

# Scholarship Performance Contract

Name:

Date:

Scholarship Goals:

Action Plan:

How can the chapter help you achieve these goals?

What resources can I use to achieve these goals?

Chapter Member Signature \_\_\_\_\_

Scholarship Chair Signature \_\_\_\_\_

Remember to consider the following before making this contract:

1. What is your current GPA?
2. What courses are you taking? How many hours do you have?
3. What might keep you from achieving these goals?
4. What can you do about it?
5. Where would you like to be in a semester?
6. What effect will this next semester have on your cumulative GPA?
7. What affect could this semester have on your future?

# Time Management Workshop

## Making your Time Count

### Types of Time:

Committed Time: This is time that you have little to no control over.

- Eating
- Sleeping
- Classes
- Meetings
- Working
- Traveling to and from appointments

### Managing Committed Time:

- Make a list of all committed activities each day.
- Figure out how much time each activity will take.
- Add it up. How much time do you spend each day on committed activities?

Personal Time: This is your free time, how do you utilize your free time?

- Studying
- Working out
- Hanging out with friends
- Hobbies
- Entertainment (shopping, watching TV, reading, etc.)

Managing Personal Time: If you don't make time for yourself now, take the opportunity to make time for yourself.

- Make a calendar and include committed time activities.
- Look for holes in that time and figure out when the best times are for you to go for a walk, watch a little TV, catch up with friends, etc.
- Set a time limit for these activities, but try to get it in once a day.
- Where does studying fit in? Determine what times of day you study the best, and under what circumstances. Write that into your schedule.

Now that you've determined how many hours a day we spend doing different activities develop your own worksheet.

**Time Analysis Worksheet:**

Begin by filling in your committed times into the worksheet. Then start to fill in your personal time spaces in order of importance. Use this information to help you develop a realistic schedule.

**Monday Tuesday Wednesday Thursday Friday Saturday Sunday**

**8:00 AM**

**9:00 AM**

**10:00 AM**

**11:00 AM**

**12:00 PM**

**1:00 PM**

**2:00 PM**

**3:00 PM**

**4:00 PM**

**5:00 PM**

**6:00 PM**

**7:00 PM**

**8:00 PM**

**9:00 PM**

**10:00 PM**

**11:00 PM**

# Memory Skills

## Types of Memory:

**Short Term:** This type of memory allows a person to hold in information that is immediately available. Most people can only hold in 5 to 9 different things in their short-term memory.

**Long Term:** Long-term memory works like a warehouse full of rows and rows of files. In your long-term memory you will find memories, and information about how our thought processes work. Short-term memory items can be transferred to long-term memory. There it will remain until it is needed.

## How do we take those short-term memory items and transfer them into long-term memory items?

There are 6 crucial steps in the process of retaining and recalling information from long term memory.

### 1. **Intention:**

- Focus your attention on material you know you're going to want to remember.
- Be confident in the fact that you will be able to remember.

### 2. **Understand:**

- Be careful; make sure you understand the material you are reading.
- Take the time to explain the material to yourself.
- Organize the material into a subject or category.

### 3. **Associate:**

- Relate the facts that you just read with facts that you already know.
- Make sure that you are understanding the material correctly. You are less likely to remember the material if you cannot understand it.

### 4. **Repeat:**

- Re-read over the material.
- Say the material aloud to yourself.
- Write it down.
- Quiz yourself.

### 5. **Visualize:**

- Create a picture in your mind of what you want to remember.
6. **Review:**
- Take time during studying to review over the facts you are trying to remember
  - Review materials from class weekly, the more often material is recalled the easier it is to remember when it is most needed.

### **Using Mnemonics**

Mnemonics is a method that allows a person to remember by association. Memorizing using mnemonics is most useful when having to remember lists. Try to make up a word composed of the first letter of each item to aid in recall. For example, to remember the directions north, east, south, west, you might try, never eat soggy waffles.



# Academic Goal Setting

Before the workshop make copies of the Goal Setting exercise for each member.

## **The Workshop**

1. Divide chapter members into groups by major and distribute the Goal Setting exercise.
2. Have members go around their group and share a goal that they have set for themselves in the past and what they did to make sure that they achieved it.
  - Have older members identify their earlier goals. What goals did they have that got them through the past couple of years?
  - What were some struggles that they confronted along the way?
3. Explain to all chapter members how to make a goal statement.
  - A broad statement of what the individual would like to accomplish over the next year or semester.
  - The goal must include a way for it to be evaluated as to whether it has been accomplished or not.
  - Is the goal realistic? Is the goal challenging?
  - Does it reflect the overall objective the individual is trying to accomplish?
4. Talk about obstacles to accomplishing goals.
  - What are some common obstacles that we all encounter?
  - What are some ways we can support our members in avoiding these obstacles?
  - What are some ways that we can support our members when confronting obstacles?
5. Have group members complete the Goal Setting exercise worksheet.
  - Step One – Brainstorming Ideas  
Ask members to share some ideas with the larger group
  - Step Two – Writing Goals and Objectives
  - Step Three – Fill out individual sheets for each goal
6. Decide what you would like members to do with those goals. How will members make sure that they continue to strive for these goals over the next year or semester?

