# The College Schedule

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LEARNING PRINCIPLES FOR EFFECTIVE TIME SCHEDULING

1. **Study at a regular time and in a regular place.** Establishing habits of study is extremely important. Knowing when you are going to study, and where, saves a lot of time in making decisions about studying. Locate a study place which is comfortable for you and has few distractions (i.e., friends, noise).

2. **Your periods of maximum alertness.** Some people are more efficient in the mornings and others in the evenings or late at night. Find out when you are really effective and plan to do your studying then, if it is possible. Utilize those periods of productivity for just that - being productive.

3. **Limit your blocks of study time to no more than two hours on any one course at one time.** After one-and-one-half to two hours of study you begin to tire rapidly and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other course will provide the change necessary to keep up your efficiency.

4. **Set specific goals for each study unit.** When you fill in your schedule, actually write in what you are going to accomplish during the study period (i.e., don’t just write “do math homework” - put “math homework problems 10-20," be that specific).

5. **Plan enough time in studying to do justice to each subject.** Most college classes are planned to require about three hours work per week per credit in the course. By multiplying your credit load by three, you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition of college classes.

6. **Study as soon as possible after your lecture class.** One hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.

7. **Provide for spaced review.** That is, regular weekly period when you will review the work in each of your courses and be sure you are up-to-date. This review should be cumulative, covering briefly all the work done thus far in the quarter.

8. **Plan a schedule of balanced activities.** College life has many aspects which are very important to success.

9. **Utilize odd hours during the day for studying.** The scattered one- or two-hour free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation or activities at other times in the week.

10. **Trade time - Don’t steal it.** When unexpected events arise that take up time you had planned to study, decide immediately where you can find the time to make up the study missed and adjust your schedule for that week.
SCHEDULING YOUR TIME WELL

1. How can a schedule help?

   a. A schedule saves time.
      (1) It keeps you from wasting time.
      (2) It allows you to put enough time on each subject.
      (3) It makes every hour count.

   b. A schedule helps you to settle down to work more quickly.
      (1) It increases concentration.
      (2) It increases reading and study efficiency.
      (3) It allows you to put more time on hard subjects and less time on easy subjects.
      (4) It helps you to distribute your study time properly for increased learning.
      (5) It prevents cramming.

2. How do I make out a schedule?

   a. Attached is a simple schedule for a college student.
      (1) Note that he prepares for a class which is mostly recitation just before the class.
         (a) He will be able to recite well.
         (b) He allows more time than the hour before class.
      (2) Note that he reviews his lecture notes right after a class which is mostly lecture.
         (a) He can eliminate unimportant jottings.
         (b) The freshness of the lecture in the student’s mind will govern the quality of his notes.
         (c) He can reorganize his notes as they are more legible and better arranged for future study.

   b. Attached are two blank copies for practice in setting up your own schedule.
      (1) Evaluate your own abilities carefully so that you allow enough time to master each subject.
      (2) Most students tend to overrate their ability, their speed of reading and intelligence.
      (3) Be realistic and allow enough time for eating, sleeping and recreation.

   c. Try out your schedule for one week.
      (1) Keep an accurate record of what you actually did with your time.
      (2) Be critical of time spent "having coffee" for 5 minutes that wastes 45 minutes.
      (3) Be honest with yourself in keeping track of the time really spent studying.

   d. Make out a new schedule, revising it to fit reality.
      (1) Note the amount of time you can save.
      (2) Eliminate waste and your schedule will serve you well.
AN ACTIVE METHOD FOR NOTE TAKING

1. Prepare yourself for reading material in the textbook before it is covered in lecture.

2. Use only one side of loose leaf notebook paper.

3. Take notes in a manner most comfortable for you. Listen carefully to the lecture, picking out the important points and note only those. Do not attempt to write down every word.

4. Use abbreviations or shortcuts that will help you to get the information down easily.

5. Write down main ideas in as few words as possible. Indent supportive details:
   - Main idea
   - Supportive detail
   - Supportive detail

6. Skip lines to show changes of ideas. The greater the change, the greater the space.

7. Write down ideas in words that you understand. Do not use the teacher's words unless they have meaning for you, or are technical terms. It is most important that you write notes so that they are meaningful to you for studying.

