

NSCC College 101 2e

NSCC College 101

2e

STUDY, STRATEGIZE, AND SUCCEED

NOVA SCOTIA COMMUNITY COLLEGE AND KPU
LEARNING CENTRES

PAM EAKIN; AMANDA MARSHALL; NICOLE
MOSHER; MARY JANE PITTMAN; LEAH SAMEOTO;
APRIL SAMPSON; ANDREA STEWART; MELODY
AALDER; KITRIN JEFFREY; AND KRISTOPHER
SEIBERT

NSCC
Nova Scotia



NSCC College 101 2e Copyright © 2023 by NSCC & Kwantlen Polytechnic University is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/), except where otherwise noted.

NSCC College 101: Study, Strategize, and Succeed is adapted from [University 101: Study, Strategize and Succeed](#) by Kwantlen Polytechnic University Learning Centres licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

The original book, University 101 can be downloaded for free from the [B.C. Open Textbook Collection](#).

NSCC College 101 can be downloaded for free from [NSCC Libraries Open Textbook Collection](#).

Contents

Acknowledgements	ix
PART I. <u>LEARNING AT COLLEGE</u>	
1. How to Use This Book	3
2. Get Ready for College Learning	5
3. The Learning Cycle	7
PART II. <u>PLAN FOR SUCCESS</u>	
4. Evaluate Your Learning Skills and Strengths	13
5. Skills for Success	18
6. Setting SMART Goals	26
PART III. <u>FINDING COLLEGE SUPPORTS</u>	
7. Get to Know Your College Supports	31
8. Understand Your Course Outline	34
9. Connect With Your Instructor	38
PART IV. <u>MANAGE YOUR TIME</u>	
10. See Your Semester Schedule at a Glance	45
11. Create a Weekly Schedule	49

12.	Create Daily To-Do Lists	53
13.	Escape the Procrastination Trap	56

PART V. **LEARN FROM LECTURES AND TEXTBOOKS**

14.	Reading Textbooks	63
15.	Read with a Purpose: The SQ4R Strategy	67
16.	Take Better Class Notes	71
17.	Vocabulary Building Strategies	75

PART VI. **STUDY SMART**

18.	Choose Strategies for Active Learning	79
19.	Master Your Memory	81
20.	Effective Self-Testing Strategies	86
21.	Explore the 4 Levels of Questioning	89

PART VII. **GET READY FOR QUIZZES AND TESTS**

22.	Getting Ready for Review Sessions	97
23.	Answering Test Questions	103
24.	Managing Test Anxiety	109

PART VIII. **GET ASSIGNMENTS AND RESEARCH DONE**

25.	Manage Your Assignments	115
26.	Make an Assignment Plan	119
27.	Move Beyond Writer's Block	124

28.	The Research Process	128
29.	Create an Outline	132
30.	Write Your First Draft	136
31.	Self-Edit Your Work	140
32.	Academic Integrity and APA Citation	144

PART IX. **EVALUATE AND MOVE AHEAD**

33.	Evaluate Your Learning	151
34.	Develop a Growth Mindset	154
35.	Put the Growth Mindset into Practice	157

PART X. **APPENDIX**

36.	Exercises and Worksheets	163
37.	Long Descriptions	169
	Glossary List	171
	References	174
	Versioning History	177

Acknowledgements

NSCC College 101: Study, Strategize and Succeed is an adapted version of [*University 101: Study, Strategize and Succeed*](#) by Kwantlen Polytechnic University Learning Centres [CC BY-SA](#). The NSCC edition (created in June 2019 and updated in June 2023) includes information, links, and student academic supports specific to NSCC.

Cover image by Emily Tan, [CC BY-SA](#).

NSCC College 101: Study, Strategize, and Succeed was revised in the spring of 2023 with contributions from:

- Melody Aalders
- Pam Eakin
- Kitrin Jeffrey
- Amanda Marshall
- Nicole Mosher
- Mary Jane Pittman
- Leah Sameoto (ed.)
- April Sampson
- Kristopher Seibert
- Andrea Stewart (ed.)

KPU Acknowledgements

The source material depends heavily on Learning Aids developed by Alice Macpherson and Christina Page, as well as workshop materials developed by Marti Alger, Laura Aguilera, Kim Tomiak, Adam Vincent, and Lyn Benn. Megan Robertson provided invaluable feedback on the initial drafts of the project.

Rawia Inaim, Emily Tan, Vijaya Jammi and Anmol Mangat contributed to the visual and multimedia content in the book, generously lending their technical expertise. In addition to his graphic design contributions, Graeme Robinson-Clogg also designed the printable worksheet activities.

The original KPU book was made possible through the support of a KPU Open Education Resources Grant. Many thanks to Rajiv Jhangiani and Caroline Daniels for their support in this project.

PART I

LEARNING AT COLLEGE

Plan-Monitor-Evaluate Connection

This chapter introduces you to a learning cycle based on 3 steps: **planning, monitoring, and evaluation**.

Understanding this cycle is connected to developing learning skills, which you'll read more about in this chapter. At the beginning of each of the remaining chapters, you'll discover how the skills you will learn connect to the cycle.

Learning Objectives

By the end of this chapter, you'll be able to:

- Identify ways that the information in this book will support your learning journey.
- Describe the learning cycle steps of planning-monitoring-evaluation.
- Apply the planning-monitoring-evaluation steps to your learning by asking key

questions at each stage.

CHAPTER 1

How to Use This Book

How do I use this book?

This resource will be helpful as you transition into your first semester of college and can be used throughout the academic year as you build your learning skills. Take time before your classes start, or in your first few weeks of the semester, to get familiar with the material in these chapters.



Photo Credit: Emily Tan

If you're a returning student, there maybe some areas where you want to strengthen your learning and study skills. Dive into the chapters that are most relevant to you.

How is this book organized?

In each chapter, you'll see the following features to guide you:

- ***Plan-Monitor-Evaluate Connection*** this helps you identify where each skill fits into the larger framework for organizing your learning.
- ***Learning Objectives*** guide you through what you can expect to learn by reading and completing the chapter exercises.
- ***Try it!*** activities allow you an immediate opportunity to put new information into practice in your current courses. You'll benefit most from this book if you take the time to try the new skills presented and see how they work for you.
- ***Extend Your Learning*** sections provide you with opportunities to continue exploring concepts about learning.

Let's get started!

CHAPTER 2

Get Ready for College Learning



NSCC Marconi Campus in Sydney Nova Scotia

Welcome to college! Whether this is your first time in **post-secondary** education, or you're returning to studies, you'll have some goals you want to achieve. Wherever you are in your journey, you've found yourself in a college learning environment.

A good foundation for college is learning how to learn. By taking the time to read this book and work through the exercises, you're investing in the skills that will support you in your classes and future learning.

Successful students share a set of skills and habits. These skills are not a secret; anyone can learn the skills that support successful learning. Taking time to learn proven study **strategies** will help as

you pursue your learning goals and avoid pitfalls that can take you off-track.

Who is this book for?

This book focuses on the skills you'll need to be successful in college courses or other adult education classes. If you are:

- new to college studies.
- returning to college after some time away.
- a mature student.
- an international student.
- or a continuing student who wants to improve their skills and strategies; this book is meant to support you in your journey.

In this chapter, you'll focus on how you learn. This knowledge will support your understanding of the study strategies presented in other chapters.

