

Chapter Roadmap



5

Introduction

In this chapter you will learn how to create a study plan for each course that you are taking this semester. In order to create a written study plan, you will need to use a copy of the syllabus for each class you are taking along with the calendar and planning tools found in this chapter.

This chapter roadmap page presents the formal learning goals for this chapter and a check list that you should follow as you read and study the chapter.

Student Learning Goals

After completing this chapter you should be able to do the following:

1. List six behaviors that rob you of time for effective study and explain how each behavior could prevent the student from having a successful study regimen.
2. Describe and create an effective study plan using a semester (or other academic term) calendar, a weekly schedule, and a checklist for individual study sessions.
3. List and describe the components of the Alphabet Approach to time management.

Chapter Checklist

You will benefit most if you complete the activities in the order that they are listed.

☐ **Target Date/Deadline:** _____
Complete Critical Thinking Activity 5.1.

☐ **Target Date/Deadline:** _____
Convert the student learning goals to questions that you can answer as you read the chapter. Write your questions on the study guide pages near the end of this chapter.

☐ **Target Date/Deadline:** _____
Read the chapter.

☐ **Target Date/Deadline:** _____
Try to answer the reading comprehension questions as you come to them in the chapter. Check each answer by comparing it to the list of correct answers in the back of the book. If any answer was not correct, then review the passages preceding the question to see why you missed the question.

☐ **Target Date/Deadline:** _____
Answer the student learning goal questions you created. These answered questions will be your study guide.

☐ **Target Date/Deadline:** _____
Write down any questions, insights, or comments that you have as you read so that you can bring them up in class (if applicable).

☐ **Target Date/Deadline:** _____
Complete Review Questions 5.1.

☐ **Target Date/Deadline:** _____
Complete Assignment 5.1 (Mark Your Monthly Calendar).

☐ **Target Date/Deadline:** _____
Complete Assignment 5.2 (Develop Study Plans for Courses).

☐ **Target Date/Deadline:** _____
Complete Assignment 5.3 (Weekly Appointment Sheet).

☐ **Target Date/Deadline:** _____
Complete Assignment 5.4 (Study Session Tickets).

☐ **Target Date/Deadline:** _____
Review what you have learned from this chapter.



"Failures don't plan to fail; they fail to plan."

Use the space provided on this page to write your thoughts about this Harvey MacKay quote. What does the quote mean? Give an example to explain the quote. How does the quote apply to success in college?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Getting Organized:

Plan Your Work and Then Work Your Plan

5

"Time is free, but it's priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you've lost it, you can never get it back."

— Harvey MacKay¹

"I gotta work out. I keep saying it all the time. I keep saying I gotta start working out. It's been about two months since I've worked out. And I just don't have the time. Which uh ... is odd. Because I have the time to go out to dinner. And uh ... and watch TV. And get a bone density test. And uh ... try to figure out what my phone number spells in words ..."

— Ellen DeGeneres²

Getting organized when you enter college is one of the most important things you can do to ensure your success. In college, you will quickly find that time is a valuable commodity—and you need to use it wisely. It is often the case that college professors use the first class to discuss their expectations for the course. They also provide a written document, the syllabus, that details these expectations. Sometimes, if the first day of class is taken up by introductions and a discussion of expectations alone, new students get the incorrect idea that they don't have to do anything until the next class. Nothing is further from the truth, however. What you need to do is take the information that the professor has given you and use it to plan how you will approach the course for the entire semester. Your plan should include basic information, such as the dates of exams, and detailed information, like descriptions of the expected content on exams and the nature of other assignments (e.g., papers or presentations). In this chapter, you will learn how to deal with time constraints and how to create an effective study plan for a college course.

One of the differences between high school and college (Chapter 1) was time management. In high school, it's likely that your teachers and parents constantly reminded you of timelines and due dates on assignments. In contrast, as a college student it is your responsibility to set your own schedule and manage your time. The successful student has a plan for how he or she will fit studying into a daily schedule that is already full of responsibilities. To be successful as a student, you will need to purposefully plan time for studying, rather than thinking you can just "fit it in" as you go along. The challenges of gaining an education demand that you value your time highly—and the same goes for those whom you love. Going to college is a major life decision; one that should be made with an understanding that you must make space in your life for school. It is not an "add-on" that you can just plunk into your schedule for a few hours a week, hoping you will

“get through it.” To be successful, you will need to treat school as the serious obligation that it is; one that requires time, money, and other important resources. Having said that, college is also an exciting and challenging time during which you will grow and learn in amazing ways.

This chapter is about time management specifically as it relates to the needs of college students. First, you will learn about time management in general, including some tips on balancing your time. Then you will learn, step-by-step, how to develop your own successful study plan. Also in this chapter, you will learn how to use your syllabus and a calendar to design a study regimen that will enable you to learn what you need by the deadlines that you have been given.

5.1 Time Management: A Myth

In reality, there is no such thing as time management. Time itself cannot be manipulated or controlled (outside of science fiction). No matter how hard you try, you cannot add a single second to the day. *It is not time that can be managed, but rather how one uses time that can be controlled.* How efficiently do you use time? Knowing how to use your time well is vital when it comes to success in college. In college, you will probably spend around fifteen hours a week in classes; but much more time will be needed to read, study, think, and learn everything that you need to be successful in those classes. It takes time to be successful in college. There simply is no shortcut.



Reading Comprehension Question 5.1 (Knowledge)

Which of the following is true of time management?

- a. You can manipulate the time you have for studying.
- b. You can't manage your time, but you can control how you use it.
- c. You will find that time management is usually not helpful in college.
- d. You will discover that time itself can actually be controlled.

