up
- ▶ Worksheets: To be determined by academic advisors

The following worksheet is also located in the Student Workbook.

- ▶ Academic Advising Reflection Questions

incentive

Stress balls

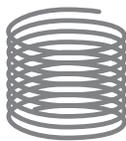
▶ FACILITATION

preparation

- 1 Consult with the Academic Advising Office to secure a presenter.
- 2 Consult with the academic advisor to learn what materials students may need for this class. For example, advisors may request that students bring a copy of their transcript or course catalogue.
- 3 Talk with the advisor about his/her needs during the presentation. Provide them with any relevant information about your class.

class format

- 1 Explain the rationale for inviting an academic advisor to class.
- 2 Introduce the advisor and ask him/her to explain the function of the department.
- 3 Be prepared to address individual concerns and offer emotional support if students seem anxious or discouraged. You may need to arrange for an individual meeting or conversation with particular students to address their unique situations.
- 4 If time permits, direct students to the Academic Advising Reflection Questions in their workbook. After they have completed the worksheet, encourage them to share with the larger group. If the presentation takes the entire class, encourage students to complete the worksheet on their own.



In conclusion, inform students of next week's topic and remind them to bring any needed materials to class.

Academic Advising Reflection Questions

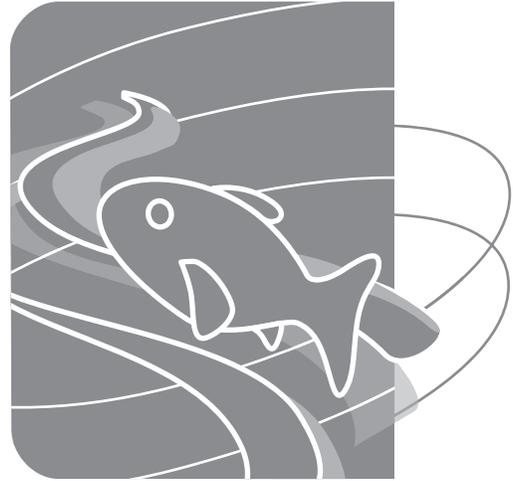
- 1 *What did you learn from this Academic Advising presentation?*
- 2 *How will you make use of what you learned today?*
- 3 *What steps do you need to take to remove your probationary status?*
- 4 *On a scale of 1-10, how motivated are you to get off of probation this semester?*
- 5 *If you did not give yourself a 10, what needs to change to get to a 10?*
- 6 *How is this semester different for you compared to the previous semester?*
- 7 *What is getting in the way of returning to good academic standing?*
- 8 *How can you address these obstacles?*

What tools do you need?

Where can you go for help?

- 9 *My goal for the week is:*





Week III.

▶ THE POWER OF PERSISTENCE

objective

In order to enhance student resiliency, it is necessary to focus on various aspects of this construct. Persistence is one of the most widely recognized resiliency variables, and development of this trait leads to higher levels of accomplishment and success.

goal

By the end of this session, students will be aware of the importance of persistence and its connection to success. They will be able to recall their own examples of persistence and the feelings that resulted. Students will be able to identify strategies they used in the past. Likewise, they will begin to think about how they can apply those same strategies to overcome probation and achieve academic success.

note to instructors

We have selected three different films that highlight dramatic accounts of persistence. We suggest you review the movies first and use a portion of the film that you think best depicts the struggle to overcome adversity. We also suggest you provide a verbal introduction to the