CHAPTER 3

The Learning Cycle

Understanding how you learn can help make learning and studying easier. Skills like planning your learning and thinking about your learning strategies can help you evaluate whether your learning is progressing and if it is effective. Understanding the learning process is connected to success.

The Learning Cycle¹

Understanding how you learn may be achieved by planning, monitoring, and evaluating your learning.

1. Chick, N. (2017). *Metacognition*. <https://wp0.vanderbilt.edu/cft/guides-sub-pages/metacognition/>



The Learning Cycle. Image Credit: Christina Page

Planning involves 3 key tasks: deciding *what* you need to learn, deciding *how* you're going to learn it, and deciding *when* you're going to study.

Monitoring is when you ask yourself "how well am I learning?". In monitoring, you're constantly tracking and thinking about what you've learned, what you don't know yet, and whether your study strategies are helping you to learn effectively.

Evaluation involves reflecting on how well you met your learning objectives after completing and receiving feedback on an assignment or quiz.

Remember: if you have questions about your learning, assignment or quizzes, contact your instructor and/or your Student Advisor.

Key Questions to Improve Your Learning²

At each stage of the learning cycle, there are key questions you should ask yourself. The chart below lists the key questions for each stage of the learning cycle, and other questions you'll want to think about.

Key question	Other questions to ask yourself
What do I need to learn? (Planning)	<ul style="list-style-type: none"> • What are the learning objectives? • What do I already know about this topic? • What are the concepts I need to understand? • How do I separate important information from the details? • What questions do I already have about this topic?
How am I going to learn the material? (Planning)	<ul style="list-style-type: none"> • How can I combine textbook reading with class notes? • What active learning strategies will support my learning? • Will I study alone or with a study group? • What charts or visuals will help me understand this material? • What memory strategies can I use to remember key words and concepts? • How can I connect with my instructor if I have questions?
How am I doing at learning this material? (Monitoring)	<ul style="list-style-type: none"> • What concepts do I understand well? • What concepts are still confusing for me? • What questions should I ask for clarification? • Are there study groups available for me to join? • Should I start a study group? • Can I explain the material to someone else without referring to notes? • Can I create and answer self-testing questions about these concepts? • Am I using the learning supports available to me (e.g., instructor office hours, tutors, library, Writing Centre, English as Additional Language supports)?
Did I learn the material effectively? (Evaluation)	<ul style="list-style-type: none"> • How well did I meet the learning objectives for this unit? • What in my test preparation worked well? • What in my test preparation did not go well? What do I want to change? • Did I actively and effectively use the strategies in the quiz and test taking section of this book? • How will what I have learned help me in my next courses?

Try it!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=23#h5p-18>

PART II

PLAN FOR SUCCESS

Plan-Monitor-Evaluate Connection

Before moving to the *planning* stage of the learning cycle, it's important to do some self-evaluation. To help you in this process, this chapter begins with the *evaluation* part of the learning cycle. Before you begin, consider:

- Where am I now?
- What strategies do I already know how to use?
- What *Skills for Success* do I have?
- What *Skills for Success* will I need in the workplace?
- What do I hope to improve?

Getting to know yourself through the self-evaluation will inform your goal setting and planning for the semester ahead.

Learning Objectives

By the end of this chapter, you'll be able to:

- Evaluate your current learning skills and strengths using the *Multiple Intelligences framework*.
- Discover *Skills for Success*.
- Set SMART learning goals.

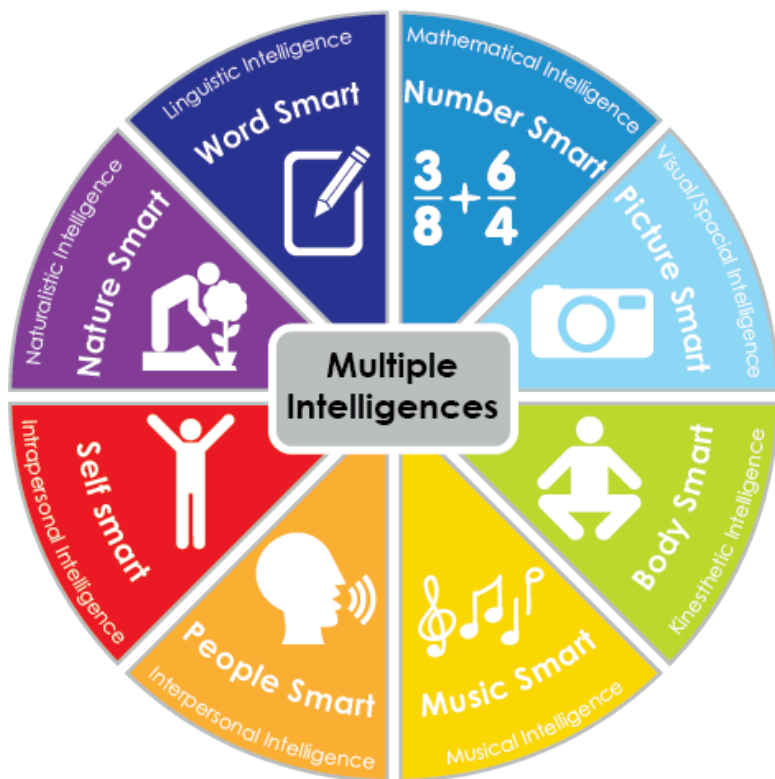
CHAPTER 4

Evaluate Your Learning Skills and Strengths

Even if the college environment is new to you, you already come with a set of learning skills, strengths, and strategies that can contribute to your success. Take some time to reflect on the following questions.

Consider a learning experience in the past that was successful for you.

1. What were you able to learn?
2. What did you do that helped you succeed in your learning?



Gardner's Multiple Intelligences. Image Credit: Graeme Robinson-Clogg

We often associate learning in college with reading and writing. Though it's true those skills are important, you can also apply other learning strengths to help you succeed.

One **framework** for evaluating your personal strengths is *Multiple Intelligences*, based on research by Howard Gardner.

Gardner suggested that there are 8 different ways of learning, creating things, and solving problems. Everyone uses all 8 of these **intelligences**; however, in each individual, some intelligences are stronger, while others may be weaker. This is why we have different preferences in learning activities.

Multiple Intelligences Table¹²

Intelligence	Description
Word Smart – <i>Linguistic Intelligence</i>	<ul style="list-style-type: none"> • The ability to use language to express what's on your mind and to understand other people. • People who are high in this intelligence are sensitive to language, meanings, and the relationship of words. They engage easily with vocabulary activities, grammar, poetry, essays, and plays.
Number Smart – <i>Mathematical Intelligence</i>	<ul style="list-style-type: none"> • People with a highly developed logical-mathematical intelligence understand or can manipulate numbers, quantities, and operations. • People high in this intelligence prefer abstract thinking, counting, organizing and logical structures.
Picture Smart – <i>Visual/spatial Intelligence</i>	<ul style="list-style-type: none"> • The ability to represent the spatial world internally in your mind. • Spatial intelligence can be used in the arts or in the trades and sciences. • These people tend to be keen observers. • Learning materials that work well for them include: graphs, charts, colour codes, guided imagery, pictures, and mind maps.
Body Smart – <i>Kinesthetic Intelligence</i>	<ul style="list-style-type: none"> • The ability to use your whole body or parts of your body to solve a problem, make something, or put on a production. • These people have good body control and fine motor skills; and are often active and animated. • They need “hands-on” learning opportunities, like shop, labs, games, and plays.
Music Smart – <i>Musical Intelligence</i>	<ul style="list-style-type: none"> • The ability to think in music, to be able to hear, recognize and remember patterns. • People who have a strong musical intelligence don't just remember music easily – they can't get it out of their minds. People can be sensitive to rhythm, pitch, and intonation. • They tend to like poems, songs, and musically guided imagery.
People Smart – <i>Interpersonal Intelligence</i>	<ul style="list-style-type: none"> • Understanding other people. Anybody who deals with other people must be skilled in interpersonal communication. • This is a social intelligence and those who are high in this area are outgoing and interactive; sensitive to others' moods, feelings, and motivations.