Time Pirates

Pirates are thieves who roam the seas to rob unsuspecting mariners of their treasures. When you were in high school, you might have noticed that you were—and perhaps still are—susceptible to certain behaviors and other factors that robbed you of time. You may be unaware of other factors or behaviors that nevertheless have the same effect. The roll call of these time pirates includes procrastination, distractions, use of cell phones, use of excessive alcohol or drugs, use of shortcuts when studying, and feeling that you must be nice to all at the expense of your own top priorities. Some of these pirates even come disguised as time savers. In truth, these pirates are an even bigger problem in college because they are compounded by the stress of being a first-time college student. So it is more important than ever to recognize them, get the jump on them, and take measures to prevent them.

Procrastination is when you put off doing something until a later date or time. Usually people use procrastination because they really just don't want to do that particular task—maybe because it's hard or boring. They let themselves off the hook mentally by thinking, “I can do it later.” One problem with this behavior is that sometimes “later” never comes and the task never gets done. Another problem is that sometimes the task gets done, but it gets done poorly because it was put off until the last minute. For example, if you wait until the last few days before a paper is due to begin writing the

paper, you will forfeit the opportunity for revision; thus, the quality of your work will suffer. The end result is a lower grade. Finally, procrastination sometimes has the negative effect of making you more stressed and making you feel guilty. Therefore, procrastination is a time pirate because it steals the time that you needed to produce quality work and feel good about it. Most of us have been robbed by procrastination at one time or another—just don't let it steal your college success.

Distractions can take the form of environmental factors that keep you from doing what you need to do, such as a roommate's loud music or the neighbor's barking dog. In such cases, you may need to change your environment or find a better place or time to study. Other lower priority tasks, such as doing laundry, can also be a distraction from studying. This is why it is important to include the basics of daily living in your time management plan. If you know that you have a special time set aside for laundry and a different time set aside for studying, then you don't have to deal with the psychological stress of worrying that perhaps you should be studying while you are doing laundry and vice versa.

In recent decades, a new kind of distraction has become common: technology, including social networking sites. The Internet can suck your time up quickly and you may not even realize it. Be sure to keep an eye on the time you spend online doing frivolous activities that will not further your college goals. It may be helpful for you to plan a specific time to use the Internet to check email and Twitter®, Instagram®, or Facebook®, plan the amount of time you will spend, and stick to that schedule. The **cell phone** is another potential technological distraction. For some students, the phone becomes a proverbial "ball and chain" because anticipating the next text message prevents them from paying attention in class or fully concentrating when they study. The cell phone does not steal your study time—it kills your study time (by rendering it ineffective) and in so doing kills your grades, making it the worst type of time pirate.

Many students incorrectly assume that their multitasking skills will enable them to keep up with text messages on their phone while listening to a college lecture. That is a myth. In reality, if you are texting (or reading a text) during a class session, you will not gain the full benefit of that lecture or discussion—and if you are called on, you will likely appear dumfounded and out of it because you haven't really kept up with what was going on in class. You also distract other classmates from paying attention to the lecture if you are playing with your phone during class. If you can't resist playing with your phone, then it would be better for you to turn it off and put it away during class or study sessions. Don't let the cell phone steal your success.

I often recommend that my students take a few minutes before each of their classes to use their cell phones (perhaps to check email, Facebook, Twitter, or some other social account, and to send any urgent messages). Then put the phone away for the entire duration of class and check the phone again as soon as class is over. Even if you have classes back to back, you usually have time to check your phone if it's truly important. Since most college classes last only about an hour, the check-before-and-after system works pretty well for most students.

Another time pirate that kills your grades is a **belief in shortcuts for studying**. You will not perform well on college-level exams if you employ a shallow learning approach (e.g., trying to memorize all of the bolded words in the textbook rather than building an understanding of the concepts that are presented) because you think that is a way to study faster. Such so-called shortcuts may save you time, but they will kill your grades because a meaningful percentage of a college-level exams will extend beyond merely defining terms—instead requiring you to understand and apply concepts.

One of the most common misconceptions, which many students perceive as a shortcut, is the idea that you can cram for an exam the night before. "Cramming" is the practice of not reading or studying anything for weeks and then trying to do it all the night before the exam. If it is the night before an exam and you haven't studied for a while, then cramming may be your one and

only option. But if, long before the exam date, you think to yourself: “I don’t need to study every night because I will just cram before the test instead (as a shortcut),” then you have incorrectly assumed that cramming will be enough to make you successful. The truth is that you will earn higher grades and find college much more pleasant (and less stressful) if you study a little each day rather than counting on cramming to save the day. So plan out your study time at the beginning of the semester and commit to your plan, and you will have much greater success.

Aside from the health dangers associated with **excessive drinking and drug use**, any time you spend in a compromised mental state due to the abuse of any substance is definitely not time that can be used to study effectively. Therefore, when your drinking or drug use extends into the time that you have reserved for studying—or if its aftereffects (i.e., a hangover) compromise your study time—you have been robbed by a time pirate. Later in the book you will find information on what to do if you feel your drinking or drug use is getting out of control. Help is available to you on your campus, and you should make use of it if you ever begin to think you might need it.

Finally, **trying to be nice at the expense of your top priorities** can cause you to use your time poorly. Being successful means that you will have to say “no” on occasion to invitations, opportunities, or pleas that take you away from your study schedule. The desires of others, when put above your own needs, can steal your study time. Just say “no” if you know that saying “yes” will prevent you from necessary studying.