# Effective Note Taking

## **Pre-Workshop Activities:**

On a flip chart write out the following information:

### **Quality Notes:**

- Help you to organize and understand information.
- Reinforce the learning process by incorporating lecture material into one's own words.
- Help retain and recall information.
- Eliminate need for time consuming textbook review.

### **Getting Organized:**

- 3-ring loose-leaf notebook with lined paper.
- Dividers and Pockets
- Syllabus for each class.
- Pen

## **The Workshop:**

1. Begin by asking chapter members why effective note taking is important. Make sure to write down their response on a flip chart, or large sheet of paper. When chapter members are finished, compare their list with the "Quality Notes" list you previously wrote out.
2. Ask chapter members for five effective techniques for note taking that they consider useful. Again, write answers on flip chart or large piece of paper. When finished introduce chapter members to the "Getting Organized" sheet.
3. Divide chapter members into groups of four. Each group should select someone to write.
4. Have each group brainstorm ways to get the most out of class (5 minutes).
5. Have each group report to the entire chapter on what they came up with; write each tip on a flip chart or large piece of paper. (Take this list and type it up for every chapter member to use and hand it out at the next meeting).

## **Ideas for Effective Note Taking:**

- Review notes from the previous lecture before class starts.
- Do assigned readings ahead of time.
- Go to class, and be on time. Don't leave early.

- Sit near the front and make eye contact with the professor.
- Write down all assignments and their due dates.

### **Tips for Developing an Outline from a Textbook or Handout**

- Finish the reading before taking notes or marking up the text. This allows for better comprehension.
- Write down only the most important points.
- Be brief, use phrases or words that will trigger your memory. However, don't be too brief. Make sure that you will still be able to get the general idea of what you are trying to take from the text.
- Look for clues such as bold words, italics, or numbered lists. Incorporate these into your text, they are important.
- Utilize note cards. This will help you when you are trying to memorize terms or concepts. Categorize the note cards for easy reference and memorization.
- When reviewing, develop questions that support the main ideas you are covering. Use your notes to develop the questions.

### **The Top 10 Ways to Use Your Notes**

1. Review and edit your notes within 24 hours of class.
2. Review notes weekly
3. Develop questions from the main ideas of the text and notes.
4. Cross-reference the ideas with different chapters in your text.
5. Utilize a 3-ring binder to help you organize your notes.
6. Form study groups.
7. Take down examples used in class or text to help you remember the main idea in your notes.
8. Highlight the main points used in both lectures and text.
9. Relate the themes of movies to lectures and notes.
10. Use note cards!

# Study Skills

## **Getting Started:**

- Have everyone break up into groups of 7-10 people.
- Have a flipchart or 2 pieces of large paper.
- Have markers for each small group.

## **The Workshop:**

- Each group will need a recorder and a spokesperson. Have the recorder write ideas on the paper.
- Give each group a discussion topic and 15 minutes to discuss their topic.
  - **Group #1:** Discuss environments that are most conducive to concentrated study.
  - **Group #2:** Discuss ways to schedule time for study.
  - **Group #3:** Discuss procrastination and ways to overcome and prevent it.
  - **Group #4:** Discuss ways to reward yourself for completing assignments.
  - **Group #5:** Discuss strategies for dealing with an especially difficult course or professor.
  - **Group #6:** Discuss ways to reduce mental and physical stress that may affect the ability to study effectively.
- Have groups share their ideas after 15 minutes.
- Hand out worksheets after discussion is over. Take the time to review any items that were not mentioned.
- After the workshop is complete make copies of the ideas and hand out or post for all members to use.

## **Procrastination Discussion:**

Causes: Here are lists of things that can happen when you procrastinate.

- Confusion about subject or assignment
- Inability to prioritize.
- Anxiety as a result of other classes and personal situations.
- External pressure from friends, parents, and employers, etc.
- Overwhelmed by personal and academic demands.

### **Cures:**

- Simplify large and difficult tasks by breaking them into smaller pieces.
- Set priorities ahead of time to help determine what should be done first.
- Find a work area that will help you study effectively.
- Establish your own reward system to aid in getting things done.
- Concentrate on your projects until they're complete.
- Have another person hold you accountable to getting your work completed.
- Look to friends and other chapter members for encouragement and support.
- Remember to take time for break to revitalize yourself.