Self Smart –
*Intrapersonal
Intelligence*

- Understanding yourself, knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward.
 - These people tend to know where to go if they need help.
-

Nature
Smart –
*Naturalistic
Intelligence*

- The ability to discriminate among living things (plants, animals), sensitivity to other features of nature (clouds, rock configurations) and a good sense of their surroundings and environment.
 - These people can be sensitive to changes around them, both outdoors and indoors.
-

It's important to know that we can continue to develop our intelligence, and use multiple intelligence to learn. Your brain continues to grow and develop over time, even into adulthood.

Try it!

Consider how you could use the Multiple Intelligences theory to understand your strengths and learn new subject matter in any course.

1. What did you discover about your learning strengths?
2. Identify your 2 to 3 strongest intelligences.
3. How will you use these intelligences in class?
4. How could you use all eight of the intelligence to learn in one of your courses.

Enter your answers in the activity below.

1. Adapted from: Armstrong, T. (2017, May). *Multiple intelligences in the higher education classroom*. Keynote presentation presented at the Learning Specialists Association of Canada National Conference, Montreal, QC.
2. Kwantlen Polytechnic University Learning Centres. (n.d.). *Learning with your multiple intelligences*. Retrieved from https://www.kpu.ca/sites/default/files/Learning%20Centres/Study_MultipleIntelligences_LA.pdf



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=30#h5p-6>

CHAPTER 5

Skills for Success

Skills for Success, or essential skills, are skills needed to participate and thrive in learning, work, and life.

There are 9 skills for success. No matter the profession, these skills are required to be effective and successful in today's workplace. They "overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts."¹

1. Employment and Social Development Canada. (2023, June 2). *Learn about the Skills*. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>



Skills for Success. Image Credit: Employment and Social Development Canada^[1]

Skills Description²

2. Employment and Social Development Canada. (2023, June 2). *Learn about the Skills*. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

Skill	Description and Resources
Creativity & Innovation	<ul style="list-style-type: none">• We use this skill to develop, design, and think of new ways of accomplishing tasks.• This is an important skill in our ever-changing environments both while studying and in the workplace.• Other skills related to creativity and innovation include: critical thinking, reflection, evaluation, initiative, and continuous learning.• Visit these training tools to improve your creativity and innovation skills.
Problem Solving	<ul style="list-style-type: none">• We use this skill when we identify, explore, make recommendations, and make decisions.• This is an important skill to help when gathering information, doing research, and finding solutions to problems.• Problem solving is important when studying at NSCC and in the workplace.• Other skills related to problem solving include: critical thinking, research, analysis, decision-making, and adaptability.• Visit these training tools to improve your problem-solving skills.
Reading	<ul style="list-style-type: none">• We use this skill to understand and find information as well as to learn about new topics and information.• We read symbols, text, images, graphs, emails, reports, etc.• This is an important skill when studying at NSCC and in the workplace. Other skills related to reading include: critical thinking, language development, vocabulary development, and analysis.• Visit these training tools to improve your reading skills.• You can also visit the NSCC Learning Supports page for more information on reading skill development and English as an Additional Language (EAL) supports and explore the Learn from Lectures and Textbooks chapters in this book.

Digital

- We use this skill when we're using computer programs (e.g., Word, Excel, Sage50), Brightspace, social media, etc.
 - This is an important skill at NSCC when engaging in your courses, writing essays, creating PowerPoint presentations, and when using program-specific software.
 - It's also important in the workplace for emails, software used for specific professions, and working with clients/customers.
 - Visit these [training tools](#) to improve your digital skills.
 - You can also visit the [Online Tools at NSCC Subject Guide](#) for help navigating online tools at NSCC.
-

Collaboration

- We use this skill to work with others, be effective team members, and to maintain positive relationships at school and at work.
 - Other skills related to collaboration include: building relationships, problem-solving, communication, and managing interactions.
 - Visit these [training tools](#) to improve your collaboration skills.
 - Visit the [Study Skills: Study Groups and Group Work Subject Guide](#) to learn about the benefits of study groups and how to create one.
-

Adaptability

- We use this skill to adjust our goals, plans and the way we approach challenges and deadlines.
 - This is an important skill when studying at NSCC and when employed.
 - Other skills related to adaptability include: persistence, planning, organization, and re-evaluation.
 - Visit these [training tools](#) to improve your adaptability skills.
-

Writing

- We use this skill to communicate information in many settings.
- We use writing skills for emails, texts, reports, recipes, warranty reports, logbooks, estimates, to request information, and to negotiate.
- We also write using many different digital platforms (e.g., Brightspace, email programs, smart phones, social media, etc.).
- This is an essential skill to use at NSCC and when in the workplace.
- Other skills related to writing include: language development, vocabulary development, reading, organization, and critical thinking.
- Visit these [training tools](#) to improve your writing skills.
- You can also visit the [Writing Centre](#) or [English as an Additional Language \(EAL\) supports](#) to book an appointment to help develop your writing skills and explore the [Get Assignments and Research Done chapters in this book](#).

Numeracy

- We use this skill to find, use, and report mathematical information.
 - This can be in the form of symbols, numbers, graphs, and equations.
 - We use this skill to budget, report on usage data, create and manage personal and professional budgets, measure, and make estimates.
 - This is an important skill as you manage your finances while at NSCC, in specific NSCC programs, and for the workplace.
 - Other skills related to numeracy include: critical thinking, mathematical calculations, understanding digital information, and statistics.
 - Visit these [training tools](#) to improve your numeracy skills.
 - If you need help with math tutoring, explore supports available through the [Peer Assisted Learning Supports \(PALS\)](#) program or [TutorMe](#). Check out the [Math Subject Guide](#) for resources and visit the NSCC [Financial Literacy Connect Page](#) for additional information.
-

Communication

- We use this skill to give and receive information when we speak, listen, and interact with others.
 - It's essential for group and team environments, understanding perspectives, and sharing information effectively.
 - Other skills related to communication include: writing, reading, listening, speaking, negotiation, self-reflection, and problem-solving.
 - Visit these [training tools](#) to improve your communication skills.
 - You can also visit the [NSCC Learning Supports](#) for more information on accessing Writing and English as an Additional Language (EAL) resources and supports.
-

When you're studying and learning at NSCC, talk to your Student and Faculty Advisors to learn more about the skills for success that are needed for your profession. You can also visit the [Government of Canada Job Bank](#) to explore careers by essential skills.

Thinking about Your Skills for Success

We all have skills we feel most comfortable with. As we learn, we continue to develop and expand our skills and abilities. It's common to need extra help in some skill areas more than others. For example, you may enjoy reading, but find writing challenging.

NSCC has a wide variety of [Learning Supports](#) available to help you with your academic studies and skill development.

Also, working with fellow students in your program can help you share information, learn together, and build your strengths. Visit the [Study Skills: Study Groups and Group Work Subject Guide](#) for tips and strategies for starting and running a study group or join a [PALS study group](#) in your area of study.