How Much Time Do I Have, Anyway?

In order to “manage” your time, you must have an idea of how much time you have available to manage. The first step in time management is to assess your own, unique, personal schedule. You can do this by estimating the time you spend on certain activities; or if you are unsure, you can write down when, and for how long, you do various things over the course of a week to see where your time goes. It may be helpful for you to keep a log for your first few weeks of college. Keeping a log is much more accurate than trying to “guesstimate” the time you spend. Although keeping a log requires some effort, you will find that time spent analyzing your schedule can be worth its weight in gold.



Reading Comprehension Question 5.2 (Literal Comprehension)

Which of the following are time pirates in college?

- a. Procrastination
- b. Social media
- c. Use of cell phones
- d. Drinking excessively
- e. All of the above

How Much Time Do I Have for Studying?

With regard to success in college, the pertinent question will be “How much time do I have for studying?” As part of the study plan described in this chapter, you will use a weekly planner to map out when you will be in classes, at work, and fulfilling other obligations. Then you can look at the remaining blank time slots to decide when you will study for each of your classes. This simple procedure will give you an idea of how many hours you have left for studying and when those hours

are during the day or week. So how do you become more efficient? How can you use the time that you have to maximize your success? This is where a well-designed study plan helps you succeed.

Plan Your Work, Then Work Your Plan!

Effective time management involves getting organized, setting goals, understanding what is required to achieve your goals, establishing priorities, planning activities, avoiding distractions, staying on track, maintaining balance, and following through with your plan. It is as simple as this: you must plan your work and then work your plan.

Many students know how to get organized but never make the effort to do it. Just do it. There are many books, tapes, videos, and websites that detail various organizational approaches. You might like one type of plan more than another. However, for the purpose of this book, a simple, specific, and detailed plan that targets your needs as a college student will be outlined.

5.2 The Study Plan

Every student needs to have some sort of planner—whether it is a paper-and-pencil planner, an online planner, or some other sort of electronic planner. A planner should include a calendar and should allow you to keep track of meetings, events, and commitments; to schedule tasks and activities that support your goals; and to flag items for priority. This chapter will discuss how to use a planner, how to develop a plan for studying, and how to break down your study plan into manageable parts.

If you don't use a planner already, it would be a good idea to get one that you like. Paper-and-pencil planners are usually for a one-year period and are divided into either months or weeks. You can even get planners specifically for the academic year, which are sometimes helpful in college; these are most readily available at your college bookstore. It would be preferable to get a planner that has each week outlined with hours for each day. That way you can write out a detailed schedule including specific times for each activity.

This chapter will describe the steps you can follow to create your study plan using a paper calendar or planner to illustrate the process. Even if you prefer to use an electronic planner instead of a paper calendar, you should still find it easy to apply ideas from this chapter. However, you will probably need to use paper worksheets or paper calendar pages to figure out the details of your own schedule before you record it electronically.

Paper calendar booklets are available at very low cost. A worksheet and some blank calendar template pages are provided at the end of this chapter along with the assignment pages. Make copies for yourself as needed. Always save one blank version of each template in this book for making future copies if the need arises.

You will need to design a study plan that is consistent with the academic term used at your college. An academic term is the period of time between the first day of classes and either the last day of classes or the end of final exams (which usually occur the week after the last day of classes). Many colleges operate on a semester system in which the college year includes two 15–16 week semesters (usually called fall semester and spring semester). There may also be opportunities to take classes during one or more shorter summer semesters. Other colleges use a quarter system in which there are four 10–11 week terms, called quarters, with short breaks in between. Still other colleges have scheduling arrangements different from the semester or the quarter systems. You should simply tailor your study plan to match whichever scheduling arrangement your college uses. For the sake of simplicity, throughout this book we will use the term *semester* to refer generically to

the academic term. Keep in mind, however, that your study plans should be built around whatever system is used at your particular college.

Components of the Study Plan

It is a good idea to design a study plan with three levels using three tools:

- 1. A plan for the semester (using a monthly calendar)
- 2. A plan for each week (using a week-at-a-glance appointment page)
- 3. A plan for each study session (using a study session ticket, discussed below)

Once you have figured out an overall plan of action (which will be described in the next few pages), you should reserve a few minutes every week to review your progress within your plan and to make adjustments.

Your plan needs to be *written* (not just remembered in your head), *specific*, and *detailed*. Then you can look at it, think about it, follow it, make adjustments to it (by rescheduling tasks anytime you see that you have failed to follow it), and use it as a guide to help you keep your priorities straight. Remember, a good study plan must include not only *when* and *how long* you plan to study but also *exactly what study activities you will do* during the scheduled study time. Table 5.1 details each part of the study plan.

Table 5.1

Study Tools		
The Tool	What to Organize	What to Write Down
Semester Calendar (Use the appropriate weeks on a monthly calendar.)	Due Dates Make a note of when things are due and any college-related deadlines that affect you.	Due dates for all assignments Dates of exams College deadlines Relevant college events
Weekly Appointment Page	When Class Meets, When You Will Study, and For How Long	Separately for each course you will write the following: • When class meets • Exactly what times during the week you will study for the class
Study Session Ticket	What You Will Do (when you study) and How You Will Do It	For each study session, write down things like the following: • What will you read? (include page numbers) • What will you write? • What other learning strategies will you use? • What learning activities will you do during that study session?

Creating Your Study Plan Tools

Now, let's go through each of the components of the study plan outlined in Table 5.1. The following text, together with Assignments 5.1, 5.2, and 5.3 (found at the end of this chapter), will guide you as you create your own personal study plan tools.

