

# Sophomore: Fall/November/Unit 3

## Study Skills

- Objectives:**
- Identify your learning style.
  - Identify techniques to improve your note-taking skills.
  - Evaluate what you have learned.
  - Contact Site Teachers and NAU Upward Bound office for help as needed.
  - Assist in the development of the portfolio program.

To complete this unit successfully and receive your stipend, complete the following activities:

1. Complete all of the activities in this unit.
2. Obtain and complete a grade check for all of your classes. Place a copy of the grade check with the work/information required for this unit.
3. ~~If you plan on attending the UB 2009 Academy this summer, complete THE ACADEMY application.~~
4. Fill out the evaluation sheet when you have completed this unit.
5. Fill out the Honorarium/Stipend Request form.
6. Complete this unit and be prepared to review it by \_\_\_\_\_.

Once you have completed this unit, you should meet with an Upward Bound staff member to review it.

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| How much will I earn this month? |  |
|----------------------------------|--|
| C = \$40.00 complete             | <ul style="list-style-type: none"> <li>• Unit 100% complete</li> <li>• Unit turned in on time</li> </ul>   |
| P = \$20.00 partial              | <ul style="list-style-type: none"> <li>• Unit <b>more than</b> 50% complete</li> <li>• Unit turned in on time</li> </ul>   |
| 0 = \$0.0 incomplete             | <ul style="list-style-type: none"> <li>• A unit turned in <b>late</b> is considered incomplete</li> <li>• A unit <b>less than</b> 50% complete is considered incomplete</li> </ul> |

| What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?   |  |
|---|--|
| Planned Absences<br>(e.g., basketball games, track meets, etc.)   | Unplanned Absences<br>(e.g., sickness, flat tire, abduction by aliens, etc.)   |
| <ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>before you leave</b> for the planned absence.</li> <li>◆ If you give your binder to your site teacher <b>before you leave</b>, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>As Soon As You get back to school.</b></li> <li>◆ If you give your binder to your site teacher <b>As Soon As You return from an unplanned absence</b>, then you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to give your binder to your site teacher <b>As Soon As You return</b>, then your work is late and you are no longer eligible for a stipend.</li> </ul> |

Be an active learner and take on the responsibility for making the necessary adjustments to improve your study skills. You are responsible for your academic success! Begin this journey by answering the questions below as honestly and completely as you can.

**Step 1: ACTIVITY: I Learn Best When.....**

1. PLACE: If you could learn in any environment you wanted, describe the place in which you would most like to learn (ex. Classroom, outdoors, lab, etc).

2. PROCESS: What methods (or processes) do you most like to use when you learn? (i.e. read information out loud, study with friends, use flash cards, etc.)

3. PERSON: Who is your favorite teacher/guide in learning? What adjectives best describe this person's personal and professional characteristics?

What methods (processes) do they use?

## Step 2: Study Atmosphere Inventory

Have you ever given any thought to where you do most of your studying? Your study area can affect your concentration and your grades. In the following exercise, list three places where you work on your assignments. Many students who receive high grades spend much of their study time in the library, so you may want to include it as one work area.

Example Study Areas: A my bedroom B at work C library  
My Study Areas: A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_

Relate your answers above to the following descriptive statements about the areas in which you normally study. Rate each statement below as 3 for *true*, 2 for *sometimes true*, and 1 for *not true*.

**A B C**

**2 1 3**

*There is no telephone nearby to interrupt or tempt me. (Example)*

- \_\_\_ \_\_\_ 1. There is little or no distracting conversation around me.
- \_\_\_ \_\_\_ 2. There is no refrigerator to attract me.
- \_\_\_ \_\_\_ 3. There is no television to distract me.
- \_\_\_ \_\_\_ 4. There is very little noise from outdoors.
- \_\_\_ \_\_\_ 5. My family members do not interrupt me.
- \_\_\_ \_\_\_ 6. There is not a couch or bed where I might lie down and grow drowsy.
- \_\_\_ \_\_\_ 7. A desk or sufficient table space is cleared for studying.
- \_\_\_ \_\_\_ 8. Study equipment is available: paper, pens, computer, etc.
- \_\_\_ \_\_\_ 9. Encyclopedias and a dictionary are nearby.
- \_\_\_ \_\_\_ 10. Lighting is sufficient for long-term studying.
- \_\_\_ \_\_\_ 11. Room temperature is comfortable, but a little on the cool side.

\_\_\_ \_\_\_ **TOTAL SCORES**

The highest score indicates that (choose A, B, or C) \_\_\_\_\_ is the best study area for me.