1. What are your strongest Skills for Success?
2. Which Skills for Success would you like to learn more about?
3. Which Skills for Success do you think will be the most important for your program?
4. How will you use the Skills for Success in your classes?
5. What supports are available to help you develop specific skills?

Extend Your Learning

- Government of Canada [Skills for Success Videos](https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html)

CHAPTER ATTRIBUTION

This chapter is adapted under fair dealing from: Employment and Social Development Canada. (2023, June 2). *Learn about the Skills*. In Jobs and the workplace. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

CHAPTER 6

Setting SMART Goals



Image Credit: Graeme Robinson-Clogg

A common tool for effective goal setting is developing SMART goals. Writing SMART goals are a way to encourage you to create goals in a way that inspires you to make them happen.

SMART Goals Are

“S” – Specific

Your goal should clearly define what you’re going to accomplish. You’ll ask and answer the **what** you’re working toward and **why**.

“M” – Measurable

Identify and define **how** you will measure progress toward reaching your set goal.

- How will you know when you’ve achieved your goal?
- When will your goal be finished? What is the due date?

“A” – Attainable / Action-Oriented

Goals need to be realistic and attainable within the time and resources that you have available. Is it possible for you to achieve your desired goal? You should be inspired to take action towards reaching your goal.

“R” – Relevant

Relevant and realistic goals are ones you’re willing to complete. You should identify **where** this goal will take you. A goal can be both ambitious and realistic; you’re the only one who can decide just how high your goal should be.

“T” – Time Bound

You need to create a sense of personal urgency by setting times for

each step along the way. Knowing **when** you have to finish a task keeps you on track and accountable.¹²

- When does something need to be done?

SMART Goal Example

Consider this example. You could say that your goal is to become a better runner. This goal is undefined, and you will not be able to tell when you've achieved it.

A SMART goal would be, "You will train with a running group twice weekly and complete a ten kilometer run in under one hour by the end of June". This goal is **time-bound** and includes specific and **measurable** criteria that will help you **know when you've reached your goal**.

Try it!

Begin to set your learning goals for this semester. Choose 1 goal, and use the SMART goal system to make your goal relevant and achievable.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=38#h5p-7>

1. Doran, G.T. (1981) There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review* 70 (11): 35–36.
2. Locke, E. A. (1968) Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance* 3 (2): 157

PART III

FINDING COLLEGE SUPPORTS

Plan-Monitor-Evaluate Connection

This chapter provides you with supports available to you at the college and helps you understand how to read your course outlines. Understanding your course outline and knowing where to go for supports is key to planning and learning success.

Learning Objectives

By the end of this chapter, you'll be able to:

- Find and use the college supports available to you.
- Understand your course outline to plan your learning.
- Connect with your instructor by using office hours and e-mail effectively.

CHAPTER 7

Get to Know Your College Supports

As an NSCC student, you have access to a wide variety of supports and services designed to help you make the most of your learning experience.

Supports available to students include:

- [Student and Faculty Advisors](#) are an advising team who are knowledgeable about your program and about how you can take advantage of a range of college resources to help you succeed. (NSCC Office 365 login required)
- [African Canadian Support Advisors](#) offer culturally specific support, guidance on funding opportunities, and connect you with other Black learners. (NSCC Office 365 login required)
- [Indigenous Support Advisors](#) offer culturally specific support, guidance on funding opportunities, and connect you with other Indigenous learners. (NSCC Office 365 login required)
- [International Advisors](#) provide guidance, support and resources specific to international students. (NSCC Office

365 login required)

- [Learning Supports](#) offer lots of resources to support your learning. Use your NSCC Office 365 login to explore more about:
 - [Tutoring](#).
 - [Peer Assisted Learning Supports \(PALS\)](#).
 - [Writing Centre](#),
 - [English as an Additional Language \(EAL\) supports](#), and
 - [Testing Centres](#).
- [Libraries](#) provide research and assignment support, help with academic integrity, citing sources, study rooms, technology troubleshooting, laptop loans and more. You have access to a wide range of resources including print and electronic books, electronic journals and streaming videos.
- [Student Accessibility Specialists](#) support students with disabilities by arranging academic accommodations to reduce barriers to education, assist in the exploration of grants and funding opportunities, and help with assistive technology.
- [Wellness and Counselling Services](#) provide a range of services supporting well-being and mental health.
- [Digital Innovation & Technology](#) provides technology troubleshooting support including help with computers and devices, password resets, accessing and using software, Brightspace and more. Requests for help are placed through the [Technology Service Desk](#) (NSCC Office 365 login required).
- [Student Awards and Financial Assistance](#) provides

information on scholarships and bursaries available to students.

- [Student Association](#) organizes activities and events, provides programs to encourage your growth as a student, and offers services to make your learning environment more supportive and enjoyable.
- [Career Services](#) offer a variety employment supports.

[NSCC's Student Support Hub](#) (NSCC Office 365 login required) contains more information about services available and how to access them.

Try it!

Take some time to get to know your college supports.

- Check out the [Student Advising Handbook](#),
- Explore the [NSCC and Me](#) student orientation course in Brightspace or
- Visit [Student Supports on CONNECT](#) to find out how our services can help you. Your NSCC Office 365 login will be required.

CHAPTER 8

Understand Your Course Outline

A *Course Outline* is prepared by your instructor and is like a roadmap for your learning journey. When the course starts, look on [Brightspace](#) (NSCC Office 365 login required) for your course outline. Sometimes, instructors will email it or share it in-person.

Parts of a Course Outline

Course Description

The course outline will give you a general overview of what you'll be doing in the course, plus anything else the instructor would like you to know about the overall plan for the course.

Instructor Contact Information

Your instructor will provide their contact information so you know how to reach them when you need to ask questions, meet with them, or share information with them. It should include their name, email, phone number, classroom, office hour times, and office location.

Course Materials

This will include required and additional materials. These might be textbooks, library materials used in the course, or other items such as safety gear.

You'll need all these items. Get them from the indicated sources. To start your semester off in the best way possible, you'll want to purchase required textbooks before the first day of class. You can buy them online through the [NSCC Bookstore](#) or in-person at your Campus Bookstore.

Tentative Schedule of Topics, Classes, and Assignments (may change)

This information, such as class times, due dates, external activities, etc., should go into your scheduling device (planner, calendar, online schedule, etc.). In the next chapter, you'll learn strategies to create a semester and weekly schedule based on the information in your course outline.

Assignments

Assignment topics and due dates are scheduled in advance so you can plan your work, research, and study.

Your course outline may also include some guidelines that indicate what's required for each assignment, and how the assignments will be graded. **Rubrics** and checklists must be referenced for projects to ensure that you meet the specified criteria.

Tests and Exams

Put test dates into your calendar as soon as you receive them.

You'll use this information to plan your study times so you're well prepared for any tests, and can avoid cramming at the last minute.

Research Proposal	Due Sept. 27	10%
Research Essay	Due Oct. 18	20%
Midterm Exam 1	Nov. 25	30%
Midterm Exam 2	Nov. 22	30%
Final Exam	Dec. 6	10%

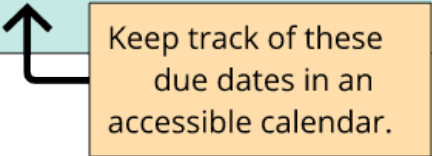


Image Credit: Rawia Inaim

Policies

It's important for you to be aware of policies regarding class conduct, evaluation, testing, late assignments, and plagiarism. Make sure you understand the policies that are mentioned in your course outline.