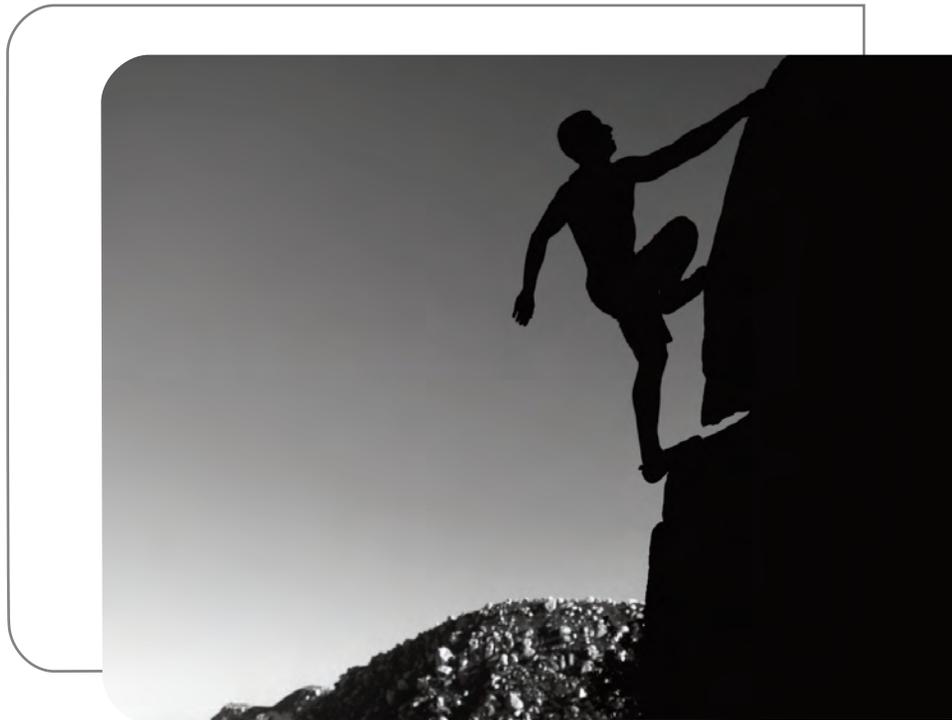
film you choose since time constraints will prevent the class from viewing it in its entirety. Most students are quite captivated by these films and quickly grasp the concepts portrayed.

materials

- ▶ Name Tags
- ▶ Movies: *Touching the Void*, *Lost Boys of Sudan*, or *The Pursuit of Happyness*
- ▶ DVD Player and TV or Laptop and Projector (to watch the film)
- ▶ Music: Soothing instrumental for visualization exercise
- ▶ Summaries of the Films

incentive

Book Mark with Inspirational Affirmation



▶ FACILITATION

preparation

- 1 Organize pre-ordered incentives.
- 2 Watch one of the movies and choose where you want to cue the movie.
- 3 Review the interactive experience (Part II) so you feel prepared to lead the visualization.

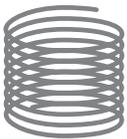
class format*Part I: Film and Discussion*

- 1 Introduce the film, asking students to be attentive to the theme/lesson illustrated.
- 2 After 10-15 minutes of the screening, begin a discussion about the demonstrated aspects of persistence. Questions may include the following:
 - A What is “persistence”?

[**PERSISTENCE:** the ability to continue steadily and firmly in one’s purpose or course of action especially in the face of opposition]
 - B Why do you think the character was persistent?
 - C What strategies did he use to reach his goal?
 - D What was his attitude towards his predicament?

Part II: Personal Account of Persistence

- 1 Induce a mood by playing instrumental music and asking students to get comfortable and close their eyes.
 - ▶ Using a gentle tone, ask students to think back to a time in their lives when they faced adversity, that is, a difficult life situation.
 - ▶ Offer them several prompts: What was their age? Who else did it involve? Was it a personal, an interpersonal, or an environmental situation? Did it, for example, involve a family problem, sporting event, health issue, etc.?
 - ▶ Ask how they felt about their situation. What was their attitude towards overcoming their obstacle? What resources were used to succeed?
- 2 Next, divide the class into dyads or triads and ask members to share their stories with one another.
- 3 Ask the whole group if anyone heard a particularly moving story. Encourage students to share their experiences or, with permission, the stories of their partners. If no one starts, the peer coach may want to take the lead.
- 4 End the class by asking students how academic probation has affected their persistence. For some students academic probation will be motivating. However, some students will be discouraged. Encourage the motivated students to offer suggestions to others.



In conclusion, inform students of next week's topic and remind them to bring any needed materials to class.