Tool 1: The Monthly Calendar

Start with the big picture. For this you will need a monthly calendar or a semester-at-a-glance calendar. These two options are illustrated in Figure 5.1.

Some students like to use a calendar that has all of the dates for the entire semester on a single page. A semester-at-a-glance calendar page can help you to get a good feel for how the deadlines and exams are spaced out over the term. Some colleges provide copies through a student resources center or on the college website, but if you prefer the semester-at-a-glance format and your college does not provide one, then you can always create your own. Otherwise, you can simply use any monthly calendar. The advantage of the monthly calendar is that you can record more information for any single date. A few blank calendar template pages are provided for you at the end of this chapter. You can make copies of those and use them to create your own calendars, if you wish.

Some students already keep all of their appointments and deadlines on a computer, an electronic tablet, or a cell phone. That is fine if it meets your academic needs. However, you may find that for your very first year of college, a paper-and-pencil calendar will be more helpful to you. Whichever type of calendar you choose, just be sure it is the one you are most comfortable with and that you will be able to use it to keep up with your studies.

Assignment 5.1 guides you through the steps of marking your monthly or semester calendar. Before you start, you will need to obtain a copy of the official college calendar (usually found on the college website) and a syllabus for each of your classes. Then you will be ready to copy all of the important events from each of these documents onto your semester or monthly calendar (see Figure 5.1). Some students find it helpful to use a different color to highlight the items associated with different classes. When you mark your calendar, remember to include the following items (when applicable):

- The dates for all of your quizzes or exams
- The due dates for all of your assignments (e.g., papers or projects)
- The dates for administrative deadlines (e.g., the last day to withdraw without academic penalty, the fee deadlines, the graduation application deadlines, and the date midterm grades will be posted)
- The dates and times of your final exams (some college finals may be given on a different day and time than your normal class session)
- The dates of campus events that you may wish to attend

Figure 5.1

Record Assignments and Deadlines on the Monthly Calendar

MONTH: <i>January</i>		
Week	Monday	Tuesday
1	Jan 13 Classes Begin	Jan 14 Schedule Adjustment
2	Jan 20 <i>MLK Holiday, College Closed</i>	Jan 21 <i>Sociology Exam 1</i> <i>English paper due</i>
3	Jan 27	Jan 28
	Feb 3	Feb 4

Tool 2: The Weekly Appointment Calendar

The second tool you will need for your personal study plan is a weekly appointment calendar page. This is simply a page that allows you to block off appointments for different times during each day and to see the appointments for one entire week on a single page.

In order to create this tool, you will need some of the same materials that you used to mark your monthly calendar. These include a copy of the syllabus for each of your courses, a copy of each course schedule (usually found in the syllabus), and the dates of events that you wish to attend (such as club meetings).

You can use the weekly appointment page as part of your study plan by blocking off and labeling the times that you have classes and the times that you plan to study for each course. Class attendance and study time are the top priorities of successful college students. The idea is that you are making an appointment with yourself to attend class and to study because you expect to do those things at the same time every week during the semester. You should also follow this procedure for other aspects of your weekly routine that repeat. Assignment 5.2 provides a worksheet that will help you plan when you will study for each course. Assignment 5.3 will guide you in the actual process of creating a weekly appointment page. A blank weekly appointment page is included for you to copy and use. Since step-by-step instructions are given with the assignment pages, there is no need to repeat them here.

Take a look at your schedule, and decide when the best times would be to study for each class. When you block out a period of time on your appointment calendar for studying, don't just give it a generic label, such as "Study." Instead, label it very specifically, such as "Study Calculus" or "Study English Lit." You want to make sure that you plan enough study appointments to meet each course's study demands.

When planning how much study time to devote to a particular course, take into consideration what study activities are associated with that course and estimate how much time it will take you to complete those activities. (Some courses may require reading a book while others may require

attempting to solve example problems.) *Remember: About two-thirds of the time you spend on studying and learning will be outside of class.* If you find that you need less time or more time for a particular course as the semester progresses, you can adjust your schedule for subsequent weeks. You should reserve a few minutes every week to review your progress regarding your plan and to make adjustments.

Once you have created one weekly appointment sheet that shows all of your regular commitments (including classes and study times), you can use it as a template that can be copied and filled in with the obligations particular to a given week. You should make enough copies of your template so that you have one for each of the weeks in the semester. Then, week by week, you can schedule other events for any of the times that are not already committed to class or studying.

Once you are finished with your weekly appointment calendar (Figure 5.2), your firm obligations will already be blocked off for each week and day; the remaining blank spaces now represent time slots that you have open for leisure activities or appointments that come up each week. If a major change occurs that alters your normal weekly schedule (such as getting a job in the middle of the semester), you will need to revise your master weekly schedule to reflect those changes.

Figure 5.2

Weekly Appointment Calendar

DATE →							
TIME ↓	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	Math class		Math class				
9 a.m.			Study Math		Study Math		
10 a.m.							

What if something important comes up that you need to do during a time slot that you had reserved for studying? You may need to cancel your study appointment to attend to something urgent or important. However, you should never cancel study time unless you reschedule it. Why? Because if you have done a good job of estimating the study demands of a particular course, reducing the time that you had planned may keep you from earning a good grade.

For example, suppose Penny had scheduled ten hours of reading and studying (on ten different days) for her history course before the next exam. However, she had to cancel two of those study hours because of her job, and she did not reschedule the study time. When she took the next history exam, she found that she was only able to answer about 75 percent of the exam questions correctly. She could have earned an A+, but she was only able to earn a C because of the loss of those two hours of reading and studying. Canceling two study sessions because of her job was not the problem—the problem was that she did not reschedule her planned and necessary study time.