- [NSCC Policies and Procedures](#) can be read or downloaded on CONNECT.
(NSCC Office 365 login required.)

By getting to know your course outline, you'll prepare yourself to meet the expectations of the semester ahead.

Try it!

Find a course outline for 1 of your classes.

You can find course outlines on [Brightspace](#) by logging in with your student number and password.

Try to find the following information:

1. What textbook(s) or course material(s) you'll need for class.
2. What assignments you'll need to complete and what will be required.
3. When your tests are scheduled.

If you have questions about what you read, contact your instructor.

CHAPTER 9

Connect With Your Instructor

A key part of your college success is knowing your instructors. Developing good relationships with your instructors involves good communication in and outside of the classroom. Instructors are available to meet and talk with you, but you must know how to connect with them during their available times.

It's part of an instructor's job to help and talk to learners outside of the classroom. Most successful learners take advantage of an instructor's office hours. You can visit instructors during office hours and discuss any problems or concerns that you have in their course.

In-Class Communication

To build your relationship with your instructor in-class, consider ways that you can show your interest in the course material. Some ways to do this are:

- Listen actively during class to determine what's most important to the instructor.
- Read your textbook before class and prepare questions to ask.

- Let your instructor know what interests you about the course.

Communicating in Office Hours

Instructors have office hours outside of class. Whenever possible, try to meet your instructor during these times. You can use office hours to ask questions about the course material, to get clarification about the requirements for an assignment, or to learn more about a topic from the class that you find particularly interesting.

Some tips for using office hours effectively:

- Arrive on time to be respectful of your instructor's and other students' time.
- Come prepared by bringing your textbook and other course materials.
- Prepare questions ahead of time.
- Summarize key points to make sure you understand.

Communicating By Email

Instructors receive many e-mails from students. To write an effective e-mail, consider the following:

- When possible, use your college e-mail account.
- In the subject line, write the course name and topic of your email (e.g. *BIOL 1100 Lab Report 2*).
- Use a professional greeting in the e-mail ("Dear" rather than "Hey!").
- Write your question or concern in short, clear sentences.
- End your e-mail with an appropriate conclusion (e.g.

“Thank you in advance for your help”, or “Thank you for your time and consideration”).

- Allow time for your instructor to respond – don’t expect an instant reply.

SAMPLE EMAIL

From: W0123456@nsc.ca

To: Instructor Name

Subject: Communications 1001 Research proposal

Hello [insert name],

This is John Smith from your Communications 1001 class. I have a question about our research proposal assignment that is due October 6th. How many sources are we required to include in our proposal?

Thanks in advance for your help.

Best regards,

John Smith

By showing interest, communicating with your instructor throughout the course, and using e-mail effectively, you’ll build a good relationship with your instructor that will support your communication and learning.¹

Try it!

If you’ve already reviewed your course outline, you’ll know when and where you can

1. Study Guides and Strategies. (n.d.). *Influencing teachers and improving classroom communication skills*. <http://www.studygs.net/attmot2.html>

contact your instructor during office hours. Plan to contact your instructor this week. If you don't yet have a question to ask, consider having a brief conversation about one of the following topics:

1. What is one thing I can do to be successful in this course?
2. How will the concepts taught in this class connect with other courses in the program?
3. What can I do to improve my class participation/writing/presentation skills?

PART IV

MANAGE YOUR TIME

Plan-Monitor-Evaluate Connection

Time management is a critical skill in the **planning** process. In this chapter, you'll learn how to budget your time through semester schedules, weekly schedules, and daily to-do lists. These will also help you to **evaluate** what is working well and what should be changed.

Learning Objectives

By the end of this chapter, you'll be able to:

- Use your course outlines to create a semester schedule.
- Create a balanced weekly schedule that includes time for independent study.
- Organize your day for maximum productivity using daily task lists.
- Apply strategies to escape that procrastination trap.

CHAPTER 10

See Your Semester Schedule at a Glance

A semester schedule gives you a visual picture of the assignments, projects, tests and labs that will happen during the semester. If you're taking multiple classes, this is a tool for you to see what is coming up next.

Watch the video *How to create a weekly schedule* by Academic Algonquin.¹



One or more interactive elements has been excluded from this version of the text.

You can view them online here: [https://pressbooks.nsc.ca/](https://pressbooks.nsc.ca/collegeguide/?p=51#oembed-1)

[collegeguide/?p=51#oembed-1](https://pressbooks.nsc.ca/collegeguide/?p=51#oembed-1)

A semester schedule includes important assignments, tests, exams,

1. Academic Algonquin. (2015, Mar 18). How to create a weekly schedule. <https://youtu.be/OtvxClxcrBE>

and other key events that will happen each month. You may want to use colour to indicate different classes, or to distinguish between school and personal events.

Look at the example semester schedule below. What do you notice about what the student chose to include? What will you include on your semester schedule?

	SUN	MON	TUES	WED	THURS	FRI	SAT
SEPT. 3 - 9 Week 1		LABOUR DAY				KRISTEN'S HOUSE WARMING	
SEPT. 10-16 Week 2							EDMONTON TRIP
SEPT. 17-23 Week 3	EDMONTON TRIP			MATH 3140 Assign #1 10%	MATH 3315 Assign #1 2% PHYS 2010 Assign #1		
SEPT. 24-30 Week 4	NEWLAND'S BRUNCH	MATH 3250 PRESENTATION 10% WRITE-UP 10%	PHYS 2010 Assign #1	MATH 4240 Assign #1 7% MATH 3140 Assign #1 10%	MATH 3315 MIDTERM #1 20% PHYS 2010 Assign #2		
OCT. 1 - 7 Week 5				MATH 4240 Assign #2 7%	MATH 3315 Assign #2 2%		
OCT. 8-14 Week 6		THANKSGIVING DAY	PHYS 4010 Assign #1	MATH 4240 TEST #1 6%			
OCT. 15-21 Week 7		MATH 3140 Assign #3	PHYS 4010 Assign #2	MATH 4240 Assign #3 7%	MATH 3315 Assign #3 2% PHYS 4010 TEST #1		
OCT. 22-28 Week 8		MATH 3250 TEST 15%		MATH 3140 Assign #4	MATH 3315 MIDTERM #2 20%	MATH 4240 Assign #4 7%	SPOKANE TRIP
OCT. 29 - NOV. 4 Week 9	SPOKANE TRIP			MATH 4240 TEST #2 6%	MATH 3315 Assign #4 2%	MATH 4240 PROPOSAL 2%	THOR 7:30 PM SWETA'S B-DAY
NOV. 5-11 Week 10		MATH 3250 PRESENTATION 10% WRITE-UP 10%					
NOV. 12-18 Week 11	NEWLAND'S BRUNCH	REMEMBRANCE DAY (OBSERVED)			MATH 3315 MIDTERM #3 20%		
NOV. 19-25 Week 12					MATH 3315 Assign #5 2%	MATH 4240 PROJECT 38%	
NOV. 26 - DEC. 2 Week 13	GREY CUP			MATH 4240 PRESENTATION 10%		MATH 4240 PRESENTATION 10%	
DEC. 3-9 Week 14							MATH 3315 FINAL EXAM 30%
DEC. 10-16 Week 15		MATH 3250 FINAL EXAM 15%	PHYS 2010 FINAL EXAM 40%	PHYS 4010 FINAL EXAM 40%		STAR WARS	

An Example Semester Schedule. Image Credit: Jarren Ralf.