Movie Plot Summaries

TOUCHING THE VOID

This true life adventure takes place in the mid-1980s. Two master mountain climbers experience a catastrophic event as they descend from the summit of Siula Grande in Peru. The tragedy that occurs is fraught with ethical and moral implications. Perhaps the most remarkable aspect of the film is the demonstration of persistence in light of a life or death situation. Interviews with the actual climbers are interspersed throughout the film.

- ▶ Bounce Back students are able to witness how crucial it is to break down a massive goal into small pieces. Likewise, students will see a dramatic example of persistence in the face of adversity.

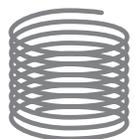
Touching the Void: Adapted from IFC Films, FilmFour and the UK Film Council

LOST BOYS OF SUDAN

This film is a documentary which follows the lives of two young boys who endure unimaginable life events as they struggle to survive. The ability to rise above extraordinary adversity is presented through the personal and moving experiences of Peter and Santino.

- ▶ Bounce Back students will benefit from this harrowing example of persistence amidst physical threats and cultural alienation.

Lost Boys of Sudan: Adapted from Actual Films and Principe Productions

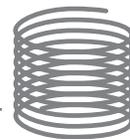


THE PURSUIT OF HAPPYNESS

Will Smith stars in this gripping movie about Chris Gardner, a single father struggling to create a better future for himself and his son. Despite financial adversity and eventual homelessness, Chris obtains a position at a brutally competitive stock-broker training program. Eventually, Chris Gardner rises above the obstacles to become a Wall Street legend.

- ▶ Bounce Back students will learn how goal directedness and loving altruism contribute to persistence.

The Pursuit of Happiness: Adpated from Columbia Pictures





Week IV.

▶ LEARNING: YOU'VE GOT STYLE

objective

This session will increase student understanding of their learning experiences and help students recognize their preferred mode of learning.

goal

By the end of this module, students will be able to identify their learning style (visual, auditory, read/write, kinesthetic, or multi-modal). They will obtain study tips based on their learning style. Furthermore, students will have a better understanding of how their academic histories may affect their current performance.

note to instructors

This module was included in Bounce Back in order to increase student awareness of their learning style. Additionally, students will explore the impact of their academic history on their current academic functioning. The Bounce Back Retention Program does not simply focus on the acquisition of specific skills. Rather, we believe that the process of learning (or in the probation student's case, the process of struggling) is important to explore. We have included the Learning Experience Interview because early messages and experiences undoubtedly affect current attitudes and levels of achievement.

What a person has been told about themselves can be experienced as a fact rather than an opinion. Frequently, students on probation need to “rewrite” their academic story to allow for success.

The VARK has been included so students can better understand their learning style. We have found that once learning style is identified, students can often adopt study practices that use their personal strengths rather than continuing to use a method of learning that is not effective.

materials

- ▶ Name Tags
- ▶ Flip Chart and Markers or Blackboard and Chalk

The following worksheets are also located in the Student Workbook.

- ▶ Learning Experience Interview
- ▶ There are also a variety of worksheets that can be found on the VARK website at <http://www.vark-learn.com>. VARK copyright materials may be freely used by teachers, professors, and tutors in colleges, universities, and high schools. However, you will need to purchase VARK copyright materials if you are making or earning money while using them as part of your work.

incentive

Pens, Highlighters, Erasers

▶ **FACILITATION****preparation**

- 1 Organize pre-ordered incentives.
- 2 Take and familiarize yourself with the VARK so you can discuss students' results. Pay particular attention to "Using and Understanding VARK Results." The website is: www.vark-learn.com/english/index.asp.
- 3 E-mail students during the week to remind them to take the VARK and bring their profiles to the class.

class format*Part I: The Learning Experiences Interview*

- 1 Direct students to the Learning Experience Interview in their workbooks and ask them to take a few minutes to complete it.
- 2 Have students break into groups of two and ask them to discuss their answers with each other.
- 3 Reunite as a group and have each person "introduce" the learning experience of their partner while the peer coach writes up key words/phrases on a flip chart or blackboard (for example, "bad at math," "brainy," "slacker.")
- 4 When completed, have the whole class reflect on the written phrases. Encourage group discussion. Possible questions include:
 - A What did you learn by doing this exercise?
 - B How do the messages you received when younger affect you as a student now?
 - C Did you receive any messages that were not true?
 - D Has your sense of yourself as a student changed since being on probation?