(Study Atmosphere Inventory excerpted from The Active Learner Successful Study Strategies by Sallie A. Brown and Douglas E. Miller)

**Step 3:**

After completing the **Study Atmosphere Inventory** on page 2, I realize that:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Step 4: Learning Style Preferences**

How do YOU learn best? The process of understanding how you learn is called **metacognition**. The prefix *meta* means “beyond” and the word *cognition* means “to know.” Metacognition means to go beyond just knowing: you need to know *how* you know and learn *how* you learn. To learn more about how the metacognitive process relates to you, you will take the following learning style inventory. (Northern AZ University Learning Center Inventory)

Learning Style Inventory:

To what extent is each statement below true for you?  
(Note: There are no right or wrong answers.)

On the line, write: 3 = often applies            2 = sometimes applies            0 = never applies

**VISUAL**

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- 1. I enjoy doodling; my notes are covered with pictures, arrows, etc. \_\_\_\_\_
  - 2. I find it hard to remember unfamiliar names unless I see them written down. \_\_\_\_\_
  - 3. I prefer to work in a quiet place and find it hard to concentrate if there is a radio or TV on that I can hear. \_\_\_\_\_
  - 4. If I am trying to remember information I read, I can close my eyes and “see” the page it’s written on. \_\_\_\_\_
  - 5. Creating a visual representation of connected ideas (such as a flow chart, or diagram) helps me remember them. \_\_\_\_\_
- TOTAL:** \_\_\_\_\_

\*Remember, write: 3 = often applies            2 = sometimes applies            0 = never applies

**AUDITORY**

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- 1. I would rather be told how to do something than have to read about it. \_\_\_\_\_
- 2. I can usually remember not only what was said, but the exact speaker's tone of voice. \_\_\_\_\_
- 3. I find it tiring to write. \_\_\_\_\_
- 4. It's hard for me to read other people's handwriting. \_\_\_\_\_
- 5. I remember a lot from discussions, debates, and other spoken activities. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

**KINESTHETIC**

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- 1. I get good ideas while walking or doing routine tasks. \_\_\_\_\_
- 2. I find it hard to think while sitting still. \_\_\_\_\_
- 3. I usually get started on a project before I finish reading the directions. \_\_\_\_\_
- 4. I don't get lost easily, even in strange surroundings. \_\_\_\_\_
- 5. I tend to prefer a trial-and-error approach to problem-solving, rather than a step-by-step method. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

The section in which you scored the highest indicates the type of learning style you prefer!

**Step 5:**

From completing the **Learning Style Inventory** on pages 3 - 4, I realize that:

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

## Step 6: Study Strategies for the Three Learning Modes

We each have a unique learning style, but do we know which study techniques work best for us? The following table provides you with some suggested study skill techniques. Read the information pertaining to your particular learning style.