Try it!

Create your semester schedule:

- Gather your course outlines from all of your courses.
- Add all of the dates of your tests and assignments to your semester schedule.
- If you want, use colour to distinguish different classes.
- Save and/or print out this schedule and keep it somewhere you'll see it often.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=51#h5p-16>

CHAPTER 11

Create a Weekly Schedule

A weekly schedule is a good tool to evaluate whether your use of time allows you to meet your overall goals. Do you have enough time for study? Is there time to maintain a healthy lifestyle?

Create a weekly schedule that includes your class times and any regularly scheduled commitments. Here are some tips to help you create your weekly schedule:

1. **Note your class and lab times** in the right day/hour blocks on a weekly schedule sheet.
2. If possible, **reserve time immediately after your classes** (30 minutes) to edit and summarize your notes while they are still fresh in your mind. You can also use this time to look over any assignments that were given to begin to plan for them and see if there are any questions you need to ask your instructor.
3. **Schedule travel times** to and from the college and between classes.
4. **Include mealtimes, family time, physical activities,** etc. Research shows that regular exercise will not only give you a general sense of well-being, but can help reduce stress.

5. **Record regularly scheduled personal activities** such as appointments, employment, and athletics.
6. **Schedule time for pre-reading/study/review** for each class during times of days when you are most alert. Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions.
7. At the end of the week, look ahead to **plan for the next week** and determine how much reading you need to do, what projects are due, and if any tests are scheduled.
8. **Keep some empty blocks** for unexpected academic or personal needs.
9. **Schedule time to play, relax**, or do whatever you want to do! This is your reward for sticking to your schedule.

Example of a weekly schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 AM	Breakfast/ Get ready	Breakfast/ Get ready	Breakfast/ Get ready	Breakfast/ Get ready	Breakfast/ Get ready	Breakfast/ Get ready	Breakfast/ Get ready
9:00 AM	Travel to School	History Prep	Ameri. Lit. HW	Can. Lit. Hw	Can. Lit. Hw	Open Study	Open Study
10:00 AM	Can. Lit. Prep	Ameri. Lit Prep	Travel to School	Hist. HW	Can. Lit. Hw	Open Study	Open Study
11:00 AM	Poli. Sci	Phil. Prep	Poli. Sci.	Break + Lunch	Hist. HW	Open Study	Open Study
12:00 PM	Poli. Sci	Travel to School	Poli. Sci.	Ameri. Lit. Hw	Break + Lunch	Travel to Work	Travel to Work
1:00 PM	Can. Lit.	History	Phil.	Phil. HW	Hist. HW	Work	Work
2:00 PM	Can. Lit.	History	Phil.	Break + Snack	Phil. HW	work	Work
3:00 PM	Can. Lit.	History	Phil.	Can. Lit. Prep	Phil. HW	Work	Work
4:00 PM	Travel /Lunch	Ameri. Lit.	Travel /Lunch	Poli. Sci.	Poli. Sci.	Work	Work
5:00 PM	Free Time	Ameri. Lit.	Free Time	Hist. HW	Poli. Sci.	Work	Work
6:00 PM	History Prep	Ameri. Lit.	Poli. Sci HW	Break + Dinner	Ameri. Lit. HW	Work	Work
7:00 PM	Poli. Sci Prep	Travel Home +Dinner	Phil. HW	Ameri. Lit. HW	Ameri. Lit. HW	Travel Home	Travel Home
8:00 PM	Free Time	Free Time	Free Time	Phil. HW	Free Time	Free Time	Free Time
9:00 PM	Free Time	Phil. Prep	Free Time	Free Time	Free Time	Free Time	Free Time
10:00 PM	To Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
Key	Self-Care	Commuting	In Class	Free Time	HW/ Study	Work	

Example weekly schedule. Image credit: Rawia Inaim.

Try it!

Create your weekly schedule for this semester following the principles you've just learned.

- Follow the schedule for 2 weeks.
- After 2 weeks, make any adjustments necessary.
- Perhaps you need more time to study for a difficult class, or maybe you'd like to add a recreational activity to maintain a good life balance.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30-8:00						
8:00-8:30						
8:30-9:00						
9:00-9:30						
9:30-10:00						
10:00-10:30						
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:00						
1:00-1:30						
1:30-2:00						
2:00-2:30						
2:30-3:00						
3:00-3:30						
3:30-4:00						
4:00-4:30						
4:30-5:00						
5:00-5:30						
5:30-6:00						
6:00-6:30						
6:30-7:00						
7:00-7:30						
7:30-8:00						
8:00-8:30						
8:30-9:00						
9:00-9:30						

[Download a printable weekly schedule.](#)

CHAPTER 12

Create Daily To-Do Lists

Now that you can see the big picture of your semester and weekly priorities, the next step is to create a *daily to-do list*. You can use your smartphone, a paper planner, or your Outlook account to track your tasks. Do what works best for you.

Here are some principles to consider when creating your to-do list:

1. At the end of each day, take a few minutes to plan the following day.
2. Write down each task you want to accomplish. Note which tasks are the highest priority.
3. Break large tasks into smaller chunks. Consider what you'll accomplish in one work period (usually 1 hour).
4. Create tasks that are well-defined; you should know when the task is finished. For example, instead of "work on my research paper/assignment", change it to "find three academic articles for my research paper" or "create my paper/assignment outline".
5. To increase your sense of accomplishment and create forward momentum, check off tasks as you complete

them.

- 6. Move any tasks yet to be completed to tomorrow's to-do list.

Keep your **To-Do List** somewhere you check regularly, such as your smartphone home page or desktop screen.

Today's To-Do List

Goals	Time	Priority	Done
Read chapter 9 for biology	45 mins	High	✓
Draft thesis for communication paper	1 hr	Low	
Find 3 peer reviewed sources for paper	1 hr	Moderate	✓

Try it!

For the next week, commit to making a daily to-do list.

- Use a paper planner or your phone.
- After trying this for a week, re-evaluate what worked for you.
- Make any changes needed.

Extend Your Learning

Want to explore further ways of managing your time? The following links have more information and helpful templates.

- [Budget Your Time](#) worksheet
- [To-Do List template worksheet](#)
- [Manage your Day with a Smartphone App](#) worksheet.

CHAPTER 13

Escape the Procrastination Trap

What is procrastination?

Definition: To delay an intended course of action despite expecting to be worse off for the delay.¹

Why do we procrastinate?

Procrastination is not a “one size fits all” problem. We procrastinate for a variety of different reasons. The first step in tackling procrastination is to do some self reflection – to figure out – without judgment – why you might procrastinate.

Reasons for Procrastination

People procrastinate for a variety of different reasons:

1. Not being sure of how to do the task at hand. If a task seems difficult, or if you're not sure you know how to complete it, it's natural to avoid tackling it.

1. Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133, 65-94

2. You might lack motivation to work on the task. If a task doesn't interest you, you might prefer to work on something else (e.g., other courses) that are more interesting.
3. Fear of not doing the task well. Trying hard at something and failing might seem worse than failing because you didn't try. Often a root cause of this type of procrastination is perfectionism.
4. You might fear the opposite. Some people fear being too successful, because the result of this success is that people will expect more of you the next time.