You may find it useful to block out time for the basics of daily living in your weekly appointment calendar—but as a matter of priority, try to schedule them around your study commitments and not the other way around. As stated elsewhere in this chapter, if you know that you have a special time set aside for laundry and a different time set aside for studying, then you don’t have to deal with the stress of worrying that perhaps you should be studying while you are doing laundry and vice versa.

Remember that the time you spend mapping out your detailed schedule for the entire semester is time well spent. This is how you create an environment for yourself in which you can be successful! It is similar to creating a financial budget—sometimes it feels tedious, but in the end it’s worth it.

Tool 3: The Study Session Ticket

The information needed to complete the next assignment, the creation of a task list for each study session (or your “ticket” to study), can be found in the forms you completed for Assignment 5.2.

In order to be successful in college, *you need to plan each study session*. It is not good enough to simply mark the date and time that you plan to study on the calendar; you *must also make a checklist of exactly what you plan to do during the study session*. We call this your “study session ticket” because it will provide the information you need to complete a particular study session and because you can cut them out and use these tickets as bookmarks or markers in your calendar to keep up with exactly how and what you need to study for that week. This keeps your schedule and your study plan in the forefront of your mind, which is what you want in college.

You may need to create different types of study session tickets for different types of classes. For example, the study activities that you would do to prepare for a history class may be very different from the study activities that you would do to prepare for a math class. A blank study session ticket template is provided with Assignment 5.4. You can make copies of the template and adapt it for each course. Then make as many of the adapted copies as you need. You will need one for each study session. Examples of things that you may wish to include on the study session ticket are: “Read pages 324–425,” “Review notes,” “Define new vocabulary,” and “Record questions to ask in class.” (See Figure 5.3 for an example of a completed study session ticket.)

The appropriate study activities will be different for each course. *Just make sure that you include enough detail to assess your own progress and to determine whether you are studying enough*. As you can see, Sharon Cooper (Figure 5.4) has set aside six hours of studying for approximately three hours of class per week. She is following the “two hours outside of class for every one hour inside class” formula. She will need to monitor her progress to determine whether or not this formula works for her. She might need to either reduce her study time or increase it, depending on her success in the course. The important thing is that she makes time to *evaluate* how she is doing with her study plan overall. You will need some time to reflect on your studying, classes, activities, and choices—perhaps after you have spent two or three weeks on campus. The ability to evaluate your progress is an important skill for success in college.

Once you have some experience putting study plans into action, you might find that it is more efficient to complete two to four weeks of study plans at a time. In other words, you may not want to map out the entire semester of study session tickets for all your courses in one sitting. That’s fine. Just be sure to plan time to complete your tickets for each course in the remaining weeks of the semester, and don’t procrastinate!

Figure 5.3

Example of a Completed Study Session Ticket

Study Session Ticket	
Name:	<i>Sharon Cooper</i>
Course:	<i>Theoretical Physics</i>
Date: <i>M 9/12</i>	Time: <i>10–11 a.m.</i>
☒ 1.	<i>Check online for announcements</i>
☒ 2.	<i>Review updated class notes</i>
☒ 3.	<i>Review Ch 2 Learning Goals</i>
☒ 4.	<i>Read Ch 2, pp. 64–78</i>
☒ 5.	<i>Check course online for professor's blog & mail</i>
☒ 6.	<i>Make flashcards for Ch. 2</i>
☐ 7.	
☐ 8.	
☐ 9.	
☐ 10.	
Questions to ask in class: <i>Ask professor to explain the difference between protons and electrons when they are in zero gravity.</i> Note: <i>Had to quit early and didn't finish goals, so I need to add an extra thirty minutes and six more pages to the next session to catch up.</i>	

Figure 5.4

Example of a Completed Worksheet

Student Name: <i>Sharon Cooper</i>		Course: <i>Theoretical Physics 231</i>		
Date: <i>August 19, 2015</i>		Credit Hours: <i>3</i>		
Meeting Days and Times for the Course: <i>M, W, F; 8:30–9:45</i>				
Details of the Study Plan:				
When will you study?				
What Days?	What Times?		How Long?	
	Start	Finish		
Monday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Tuesday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Wednesday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Thursday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Friday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Saturday	<i>10:00 a.m.</i>	<i>11:00 a.m.</i>	<i>1 hour</i>	<i>00 minutes</i>
Sunday				
Weekly Total (Study Hours):			<i>6 hours</i>	<i>00 minutes</i>
What study strategies will you use? (List what you will do.)				
<i>1. Make flashcards.</i>				
<i>2. Recopy notes in my own words.</i>				
<i>3. Do the exercises at the end of each chapter.</i>				
<i>4. Check to see if a study group is meeting.</i>				
<i>5. Highlight important parts of the textbook and take notes when reading.</i>				
<i>6.</i>				
Other notes or information about this course:				
<i>Teaching Assistants (TAs) are available M, W, F 10–11 a.m.</i>				
<i>Hollis Hall, Room 203; 555-123-1234; teachphysics@mycollege.edu</i>				

5.3 The Alphabet Approach

Now that you have developed a serious study plan, you will be required to make a lot of time management decisions. Following is a simple technique that you may find helpful.

Nist and Holschuh discuss time management using what they call the “Alphabet Approach.”³ Specifically, they recommend the following four practices:

A = Anticipate and Plan

Once you have your class schedule for the term set, you can begin to map out your study time using the procedures already described in this chapter. The basic idea of having a concrete plan is that you will be able to anticipate your study needs and address them more effectively.