|                    | VISUAL LEARNER<br>(Learn best by seeing)   | AUDITORY LEARNER<br>(Learn best by hearing)  | KINESTHETIC LEARNER<br>(Learn best by doing: moving physically, participative experiences)  |
|--------------------|--|--|---|
| <b>THE SKILLS:</b> |  |  |   |
| Reading            | <ol style="list-style-type: none"> <li>1. <u>Survey by looking</u> at visual aids (pictures, graphs, &amp; charts before you start to read a chapter.</li> <li>2. As you read make a visual map of key headings &amp; concepts.</li> <li>3. Make charts and schematics of difficult concepts.</li> </ol> | <ol style="list-style-type: none"> <li>1. <u>Survey by reading</u> chapter headings and asking survey questions <u>out loud</u>.</li> <li>2. Try reading difficult sections out loud.</li> <li>3. Summarize <u>out loud</u> immediately after reading a paragraph or section.</li> </ol>   | <ol style="list-style-type: none"> <li>1. <u>Survey by writing</u> preview questions and answers. Write as you review.</li> <li>2. Use workbooks, and computers to learn material whenever possible.</li> <li>3. Try to <u>write a summary</u> immediately after reading a difficult paragraph or section.</li> </ol>   |
| Note Taking        | <ol style="list-style-type: none"> <li>1. Sit in front of room.</li> <li>2. Sit away from the window.</li> <li>3. Ask for graphs &amp; drawings to help remember main concepts.</li> <li>4. Request written instructions.</li> <li>5. Re-word notes into charts and graphs.</li> </ol>                   | <ol style="list-style-type: none"> <li>1. Sit close to speaker.</li> <li>2. Repeat important points quietly.</li> <li>3. <u>Listen</u> for specific information. Don't let note taking interfere with listening.</li> <li>4. <u>Listen</u> for <u>key words</u>.</li> <li>5. Use a tape recorder when appropriate. Listen to tape &amp; update notes <u>immediately</u> after each class.</li> <li>6. Participate in class discussions.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>KEEP MOVING!</b> Move around during lecture as much as the situation allows: tap foot, move head, write, even stand up if the situation permits.</li> <li>2. Raise your hand and volunteer to answer questions frequently.</li> <li>3. Take copious notes.</li> <li>4. Recopy notes &amp; vocabulary.</li> <li>5. Participate in class discussions.</li> </ol> |
| Exam Preparation   | <ol style="list-style-type: none"> <li>1. Use visual images to remember main points.</li> <li>2. Use flash cards.</li> <li>3. Check library for films &amp; visual aids pertaining to your subject matter.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Read important material from notes <u>out loud</u>.</li> <li>2. Record and listen to vocabulary for each day's lesson.</li> <li>3. Talk about what you have learned. Participate in study groups. Give oral presentations.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Memorize key words and concepts by learning to finger-spell them.</li> <li>2. Seek experiences that will teach you main concepts: labs, discussions, field work, etc.</li> <li>3. Use the equipment, tools, models, etc. of a subject area as frequently as possible.</li> </ol>  |
| Taking Tests       | <ol style="list-style-type: none"> <li>1. Request written instructions.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Request that instructions be read out loud.</li> <li>2. Repeat instructions (quietly) to yourself.<br/>Note: It is wise to check this out ahead of time with your instructor.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Position yourself where you have plenty of room to move.</li> <li>2. To aid recall during exam try: <ol style="list-style-type: none"> <li>a. <u>Moving</u> in your chair.</li> <li>b. <u>Feel yourself doing</u> a lab procedure or other experience that is relevant to the question.</li> </ol> </li> </ol>  |

University Learning Center (Originator.Mcncke, 10/94)

### **Step 7: Self awareness of your current note-taking practices:**

Adequate note-taking skills are necessary to efficient study and learning in high school and, of course, later on in college. Take a moment and reflect on your note-taking practices and answer the following questions.

What is the most difficult part of note taking for you? Why?

What has been the easiest or most successful part of note-taking for you? Why?

### **Step 8: Different note-taking styles**

Your goal for note-taking is to find a way to organize information so that you can use it to help you study efficiently and effectively. The amount of notes you take during a certain class will depend on your learning style. Most people are *visual learners*. They tend to take more notes than *auditory learners*, who learn and remember primarily by listening. *Kinesthetic learners* learn best by using their muscles, so note-taking enhances their learning process. Depending on the class you are taking notes in will determine the note-taking method you use.

**ASSIGNMENT:** (1) Review the three different note-taking styles, (2) **CHOOSE TWO** of the three note-taking styles, (3) Pick different days; during the month of November, to use both note-taking styles to take **REAL NOTES** in one of your classes (i.e. 11/10/06 – English – Outline, and 11/15/06 – English - Mapping), (4) Repeat this process in yet another one of your classes (i.e. 11/08/06- History – Cornell note-taking, and 11/15/06 – History – Mapping).  
***Include copies of these notes in your portfolio!***

**Style #1: Develop an outline**

- Listen and then write in an organized pattern based on space indentation.
- Arrange ideas according to their importance.
- Follow the proper form:

TITLE

I. Main idea

A. Detail

B. Detail

II. Main idea

A. Detail

1. Sub-detail

2. Sub-detail

B. Detail

**Style #2: Cornell Note-taking**

- Easy format for organizing information into main ideas and details
- Allows you to easily capture teacher comments and organize them later