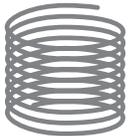
Emphasize the powerful effect the opinions of others have on us. Discuss the potential value in challenging the negative, noting that the ability to change is always possible.

- 5 Transition into VARK Learning Styles by discussing the variability in learning styles. Help students recognize that knowledge of one's learning style allows for the development of individualized study habits that can increase academic success with less effort and frustration.

Part II: The VARK Learning Styles

- 1 Have students take out their printed profile.
- 2 Encourage group discussion. Possible questions include:
 - A Did their results fit with their experiences?
 - B Based on the suggestions, will they change any of their study strategies?

Throughout the discussion, emphasize that results indicate preferences but not necessarily strengths. Emphasize that no mode is superior to another, but a better understanding of learning style can have significant benefits.



In conclusion, inform students of next week's topic and remind them to bring any needed materials to class.

Learning Experiences Interview

1 *When you were in elementary school, what did your teachers say about you?*

Middle School?

High School?

2 *What parts of high school/middle school/elementary school did you like?*

What didn't you like?

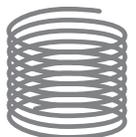
3 *What was your favorite year in school (from elementary through high school) and why?*

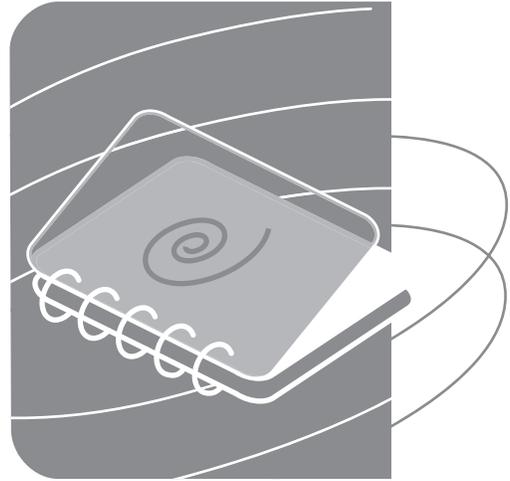
4 *What did your family think of your academic ability?*

5 *What did your friends think of your academic ability?*

6 *Were your friends interested in school?*

7 *What do you think the relationship is between your past school experiences and your current school functioning and attitude?*





Week V.

▶ THE ART OF STUDYING: TAKE NOTES, READ, AND SUCCEED!

objective

This session will challenge some of the ways in which students may be studying and taking notes while providing some more effective alternatives.

goal

By the end of this module, students will be able to identify effective study techniques that they can incorporate into their academics. They will understand how to use the Cornell Method of note-taking and the SQ3R method of reading.

note to instructors

Academic success requires mastery of several cognitive and developmental skills. Students must be able to comprehend and retain sophisticated subject matter. Simultaneously, they are also adjusting to the pace and variety of classroom assignments. We have found that many students on academic probation are not adequately prepared for college. These students are often very intelligent, in fact, so intelligent that many did not need to develop study skills. Likewise,

high schools may overlook teaching fundamental study techniques. This module is the first of many sections in the Bounce Back curriculum that directly addresses the acquisition of positive study habits. While students may be exposed to this topic in other classroom settings, the Bounce Back approach is unique in that it addresses these issues in a manner that promotes self-reflection, engagement, and self-responsibility. First, facilitators and peers will engage students in a fun game show of study trivia. Second, students will be provided with some concrete approaches that are taught in schools across the country.

materials

- ▶ Name Tags
- ▶ A “buzzer” for the game show
- ▶ Game Show Questions: Study Skills and Test-Taking Trivia (list for peer and facilitator)
- ▶ Bag of Hershey’s Kisses

The following worksheets are also located in the Student Workbook.