8. After you finish taking notes, go back over your notes, reading and deciding what are the major points. Highlight key words and phrases. Do this right after taking notes or sometime that same day, while the information is still fresh in your mind. This will prove invaluable when it is time to study your notes for testing.

(Over for example of Note Taking)
Gladiatorial Games

Origin
- Entertainment at noble feasts
- Human sacrifices at funerals

Popularity
- 10,000 games in one day
- Duration of games to 500 A.D.

Participants
- Criminals
- War captives
- Christians
- Women and children

Training
- By rich nobles
- By professional dealers
- By the state

Location
- Circuses
- Graves
- Forum
- Amphitheaters

Rewards
- Money
- Fame
HOW TO FIND THE MAIN IDEA

1. Read the first sentence carefully.
2. Decide in your mind what the paragraph is going to be about if this is the topic sentence.
3. Skim through the rest of the paragraph to find out whether it all bears on this topic.
4. If it does, the first sentence contains the main idea. Underline as little of it as you can and still contain enough key words to carry the idea.
5. If the first sentence does not contain the main idea, answer in your mind this question: "What does the author want me to know as a result of reading this paragraph?"
6. See if you can find a phrase or a sentence that expresses this answer in a reasonably compact form. Underline it. Some places where you may find the main idea:
   a. Second sentence. The first sentence may be a transition, referring back to the main idea which is stated in the second sentence.
   b. At the end. The paragraph may start right in on the details which are to be presented and then sum up the details in a topic sentence at the end.
   c. In the middle. Sometimes the first part of the paragraph is devoted to a build-up for the main idea, which is stated in the middle and then explained further in the rest of the paragraph.
7. If you still cannot find a phrase or sentence which expresses compactly the answer to the question in No. 5, you may have to underline a few key words here and there in the paragraph and see what they add up to. Then, make a brief note in the margin. Some types of construction are:
   a. Enumerative pattern. Sometimes the whole paragraph is composed of details, with no summarizing sentence. In this case, you will have to ask yourself, "What is this a list of?" Make a brief note in the margin and underline one key word from each item in the list, if you feel it is important. Put a number in the margin opposite each key word if it seems important to keep track of the details.
   b. Time pattern. If the events have to happen in a certain order, it is usually easy to tell what is taking place.
   c. Contrast pattern. The first part of the paragraph develops one point of view and the second states a different one. There is no statement in the paragraph which summarizes the two.

NOTE: The directions about underlining should, of course, be followed only if you own the book.
# TEXTBOOK READING FOR RECALL

## PREVIEW (Before)

### Why?
If you give your mind a framework of structure and main ideas, you will be better able to comprehend and retain the details you will read later.

### How?
Quickly (5 - 10 minutes) look at the following parts to see what it's all about and how it's organized:

- Title, author
- First paragraph
- Bold-faced headings or some first sentences of major paragraphs
- Graphics
- Last Paragraph
- Summary section
- Review questions

Before you read each chapter:
1. Write out an outline of the bold faced headings.
2. Chunk up the assignment and plan to read it in small parts.

After previewing your materials, you should be able to answer the following questions:
- What is this mainly about?
- How is it organized?
- How difficult is it?
- About how long will it take to learn?

## READING ACTIVITY (During)

### Why?
Being an active reader will increase your understanding, build your concentration and improve your memory.

### How?
1. As you read, use a pencil to mark the book and to identify the:
   - course vocabulary
   - parts that need clarification
   - major concepts/main ideas
   - SUPPORTING FACTS
   - your impressions.
2. Notice how the ideas relate to:
   - the rest of the chapter
   - the other chapters
   - the lectures
3. Think about what might be asked on the test.

## RECALL/REFLECT (After)

### Why?
Research shows that 40 - 50% of the material is forgotten about 15 minutes after we read it. Thinking about the information is an essential step for gaining memory control.

### How?
1. Wait a day or so.
2. Then, reorganize the information into a study tool (notes, mind maps, flashcards, etc.)
3. On another occasion, highlight the key words in your study tool or write them out in the left-hand column.
4. Then cover your notes and ask yourself questions based on the key words.
5. Recite or answer the questions in your own words.
6. Uncover your notes and verify your answers.
7. When you get one part right, move on to the next.
8. Review in a few days, in a week, before the test.
9. Adapt the system to your assignments.