**Method** (<http://sas.calpoly.edu/asc/ssl/notetaking.systems.html>)

Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

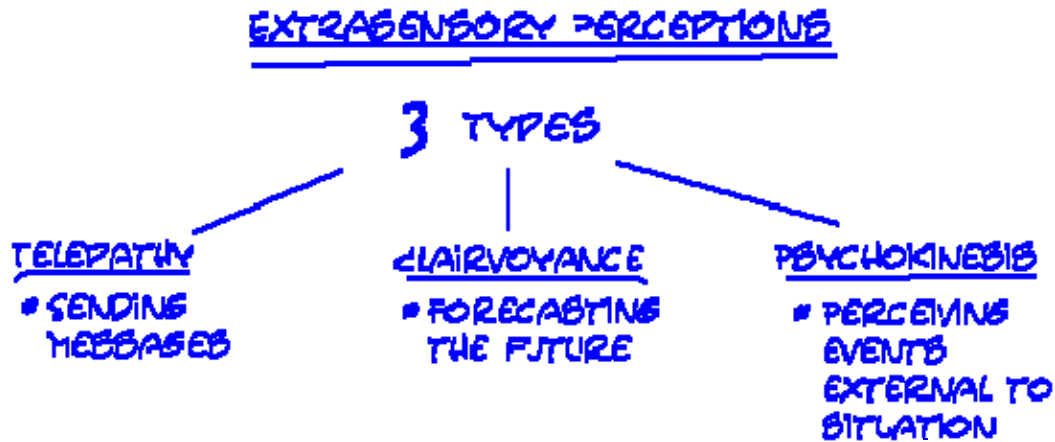
**Example**

On the following page you will see an example of how to set up a page for the Cornell Note-taking method. Example taken from <http://www.englishcompanion.com/Tools/notemaking.html>.

### Style #3: Mapping

- Graphic representation of the content of a class lecture
- Organizes information into categories and simplifies notes for study
- Draw a diagram of the information (this format helps to visually track a class lecture).
- Use any shapes you want.

Example: (<http://sas.calpoly.edu/asc/ssl/notetaking.systems.html>)





**SOPHOMORE MID-MONTH PORTFOLIO CHECK-IN SHEET**  
**Fall/November/Unit 3**

**Study Skills**

**Student Name:** \_\_\_\_\_

**Directions:** To obtain full credit complete this check-in sheet of your unit work.

- It is advisable to take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.

1. What parts of the unit have you completed?
  - a. all of it
  - b. half or more
  - c. very little of it
  - d. none of it
  
2. When do you work on your unit?
  - a. at home in the evening
  - b. on the weekends
  - c. during class
  - d. on the bus going to/from school
  - e. other (*please explain*):
  
3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.  
1          2          3          4          5
  
4. From whom did you/will you seek help for this unit?
  - a. teacher
  - b. friend
  - c. parent
  - d. other adult (*please identify*)
  - e. other (*please explain*)
  
5. How well did you manage your time during this unit?
  - a. very well
  - b. ok
  - c. not great
  - d. poorly
  
6. Look at your answer to number 5, how could you improve the way you manage your time? Or if you answered "a. very well", what else could you do to be a more efficient time manager?

**SOPHOMORE FEEDBACK AND EVALUATION SHEET**  
**Fall/November/Unit 3** **Study Skills**

**Student Name:** \_\_\_\_\_

**Directions: To obtain full credit**

- It is required to explain what you have learned in paragraph form and in full sentences.
- It is advisable to take time to think of what was interesting to you, what you learned, and WHY.
- Simple yes or no responses are not acceptable.

1. Before completing this unit did you know what kind of learning style fit you? Are you able to see ways that this information can benefit you in class and help you be a better student? How? Please explain your answer.
  
  
  
  
  
  
  
  
  
  
2. Were you a note taker in class before completing this unit? If so, what method did you typically use? If not, do you think you will become a note taker now that you have a few techniques to use?
  
  
  
  
  
  
  
  
  
  
3. Do you think that the information in this unit—learning style and note taking—could improve your academic success? How or why? Please explain you answer.
  
  
  
  
  
  
  
  
  
  
4. How does the information in this unit help you on your path to college?
  
  
  
  
  
  
  
  
  
  
5. If you sought assistance completing this unit, from whom did you seek help? How did they help you? Why did you choose them to help you? If you did not seek assistance, is there someone you can think of that could have been helpful? Who, why and how?
  
  
  
  
  
  
  
  
  
  
6. Discuss/Share portfolio information with your parent(s).

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Phone Number

\_\_\_\_\_  
Parent E-Mail

# STUDENT GRADE CHECK

**Instructions:** Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: \_\_\_\_\_

| Name of Class | Grade | Teacher's Name<br>(Printed) | Teacher's<br>Signature | Date | Comments |
|---------------|-------|-----------------------------|------------------------|------|----------|
| 1.            |       |                             |                        |      |          |
| 2.            |       |                             |                        |      |          |
| 3.            |       |                             |                        |      |          |
| 4.            |       |                             |                        |      |          |
| 5.            |       |                             |                        |      |          |
| 6.            |       |                             |                        |      |          |
| 7.            |       |                             |                        |      |          |
| 8.            |       |                             |                        |      |          |

**STUDENT:** Please give an explanation for any grade lower than a C in the space provided below. Feel free to use an additional page if necessary.