- ▶ Note-Taking Tips
- ▶ The Cornell Note-Taking System
- ▶ The Cornell Note-Taking System: Template
- ▶ The Cornell Note-Taking System: Example
- ▶ SQ3R
- ▶ The Seven-Day Study Plan

incentive

Door Hanger with Study Tips



▶ FACILITATION

preparation

- 1 Organize pre-ordered incentives.
- 2 Review the Cornell System and SQ3R strategies.

class format

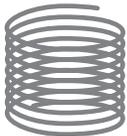
Part I: The Game Show

- 1 Divide the class into two teams.
- 2 Proceed in a Family Feud-like fashion where the peer is at the end of the table with some form of “buzzer” and the list of “Study Skills and Test-Taking Trivia.” Explain to the class that one member of each team comes up to the buzzer and will be given a True/False question. If the student knows the answer, he/she hits the buzzer. Whoever hits the buzzer first gets to answer. If the student answers correctly, the team gets a point.

- 3 During the game, give the rationale behind the answers (the rationale is provided on the trivia worksheet, and you can also use your own experiences). Encourage discussion of the questions/answers.
- 4 Provide Hershey's Kisses as "prizes" throughout the game.

Part II: Concrete Study Tools

- 1 Acknowledge that there is no "right" way to study. Everyone has individual preferences. Very few students have been taught how to study.
- 2 Review the following worksheets (in the Student Workbook):
 - A Note-Taking Tips
 - B The Cornell Note-Taking System, Template and Example
 - C SQ3R
 - D The Seven-Day Study Plan



In conclusion, inform students of next week's topic and remind them to bring any needed materials to class.

Study Skills & Test-Taking Trivia

It is always best to study in the morning.

- ▶ **FALSE:** It is best to schedule study sessions during the time of day when you are “at your best.”

You should begin with the section of the exam that you feel least confident with in order to get it out of the way.

- ▶ **FALSE:** To build confidence, start with what you know.

Study breaks are allowed because they are an important part of maintaining focus and rewarding yourself.

- ▶ **TRUE:** It is important to plan breaks into your study time.

During an exam, you should skip questions you can’t answer and then, if you have time, go back to them.

- ▶ **TRUE:** First show what you know and then go back to the complicated questions.

It is better to take one long break (like two hours) than several, short 10-minute breaks.

- ▶ **FALSE:** Too long of a break can be counterproductive.

Procrastination is delaying what needs to be done in order to avoid an internal state (like fear, boredom, discomfort, frustration).

- ▶ **TRUE:** We put off things because of how the *thought* of doing them makes us feel.

After studying for an hour, it is a good idea to either change subjects or change the method of studying (for example, switching from reading to flashcards).

- ▶ **TRUE:** You can study for several hours at once, but make sure you switch subjects or switch study methods, such as taking a self-made practice test, then reviewing lecture materials. After hours of studying the same material in the same way, you are learning virtually nothing.

Sometimes procrastination improves your ability to work.

- ▶ **FALSE:** This is a false sense of optimism. We may think we do better in a crunch, but we don't know how well we could have done with ample time.

You learn the most in the first 30 minutes you start studying.

- ▶ **TRUE:** This is the phenomenon of the “learning curve.” After 30 minutes, retention progressively deteriorates.

Say it is the night before an exam and you have not looked at any of your notes or reading for months. At this point, it is better to try to relax than cram as much material as you can.

- ▶ **FALSE:** Cramming is undesirable but better than nothing if studying has been neglected during the semester.

One helpful study technique is to predict possible questions (either essay or completion type), then write out some answers.

- ▶ **TRUE:** Predicting possible questions enhances your learning and test performance.

It is usually a waste of time to go over former tests given by the instructor.

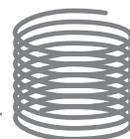
- ▶ **FALSE:** Going over old exams can be the best way to understand what an instructor is looking for and how the test may be formatted.

While studying, it is best to primarily focus on specific facts.

- ▶ **FALSE:** If you only pay attention to the facts, you may miss the big picture. You want to see how the facts explain the ideas, principles, and arguments.

It can be helpful to spend some time studying in the same room as the exam.

- ▶ **TRUE:** Studying in the room where you take the exam helps remind you of what you studied.



Note-Taking Tips

What material is important to write down?