B = Break Tasks Down

Some learning activities or assignments must be done in stages over time, rather than all in one day. An example of such an assignment would be writing a research paper. You cannot write it all in one study session. Instead, you must break the large task of the research paper into smaller parts (such as selecting a topic, finding information about the topic in the library, taking notes on the information, outlining the paper, writing a rough draft, revising and improving the draft, and finally printing the final draft). Plan times for each of the parts (usually on different days), and schedule the entire project in such a way that you will meet the deadline.

Creating tickets for each study session is another way to “break tasks down.” The large task may be “study for history class,” but that directive alone is too vague. So you make a list of the things you plan to actually *do* when you study for history class (for example, plan to read the chapter, outline the chapter, read your notes from class, make flashcards, answer questions assigned by the professor, and so on). You may also break down the study demands for a particular course by selecting a certain number of pages to read each day, rather than trying to tackle a lengthy reading assignment all at once. To determine how many pages to read each day, simply divide the total number of pages you have to read by the number of study sessions that you have planned before the date of the exam or the date on which the reading assignment is due. For example, if you have an exam coming up in two weeks covering one hundred pages of material and you have scheduled ten study sessions between now and the exam date, you will need to read and study ten pages during each study session.

C = Cross Things Off

As you work your way through your week, you will find that there is a certain sense of accomplishment gained from crossing things off your list. For some students, lists are also a great way to mitigate stress. Be sure to cross out any activities that you have completed. If you find that lists help you, you may want to eventually have short-term as well as long-term goals in list form. That way you can keep track of the small steps you are taking in order to reach a larger goal.

D = Don't Procrastinate

There are many reasons people procrastinate, including a fear of being wrong, a need to be perfect, a fear of limitations, or a feeling that you are facing an overwhelming task.⁴ If you find that you really struggle with putting things off until the last minute, you may want to explore this topic in more depth than we have time for here. Many books have been written on procrastination. Consider the following techniques in your efforts to avoid it:

- Set reasonable goals
- Plan regularly
- Break tasks down into smaller parts
- Make and use “To Do” lists
- Post monthly and yearly calendars at home
- Force yourself to get started on a task even if you do not feel like it
- Ask for help
- Give yourself permission to be less than perfect
- Remember to schedule relaxation time (“down time”) for yourself
- Reward yourself for tasks completed



Reading Comprehension Question 5.3 (Inferential Comprehension)

Nist and Holschuh discuss time management using what they call the “Alphabet Approach.” Specifically, they recommend which of the following practices?

- a. Anticipate and plan, break tasks down, cross things off, and don't procrastinate.
- b. Ask for help, reward yourself, don't be a perfectionist, and space out your work.
- c. Set goals, plan regularly, use “to do” lists, and post a calendar.
- d. All of the above



Want to learn more? Try these resources.

Are you a procrastinator?

These websites provide some definitions and some helpful hints:

<http://bvtlab.com/77Y98>

<http://bvtlab.com/7qGJ8>

These academic websites are devoted to helping students analyze and address procrastination:

<http://bvtlab.com/3rg88>

<http://bvtlab.com/P88m7>



Reading Comprehension Question 5.4 (Analysis)

Why is time management so important for student success?

- a. Time is something many students have never learned to manage appropriately.
- b. Time can be controlled and manipulated.
- c. Time: the more you have, the more studying you can do.
- d. Time is elusive, and there is never enough time to do what you need to do.

5.4 Summary

This chapter has addressed some basic principles that will help you manage your time effectively. You learned how important it is to design a personal study plan. Individual plans may vary somewhat for different personalities and different courses; however, a good plan is one that is 1) written, 2) detailed, and 3) specific.

In order to apply what you have learned in this chapter, you will need to organize your schedule using three tools: 1) the semester-at-a-glance or the monthly calendar, 2) the weekly appointment calendar, and 3) the individual study session ticket. Your plan should identify your goals; make provisions for the activities that are required to achieve your goals; support your top priorities; and allow you to maintain a healthy balance between work, study, and recreation. No plan can be successful unless you follow it, so *plan your work and then work your plan!*

Name: _____

Study Guide | Goal 1

The student will be able to list six behaviors that rob the student of time for effective study and explain how each behavior could prevent the student from having a successful study regimen.

[illegible]

Study Guide | Goal 2

[illegible]

Name: _____

Study Guide | Goal 3

The student will be able to list and describe the components of the Alphabet Approach to time management.

[illegible]

Use this page to record questions or insights to discuss in class.

Use this page to record questions or insights to discuss in class.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Review Questions 5.1

Instructions

Following are five true-false statements taken from the information in this chapter. First, try to answer them without looking back at the chapter. Then review the chapter to see how well you did.

Question & Answer	Rationale
Circle true or false for each of the following statements.	Write an explanation stating why each statement is true or false.
1. Using the Alphabet Approach to scheduling involves techniques that begin with each letter of the alphabet, A to Z. True or False	Your Rationale:
2. Procrastination is a classic time pirate because it eats away at your time while you do nothing toward accomplishing the goal at hand. True or False	Your Rationale:
3. A good study plan must include not only when and how long you plan to study but also exactly what study activities you will do during the scheduled study time. True or False	Your Rationale:
4. The chapter explains how you can create your own academic planner. True or False	Your Rationale:
5. Research shows that, in recent years college students have developed multitasking skills that enable them to keep up with text messages on their cell phones while effectively listening to a college lecture. True or False	Your Rationale:

Step 2: Review the materials you gathered for Step 1 to find all of the deadlines and other important dates you will need to remember. Record each of these deadlines or meeting dates in your monthly calendar.