Identifying the reason for procrastination can help you move towards a solution. Here are some suggested solutions for the causes mentioned above:

Table: Procrastination Reasons.²

Reason	Strategies
I'm not sure I know how to do it	<ul style="list-style-type: none"> Look for ways to develop your skills in the areas where you feel unsure of your ability to be successful. For example: <ul style="list-style-type: none"> Make an appointment with a tutor. (NSCC Office 365 login required) Make an appointment with the Writing Centre. (NSCC Office 365 login required) Make an appointment for English as Additional Language (EAL) supports. (NSCC Office 365 login required) Talk to library staff about how to use the research tools that are available. You can visit your Campus Library or use our Live Chat service (look for the chat box on our Library Website). Explore our Library Subject Guides or Learning Supports Subject Guides for tips and resources.
I'm not interested in this task/ it isn't motivating for me	<ul style="list-style-type: none"> Choose to "just do it", and complete the task, allowing yourself guilt free time after it's done. Consider how continuing to dread the task might be taking away from future enjoyment of other things. Consider your attitude towards things that are uninteresting – is your attitude preventing you from finding the motivation you need? Consider how the task at hand relates to your long-term goals. For example, perhaps the course is not interesting to you, but it will help you achieve your goal of finishing your program, and obtaining employment in an area that interests you.
I'm afraid of failing/ I'm afraid of what success might mean	<ul style="list-style-type: none"> Consider whether you have developed unrealistic standards for yourself. How can you set realistic goals for what it means to be successful? If you need more support, consider talking to a Student Advisor or Counsellor. (NSCC Office 365 login required)

2. Adapted from: Oregon State University Academic Success Centre. (n.d.) *Six Reasons People Procrastinate*. Retrieved from success.oregonstate.edu/six-reasons-people-procrastinate

Getting Started

A key aspect of overcoming procrastination is developing strategies to get started. Often, committing to complete one small task can be enough to start moving ahead. For example, just taking out your laptop, creating a document, and typing the title can create some forward momentum.

A well-known technique for managing time and to help with procrastination is called the *Pomodoro Technique*. This technique is a method of managing procrastination by breaking down your work periods into small, manageable units. Here's how it works:



*Imaged Credit:
Rawia Inaim*

1. Choose the task you want to accomplish.
2. Set a timer for 25 minutes – no interruptions are allowed!
3. Work until the timer rings.
4. Take a short break.
5. Repeat up to 4 times and then take a longer break.

Why the Method Works

The Pomodoro technique can help you:

- Push past procrastination by creating forward momentum because it requires you to commit to only a small, manageable period of work.
- Develop discipline, work without interruptions, and can create awareness of how much time individual tasks take.
- Reward yourself with frequent breaks, which helps

maintain motivation.

Try it!

Take some steps this week to defeat procrastination.

- From the reasons listed above, why do you tend to procrastinate?
 - What is one step you will take this week to move ahead with a project or assignment?
- Try the *Pomodoro technique* this week.
 - Did you find that it helped you get started and stay focused?

PART V

LEARN FROM LECTURES AND TEXTBOOKS

Plan-Monitor-Evaluate Connection

Textbooks are different from other books – they're a key learning resource for your courses. Textbooks help you to **plan** and identify key learning objectives at the beginning of each chapter. They also introduce you to new vocabulary. Textbooks help you to see what you need to learn. By readying your textbook, you'll be able to **plan** for mastering the material.

In this chapter you'll learn how to use a strategy called SQ4R, which includes creating questions to guide your reading. These questions become a tool to **monitor** how well you remember the concepts later.

Learning Objectives

By the end of this chapter, you'll be able to:

- Describe the ways reading connects with your learning goals in your courses.
- Use the SQ4R Strategy to read purposefully.
- Identify ways note-taking supports your learning.
- Write effective notes that can be used for review and test preparation.
- Create a personal dictionary.

CHAPTER 14

Reading Textbooks

Textbooks are a very important resource for your courses. Textbooks help you plan ahead as you identify what you need to know at the beginning of each chapter. As you see what you need to learn when reading your textbook, you'll also be able to plan a strategy for understanding, remembering, and knowing the material better.



Photo credit: Emily Tan

In this chapter you'll learn how to use a study strategy called SQ4R, which includes writing notes and creating questions to help you study.

Reasons for Reading your Textbooks

You probably already know that you *should* read your textbooks. However, if you're like many students, you might read your textbook only when you're studying. Have you ever read a page or a chapter in a textbook and then noticed soon after that you

can't remember much or anything about what you just read? It may not seem clear yet, but committing time to weekly reading of your textbooks will help you achieve your learning goals. Consider the following reasons for committing to regular reading.

Reading Textbooks helps you get the most out of your class time.

This is true if you read your textbook before going to class. Why? Because if your instructor is talking about a lot of new material or concepts in class for the very first time, it can be difficult to take good notes and understand how all of the concepts fit together.

If you read your textbook before you go to class, then you already have a general understanding of the most important topics in that unit. You'll already be familiar with some of the key words, and you'll have a good idea, like a "sneak peek", of what's coming up. This way, when you go to class, your instructor's lecture will support and strengthen the things that you're already starting to learn, plus you'll be able to identify things that you might not understand yet. You'll be equipped to ask good questions and to participate well in class.

Most textbooks include some additional resources to help you study

These may include:

- **Learning Objectives:** listed at the beginning of the chapter. These help you to know right away what are the most important things in the chapter, and what you should focus on.
- **Definitions and Glossaries:** often, textbooks will highlight new words. These might be at the side of every page, the

words might be in bold, or the textbook might include a glossary of key terms. All of these are helpful with new vocabulary.

- ***Study Questions and Practice Problems:*** These are often found at the end of chapters and may include chapter summaries. If you put in extra time to work on these sections of the textbook, you'll be more prepared for tests.
- ***Online Videos and Quizzes:*** These can help you to review the key concepts in your class, and to strengthen your understanding of concepts that may be difficult for you.

Content from textbooks is often included on exams

At NSCC, in most programs, you're expected to spend time outside of scheduled class time to do independent studying, homework, or work on projects and assignments. Most instructors will include questions from the textbook on tests and exams, and these things might not have been covered in class. If you only rely on your class notes, you might miss out on key concepts that you'll need to know in your course.

You become a better reader by reading

It takes practice! Learning to read textbooks will prepare you to read other complex material that you'll probably encounter throughout your studies and possibly later in your career. Reading efficiently is a skill that you'll use throughout your life – not just in your current classes.

Complete the short quiz to understand how reading your textbook connects with the learning objective in your course.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=65#h5p-19>

CHAPTER 15

Read with a Purpose: The SQ4R Strategy

Reading textbooks is not the same as reading a novel, magazine, or a website for fun. To achieve your course goals, you'll want to read with an effective strategy. One helpful and popular strategy is called SQ4R. The **S** stands for Survey, the **Q** is Question, and the **4Rs** are: Read, Recite, Record, and Review.

SQ4R is a form of *active* reading which encourages you to also make study notes as you read your textbook, so get a pen and notebook ready when you are reading your textbook – the notes you take will help you study better!

SQ4R

Survey

- Survey means scanning the entire assigned chapter or section of a textbook. Take notice of the headings of the section, and briefly read the introductory paragraphs and section summaries.

- Look over important graphics (pictures, charts and diagrams) and captions as well. Pick out things that are interesting or informative.
- Survey the summary and questions at the end. This will give you the key points in the chapter.
- List a few (less than 10) main ideas and concepts on what the chapter focuses on.