- ▶ If a professor writes something on the board or repeats something, it is likely to be important. Write it down!
- ▶ Look for phrases that signify importance: “The important point is,” “In summary,” “In conclusion,” “Therefore.”
- ▶ Keep your notebook out until the very end of the lecture. The key point may be said right at the end.

How much should I write down?

- ▶ Make sure you record enough information to trigger your memory.
- ▶ Use abbreviations and shorthand. Text-messaging may help with this skill!
- ▶ Some common shortcuts include: because (b/c), with (w/), without (w/o), example (ex), like (lk).
- ▶ Often it is helpful to eliminate vowels or just use the beginning of words: U cn lrn 2 wrt lk ths!

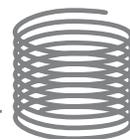
What do I do if the professor talks too fast?

- ▶ Leave blank spaces where you have missed information (later ask for help in filling these holes).
- ▶ Ask questions. It will slow him/her down.
- ▶ Ask them to repeat something. There are probably others who missed it too.
- ▶ Use a tape recorder (with the instructor's permission).
- ▶ Sit near the front of the room.

Is there anything I can do with my notes after class?

- ▶ It is crucial to review your notes the same day you take them. By doing this, you will greatly increase the chance you will remember the material for the exam.
- ▶ If you think a note may be illegible in the future, make sure you rewrite words while it is fresh in your mind.
- ▶ Fill in any blanks and note any questions you have. Add any important points you remember.
- ▶ Keep all your notes for one class in the same place.
- ▶ Review your notes 15 minutes each day and 30 minutes at the end of each week.

Note-Taking Tips: Giles, D. & Settle W. (2003).



The Cornell Note-Taking System

The Cornell Note-Taking System was developed by Walter Pauk, an emeritus professor of education at Cornell. You can learn more about this note-taking framework by reading Chapter 5 in Pauk's book, *How to Study in College* (5th ed.).

PAGE LAYOUT

The distinguishing feature of the Cornell System is the layout of the pages on which you take your notes. The page layout includes large margins on the left and bottom of the page. A discussion of the three areas of the Cornell System follows.

AREA "A" - THE CUE COLUMN

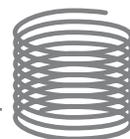
The space to the left of the vertical margin should be reserved for a cue column. You should not write in this area during the lecture while you are taking notes. The cue column is not created until you review your notes (which, ideally, you do as soon after the lecture as possible, and certainly before the next lecture). As you study the material in your notes, you should devise questions which the notes answer (think "Jeopardy.") These questions are the "cues" that should be written in the cue column. By writing questions, you are forced to think about the lecture material in a way that clarifies meaning, reveals relationships, establishes continuity, and, most importantly, strengthens memory.

AREA "B" - THE SUMMARY SPACE

The area below the horizontal margin near the bottom of the page should be reserved for a summary of the notes on that page. Your summary should be brief – at most, only a few sentences. The page summary provides a concise review of the important material on the page, useful for later reference. More importantly, in writing a summary, you are forced to view the material in a way that allows you to see how it all fits together. The summary should be helpful in allowing you to see how specific facts fit into the broader landscape.

AREA “C” — THE NOTE-TAKING AREA

The space to the right of the vertical margin is where you actually record your notes during the lecture. Pick a note-taking format with which you are comfortable. There are no hard-and-fast rules for this aspect of the Cornell System. However, you should not attempt to transcribe verbatim every word spoken by the instructor. It is usually not difficult to separate the essential material from the non-essential. For instance, if information is written on the blackboard, it is probably important enough to include in your notes. To avoid missing information during the lecture, you should develop a system of abbreviations you understand, and you should write in telegraphic sentences (where you only include enough words to carry the essential meaning). As you take notes, realize that your emphasis should be on the key ideas, rather than the actual words used to convey those ideas.



The Cornell Note-Taking System

EXAMPLE

What is a cation?
What is an anion?
What is a salt?

What causes electrons to be transferred from neutral atoms to form ions?

Why is there no such thing as an ionic molecule?