Mark Your Monthly Calendar

The purpose of this activity is to enable the student to create an organized record of deadlines and other responsibilities in a monthly planner:

The student will record deadlines, due dates, and other academic responsibilities on an appropriate monthly calendar, as described in Chapter 5.

A calendar planner is a very important tool for any student who wishes to be successful in college. You should use one to remind yourself of important deadlines and events and to keep yourself on track with a regular study regimen for each of the courses that you are taking. For this assignment you will simply record all of the important information about your courses on calendar pages.

Step 1: Gather the materials that you will need to complete this assignment. These include the following:

- A monthly calendar
- A copy of the syllabus for each of your courses
- A copy of your course schedule (usually found in the syllabus)
- A copy of the official college calendar (usually available online)
- A list of dates and times for events that you wish to attend (such as club meetings)

[illegible]

Example Semester-at-a-Glance Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Jan 13 Classes Begin	Jan 14 Schedule Adjustment	Jan 15 Schedule Adjustment	Jan 16	Jan 17
2	Jan 20 MLK Holiday, College Closed	Jan 21	Jan 22	Jan 23 Fee Deadline	Jan 24
3	Jan 27	Jan 28	Jan 29	Jan 30	Jan 31
4	Feb 3	Feb 4	Feb 5	Feb 6	Feb 7
5	Feb 10	Feb 11	Feb 12	Feb 13	Feb 14 End of 5th week of classes
6	Feb 17 Midterm grades reported: Registrar	Feb 18	Feb 19	Feb 20	Feb 21
7	Feb 24	Feb 25	Feb 26	Feb 27	Feb 28
8	Mar 3	Mar 4	Mar 5 Last day to withdraw w/o penalty	Mar 6	Mar 7
9	Mar 10	Mar 11	Mar 12	Mar 13	Mar 14
10	Mar 17 Spring Break	Mar 18 Spring Break	Mar 19 Spring Break	Mar 20 Spring Break	Mar 21 Spring Break
11	Mar 24	Mar 25	Mar 26	Mar 27	Mar 28
12	Mar 31	Apr 1	Apr 2	Apr 3	Apr 4
13	Apr 7	Apr 8	Apr 9	Apr 10	Apr 11
14	Apr 14	Apr 15	Apr 16	Apr 17	Apr 18
15	Apr 21	Apr 22	Apr 23	Apr 24 7–8 pm Honors Program	Apr 25
16	Apr 28	Apr 29	Apr 30	May 1	May 2 Classes End
17	May 5 Finals Week May 5–8	May 6	May 7	May 8	May 9 Graduation

Note: A blank semester-at-a-glance calendar, a blank two-page-per-month calendar, and a blank one-page-per-month calendar appear on the following pages.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

[illegible]

[illegible]

Month:		Plan Your Work and Then Work Your Plan				
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Name: _____

Assignment 5.2

Develop Study Plans for Courses

Goal

The purpose of this activity is to help the student to create a written study plan for each course.

Objective

The student will create a specific, detailed study plan for each course.

Instructions

For this assignment you must write a brief description of your study plan for each of the courses you are taking this semester. Use the form called **Study Time Management Worksheet for a Single Course**.

Follow These Steps

Step 1: Prepare the proper number of forms.

Earlier in the chapter (Figure 5.4) is an example of a completed **Study Time Management Worksheet for a Single Course**. Following is a blank copy of the form. You will need one for each of your courses. Therefore, please make copies of the form as needed and always keep one blank copy on hand. If you find that this exercise really helps you, then you may wish to use it again in future semesters. Keeping an extra blank form will come in handy then.

Step 2: Complete a form for each of your courses.

Use the form to plan and write down the following information:

- On what days or dates do you plan to study for this course?
- For how long do you plan to study for this course during each study session?
- At what time of day (from x time to y time) do you plan to study for this course? (Time must not overlap with other courses or responsibilities.)
- In what types of study activities will you engage during the study sessions? Be specific. (For example, don't simply report that you will read the textbook; instead, note how many pages you will read during each session).

The forms you complete for this assignment will provide you with the information needed to complete the next assignment (Assignment 5.3), which is related to the creation of a weekly study appointment sheet. Also the information you include in the strategy section of these forms will provide you with ideas for the study session tickets (task lists) that you will create in Assignment 5.4.

Notes

[illegible]

Study Time Management Worksheet for a Single Course

Student Name:		Course:		
Date:		Credit Hours:		
Meeting Days and Times for the Course:				
Details of the Study Plan:				
When will you study?				
What Days?	What Times?		How Long?	
	Start	Finish		
Monday			hour(s)	minutes
Tuesday			hour(s)	minutes
Wednesday			hour(s)	minutes
Thursday			hour(s)	minutes
Friday			hour(s)	minutes
Saturday			hour(s)	minutes
Sunday			hour(s)	minutes
Weekly Total (Study Hours):			hour(s)	minutes
What study strategies will you use? (List what you will do.)				
Other notes or information about this course:				

Name: _____

Assignment 5.3

Weekly Appointment Page

Goal

The purpose of this activity is to guide the student in the process of using information from the worksheets in Assignment 5.2 to create a single weekly appointment sheet. The product will be a page that represents study appointments that the student can repeat each week during the semester.

Objective

Based on information from Assignment 5.2, the student will create a weekly appointment sheet (calendar page) that designates, at a minimum, when he or she will study for each course and when he or she will attend each class.