# **Top 10 Suggestions for Effective Study**

1. Go to class. Come to class prepared, having done the readings ahead of time.
2. Take time to look through notes immediately after class and highlight points stressed by your professor.
3. Studying earlier in the day leads to greater understanding of the material. Late night studying should only be used for short-term retention.
4. Select a good location that you will use only to study.
5. Try to set yourself on a schedule, same time every day.
6. Reduce distractions.
7. Make “to do” lists to help manage your time more effectively.
8. Eat right and allow yourself enough rest.
9. Schedule breaks into your study schedule.
10. Reward yourself for a job well done.

# **Tips for Setting Up an Effective Study Schedule**

1. Only tackle difficult subjects when you are most alert.
2. Schedule your study time first, and then add meetings, socials, etc.
3. Develop a routine. Divide up your subjects and assign each of them a certain amount of time.
4. Don't spend more than an hour, hour and a half on one subject. Switch it up, even if it's only for a couple of minutes.
5. Start major projects and paper long before the due date.
6. Prioritize activities. Leave some room in your schedule for unexpected assignments or activities.
7. Eat well-balanced meals.
8. Make sure you allow for exercise and recreational activities.
9. Get enough sleep so that you may function at your highest level.
10. Stick to your established study schedule.

# Test Taking

## **Getting Started:**

- Flip chart or 2 large pieces of paper will be needed.
- Have markers available for each group.

## **The Workshop:**

- Begin with having each member take the Test-Taking Skills Assessment.
- Once chapter members have completed the assessment begin a discussion with them about their answers.
- Break chapter members down into groups of 7-10 people. Have them discuss strategies that they personally use when preparing for different types of exams.
- When groups are finished have each group share ideas with the rest of the chapter members and write answers down on the flipchart.
- Hand out and go over the Test-Taking Strategies handout.

# Test-Taking Assessment

Please place a check for all of the questions listed below that apply to you. Be totally honest with yourself.

- \_\_\_\_\_ I begin studying for a test at least five days in advance.
- \_\_\_\_\_ I make a list of the questions I think the professor may ask.
- \_\_\_\_\_ I find out the format of the test in advance.
- \_\_\_\_\_ I make written notes as I read material in the textbook.
- \_\_\_\_\_ I talk with the professor about material I may not completely understand.
- \_\_\_\_\_ I answer easier questions first, then go back and complete more difficult ones.
- \_\_\_\_\_ I read each question at least twice before answering.
- \_\_\_\_\_ If I don't know the exact date when answering a questions, I write down a reasonable time frame.
- \_\_\_\_\_ I jot down pertinent facts before I begin formulating my answer to an essay question.
- \_\_\_\_\_ I always read the directions to the test carefully and make sure to follow them.
- \_\_\_\_\_ I proofread my answers before turning in the test.
- \_\_\_\_\_ I underline key words in the question so I will be sure to follow the instructions.
- \_\_\_\_\_ I get plenty of rest and eat a balanced meal before a test.
- \_\_\_\_\_ I try to arrive early for a test.
- \_\_\_\_\_ I use all of the allotted time for a test and pace myself using extra time to review my answers.

# Test-Taking Strategies

## Before Test Day:

- Attend every class.
- Find out the format of the test in advance.
- Start studying 5-7 days prior to the exam by reviewing notes and material.
- Make a list of questions the professor might ask.

## On the Day of the Test:

- Read every questions/problem first, and then tackle the more difficult ones.
- Ask for interpretation if you do not understand a question.
- Pace yourself, use all of the allotted time.
- Review your exam before submitting.

## True/False Questions:

- True/False questions are usually based on patterns of “describing relationships”. Both parts are usually true, but the statement is made false by over and underestimating the modifiers.
  - Example: “some”, “most”, “all”, etc.
- Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, all most, many, some, sometimes, little, more, equal, less, often, usually, few, seldom, good, and bad. These words change the meaning of statements and are often ignored.
- There is a tendency for extremely positive or negative statements to be false and well qualifies statements to be true.
- If one clause of a statement is false, then the entire statement is false.

## Essay Questions:

- Read all questions before beginning. Answer the easiest ones first.
- Follow directions: compare/contrast, explain, list, describe, discuss, etc.
- Budget your time.

- After reading the question outline the points you want to make in the margin.
- Divide the answer into three parts: short introduction, main body, and conclusion.
- Use examples and facts to support your main point or position.
- Use correct grammar and spelling and write legibly.
- Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts after the final answer.