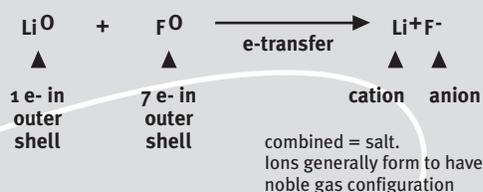
Why is it difficult to form a cation or anion from carbon?

What type of bond does carbon form?

CHEMICAL BONDING

Ionic Bonding

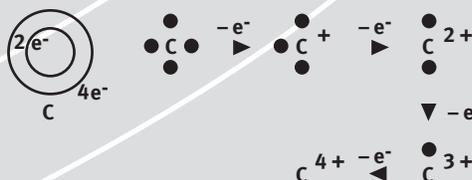
Consider rxn. of Li with F:



NO SUCH THING AS AN IONIC MOLECULE!!!

Specific ions are not bonded to each other. An ionic compound consists of individual ions packed together in a lattice, held together by electrostatic attractions. Evidence = ability of many ionic compounds to dissolve in water. Ions can freely move away from each other in the solution.

Consider formation of an ion from neutral carbon:

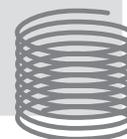


Once the first electron is removed, it is extremely difficult to remove more electrons because of the positive charge. Great input of energy to form +4 ion.

Similar problem in trying to form -4 ion, because it is difficult to add more electrons to something that is already negatively charged.

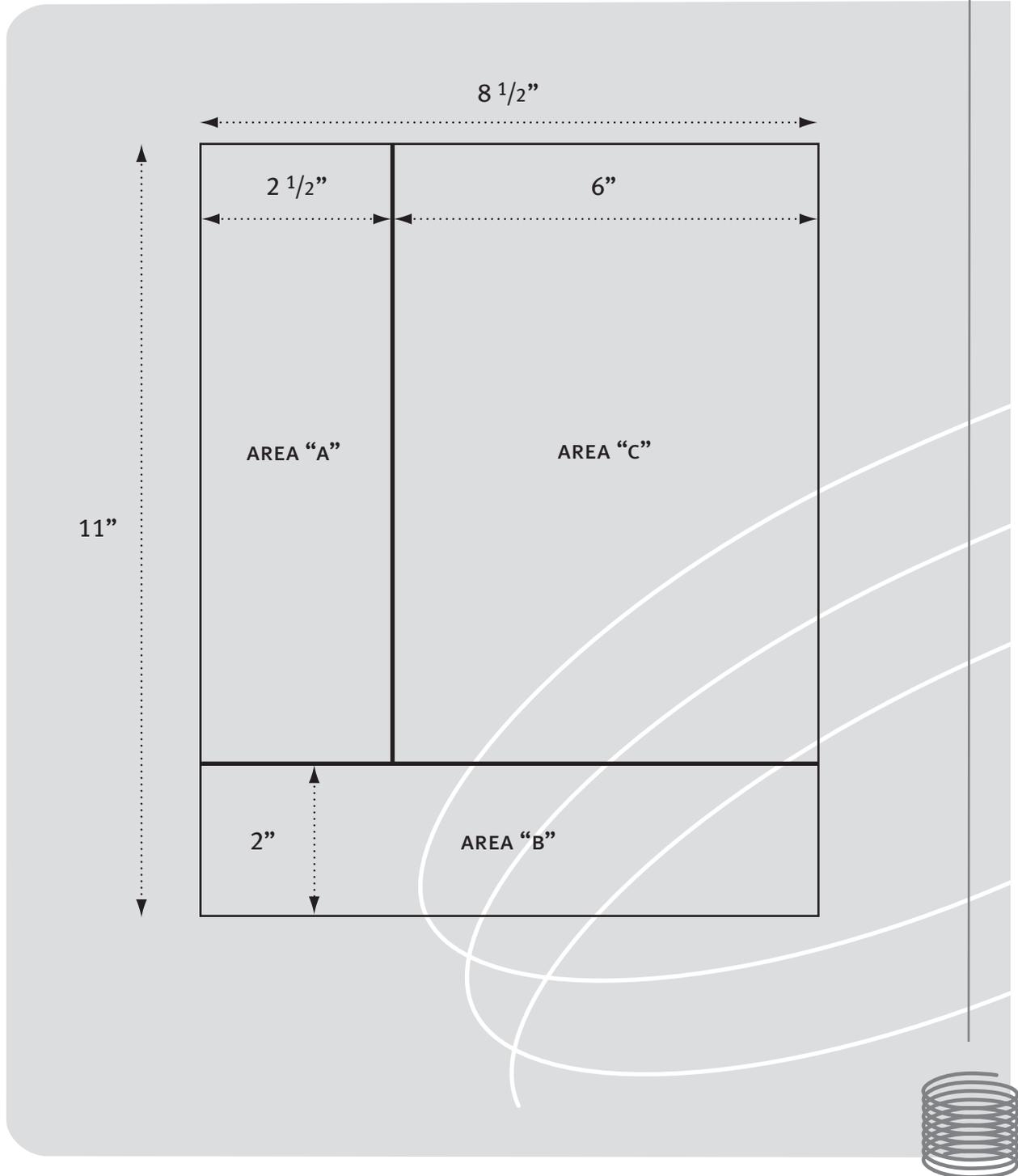
Solution = share electrons and form covalent bonds.