Instructions

Transfer the information from your **Study Time Management Worksheet for a Single Course** forms (provided with Assignment 5.2) onto the **Weekly Study Appointment Sheet** (provided on the following pages). The process for how to do this was described in Chapter 5. The basic idea is that you make an appointment with yourself to study for each course.

Follow These Steps

Step 1: Draw and label boxes as necessary to indicate when you will be in class for the various courses that you are taking this semester. You can't change the times of your classes and, by enrolling, you have already made a commitment to attend at the times specified; class time is a fixed commitment.

Step 2: Draw and label boxes to represent other commitments that you cannot change (such as your work schedule). (Wait until after you complete Step 3 to indicate when you will handle commitments that are flexible with regard to time.)

Step 3: Realize that this is a very important step. Draw and label boxes on the weekly schedule that indicate when you plan to study for each class. Do not simply indicate a generic study time; instead, specify exactly when you will study for each of your different classes.

Step 4: Make enough photocopies of the completed weekly schedule for you to have one for each week of the semester.

Step 5: Notice that the remaining blank spaces on your completed weekly appointment sheet (those not earmarked for studying or class meetings) represent your free time. Week by week you can use the free time slots to pencil in appointments or commitments that are flexible without letting those other commitments interfere with your study appointments.

Note: The study appointments that you created in Step 3 are appointments like any other, except that they are appointments that you have made with yourself. If you have to break a study appointment with yourself, remember to reschedule it for another time during that week so that you do not get behind in your studies.

Notes

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or school paper. The background is white, and there are no margins, text, or other markings present.

Weekly Study Appointment Sheet

DATE →							
TIME ↓	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 p.m.							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							

Weekly Study Appointment Sheet

DATE →							
TIME ↓	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 p.m.							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							

Name: _____

Assignment 5.4

Study Session Tickets

Goal

The purpose of this activity is to guide the student in the process of creating individual tickets for each study session he or she plans to have throughout the semester.

Objective

Based on the description given in Chapter 5, the student will create a collection of study session tickets that can be used during the study sessions that he or she has planned.

Instructions

Create as many tickets as necessary to use when you study for each class. This process was described earlier in Chapter 5.

Follow These Steps

Step 1: Look at your calendar to see when the next exam or assignment is due. Count how many study appointments you have made for yourself between now and the exam or other due date. You will need to make one ticket for each study session appointment.

Step 2: Decide what activities you will actually do during each study session. For example, for a history class you may do things like read the chapter, write outlines or draw tables to distinguish what information from the reading was most important, make flashcards to use when memorizing new vocabulary from this study session, and so on. For a math class you might do things such as read the chapter in the math textbook, work practice problems, create flashcards of theorems or formulas that you wish to memorize, and so on. If you are preparing to submit a research paper, then your task list for your first study session may simply read “select a topic,” for the next session “find articles in the library,” for the third session “read articles and make notes,” and so on until you finish the paper.

Step 3: Write your tasks on the ticket. Before you write anything, you will need to make enough copies of the blank ticket template so that you will have one for each study session. For example, if you have made appointments with yourself to study for your psychology class on ten separate dates leading up to the next psychology exam, then you would need to make ten copies of the template so that you can make a ticket for each study appointment.

The next few pages in this book provide you with blank ticket forms. Several pages of tickets are provided in this book to get you started, but they will not be nearly enough to cover the entire semester. Therefore, you should make enough photocopies of these tickets so that you will be able to complete a separate ticket for each time you study for each course. It is important that you take a deliberate and active approach to studying and that you follow a plan that will result in getting the job done. These tools will help you.

If you develop a written study plan for each of your courses using the calendars and tickets as described in Chapter 5—and follow the plan—then you are likely to greatly improve your grades.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Study Session Ticket	
Name:	
Course:	
Date:	Time:
☐ 1.	
☐ 2.	
☐ 3.	
☐ 4.	
☐ 5.	
☐ 6.	
☐ 7.	
☐ 8.	
☐ 9.	
☐ 10.	
Questions to ask in class:	

Study Session Ticket	
Name:	
Course:	
Date:	Time:
☐ 1.	
☐ 2.	
☐ 3.	
☐ 4.	
☐ 5.	
☐ 6.	
☐ 7.	
☐ 8.	
☐ 9.	
☐ 10.	
Questions to ask in class:	

Figure 5.5

Example of a Ticket Before and After a Study Session

Example Before Study Session

Study Session Ticket	
Name: Jeefus Strickland	
Course: Sociology	
Date: M 9/17 Time: 2-4 pm	
☐	1. Check online for announcements
☐	2. Review & update notes from class
☐	3. Review notes made about Ch 1
☐	4. Review Ch 2 learning goals (pg. 64)
☐	5. Read Ch 2 (pp. 64-76)
☐	6. Make notes (find answers) about learning goals from reading
Questions to ask in class:	

Example After Study Session

Study Session Ticket	
Name: Jeefus Strickland	
Course: Sociology	
Date: M 9/17 Time: 2-4 pm	
☒	1. Check online for announcements
☒	2. Review & update notes from class
☒	3. Review notes made about Ch 1
☒	4. Review Ch 2 learning goals (pg. 64)
☒	5. Read Ch 2 (pp. 64-76)
☒	6. Make notes (find answers) about learning goals from reading
Questions to ask in class:	
Ask professor to explain the difference between validity and reliability.	
Note: Had to quit early and didn't finish goals so I need to add extra 30 minutes and 6 more pages to next session to catch up.	