Atoms can gain or lose electrons to form ions and attain a stable noble gas configuration. Ionic compounds consist of a lattice of cations and anions formed in this way. Carbon is not likely to form an ion because it would gain or lose too many electrons. Consequently, C tends to share electrons to form covalent bonds.



The Cornell Note-Taking System

TEMPLATE



SQ₃R: A Reading & Study System

SURVEY

Gather the information necessary to focus and formulate goals.

- ▶ Read the title. This helps your mind prepare to receive the subject at hand.
- ▶ Read the introduction and/or summary. This allows you to focus on the most important points.
- ▶ Notice each boldface heading and subheading. Organize your mind before you begin to read. Build a structure for the thoughts and details to come.
- ▶ Notice any graphics – charts, maps, diagrams, etc. They are there to make a point. Don't miss them!
- ▶ Notice reading aids – italics, bold face print, chapter objectives, end-of-chapter questions. They are all included to help you sort, comprehend, and remember.

QUESTION

Help your mind engage and concentrate.

- ▶ One section at a time, turn the boldface top into as many questions as possible. When your mind is actively searching for answers to questions, it becomes engaged in learning.

READ

Fill in the information around the mental structures you've been building.

- ▶ Read each section (one at a time) with your questions in mind. Look for the answers and notice if you need to make up some new questions.

RECITE

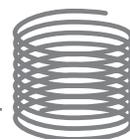
Retrain your mind to concentrate and learn as it reads.

- ▶ After each section, stop. Recall your questions and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite.

REVIEW

Refine your mental organization and begin building memory.

- ▶ Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.



The Seven-Day Study Plan

- 1 Start studying for an exam seven days in advance.
- 2 Plan to study two hours each day for one exam. If there are multiple exams on a given day, study as close to two hours each day for each exam.
- 3 Follow this seven-day plan:
 - DAY 1** Organize all your notes and materials from class and your textbook materials
 - ▶ Outline all material for study
 - ▶ Check if anything is missing
 - ▶ Start with the most important material first and work through to the least important material
 - DAY 2** Review material emphasized in lecture only
 - DAY 3** Review material emphasized in text only
 - DAY 4** Review material emphasized in both lecture and text
 - DAY 5** Review material emphasized in lecture only
 - DAY 6** Review material emphasized in text only
 - DAY 7** Review all
 - ▶ Emphasize weak areas
 - ▶ Include material not emphasized in either lecture or text
- 4 Get at least six hours of sleep the night before the exam... minimum! Lack of sleep diminishes one's effectiveness while taking the exam.
- 5 Think positively – picture yourself in the exam room successfully taking the test.

- 6 Do not take the test on a full stomach. It is difficult to think and digest food at the same time. Either eat something light just prior to the exam or eat a full meal at least one hour in advance.
- 7 Constant review throughout the semester will help you more than all-night cramming. Constant review means spending 10-15 minutes after each class reviewing the notes and an additional 45 minutes each week reviewing each set of class notes and the textbook.