Question

- Take each section heading and make it into a question.
- The best questions will call on knowledge you may already have, or puts the heading into dialogue with the other headings or main ideas that you found while “surveying.”
- Example: A heading in a Business Course on “Managerial Accounting,” might generate the following questions: “What is Managerial Accounting?” “How does Managerial Accounting compare to Accounting in general?” “What has the instructor mentioned about Managerial Accounting?”

Read

- Read the section or chapter while attempting to answer your original question(s).
- Review pictures and captions.
- Take note of words/phrases that are underlined, in bold, or highlighted.
- Try to answer any review questions at the end of the chapter or section.

- Don't skim through; if something is unclear, slow down and re-read it.

Recite

- After each section, stop reading and review it out loud.
- Answer your original questions and re-read important parts or definitions out loud.
- Try to summarize the main point of each heading.
- Try to provide definitions to key words.
- Continue to self-test until you feel confident that you can understand and remember the information on your own.

Record

- Translate the book's words into your own words and remember the key definitions and main ideas, write your notes out.
- Use the structure of the text to create an outline for yourself. Be sure to note definitions, main ideas, and important details in the order of the text.

Review

- Use your notes to review for your tests.
- Read them out loud, rewrite them, or quiz yourself as tests approach.
- The more you review, the more the information will stick with you.

Try it!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=69#h5p-20>

Extend Your Learning

Not all courses use textbooks as primary resources and you might come across academic journals as part of your required reading list.

- Download [How to Read an Academic Journal](#) (1 page tip-sheet).
- This handout will help you identify the characteristics of academic articles and learn strategies for identifying important information.

Chapter Attribution

This chapter is adapted from Chapter 15 in University 101: Study, Strategize and Succeed CC BY-SA and content used under fair dealing from the University of Cincinnati. (n.d.). [SQ4R: Getting the most from your textbooks](#). Learning Commons. <https://www.uc.edu/campus-life/learning-commons/learning-resources/notetaking-resources/sq4r.html>

CHAPTER 16

Take Better Class Notes

Your instructor might give you PowerPoint slides in addition to your textbook. Do you still need to take notes in class too?

YES! Taking notes in class is a very important learning strategy and skill. The way that you take notes matters, and not all note taking strategies are equal.

How Note taking Supports Learning

Taking notes during class supports your learning in several ways:


1. Taking notes helps you to focus your attention and avoid distractions.
2. As you take notes in class, you'll be engaging your mind in identifying and organizing the main ideas. Rather than passively listening, you'll be doing the work of active learning.
3. Creating good notes means that you'll have another resource for studying. Reviewing a set of well-organized notes is more efficient than re-reading longer textbook chapters or entire articles.

Effective Note taking Strategies

Rather than taking word-for-word notes, consider writing an outline of the lecture's most important points and how they fit together. Additionally, listen for other information that your instructor emphasizes, either verbally or with gestures, and add these key concepts to your notes.

Leave a wide margin on one side of the page to write down key words and questions after the lecture. At the bottom of each page of notes, leave room to write a short summary of the information on that page. This is called the "Cornell Method" of note taking.

Try it!

Click on the pencil to view and try the Cornell Notes system. Select the  icon to view the video and note taking fields in one screen.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=73#h5p-17>

Use Your Notes to Study

Now that you've created a set of notes from both class lectures and from reading your textbooks, how do you get the most benefit from them?

If you have been following the methods described in this chapter, your notes will include questions that you have answered by reading or listening. Rather than simply re-reading notes, which is less effective, you will benefit most if you use your notes as a [self-study tool](#).

1. Read any questions in your notes out loud. Cover the answer with a sheet of paper.
2. Recite the answer out loud as best as you are able, or write it down on a piece of paper.
3. Compare your answer with what you have in your notes. If you're correct, move on to the next question. If you have difficulty with a question, review the related material in your notes again. You may wish to use a sticky note or highlighter to mark questions you need to review again.

As you take good notes, you'll strengthen your learning skills as you become more proficient at identifying key information from class lectures and texts. By including study questions in your notes as you take them, you'll turn your notes into a powerful tool for later review and exam preparation.

Try it!

Don't just take notes, *make* notes.

- This week, try to practice at least one note taking strategy you've learned from this chapter.
- Use the questions you created to review and test yourself throughout the week.
- How does this method compare with re-reading your notes?

Try this [Note Taking Template](#) to guide you through the process.

Extend Your Learning

Learn about other note-taking strategies by exploring NSCC's [Writing Centre Guide](#).

CHAPTER 17

Vocabulary Building Strategies

Reading strategies and vocabulary building strategies go hand-in-hand. Developing your personal dictionary of words is important to understanding what you read and being able to use the words in your program and workplace.

Tips for building your vocabulary

1. Read. The more you read, the more words you're exposed to. Try reading about different topics and use different sources (e.g. newspapers, blogs, books, articles, etc.).
2. Use a [graphic organizer](#). A graphic organizer is helpful when you have a lot of new vocabulary to remember. Graphic organizers help you make connections between words.
3. Use a vocabulary journal. Like a graphic organizer, writing down new words and how to use them correctly in a sentence can help with memory and understanding. Review your journal regularly to help remember the words and practice using them in conversation and writing.

4. Use a dictionary. Using an online or paper English-English dictionary is helpful when you need to look up a word you don't know. It will give you the parts of speech, definition, common uses, and pronunciation.
5. Use a collocations dictionary. Understanding common word pairings in English can help you with your conversation and reading skills. For example, "I need to **make the bed** before I leave". To **make the bed** is an English collocation. It's incorrect to say "I need to create the bed before I leave."
6. Practice new words in conversation. You will learn and remember new words if you use them in conversation and writing. Challenge yourself to use new words with your classmates, family, and friends.

Try it!

Create a personal dictionary of new words you've recently read in one of your textbooks.

Extend Your Learning

NSCC's [Writing Centre Guide](#) has more resources for you to explore on spelling and developing your vocabulary.

NSCC also has [English as an Additional Language \(EAL\) Supports](#) that can help you in listening, speaking (including pronunciation), reading, and employment readiness.

PART VI

STUDY SMART

Plan-Monitor-Evaluate Connection

In this chapter, you'll be focusing on strategies to master important course concepts. You'll do this through active learning that promotes deep engagement with course material. This chapter focuses on the second part of the *planning cycle*, where you answer the question "How will I learn this material"? As you use these strategies, you'll also **monitor** how well you're learning, by actively assessing how well you can answer self-testing questions about the material you're covering.

Learning Objectives

By the end of this chapter, you'll be able to:

- Choose strategies for active learning.
- Try new memory strategies to effectively retain important course concepts.
- Effectively master course content by using questioning strategies.
- Understand the 4 levels of questioning.

CHAPTER 18

Choose Strategies for Active Learning

Now that you've identified *what* you need to learn, you can now make a plan for *how* to learn, and to put it into practice. The best kind of learning is *active* learning. When you learn actively, you apply a variety of strategies to your course material, including reading, writing, reflecting, solving problems, organizing material visually, self-testing, and working with others.

Active learning requires you to choose a method to process and recall the material you're learning. Some active learning strategies are:

- Using flash cards.
- Making a visual organizer that summarizes key chapter



Photo Credit: Graeme Robinson-Clogg

concepts, such as a *mind map* or chart.

- Organizing key ideas into a new chart.
- Answering questions or creating a practice test.
- Working with a study partner or group.
- Writing about the material you are learning.

Not only is active learning a more engaging and fun way to study, but it also allows you to use your study time more effectively.¹

Try it!

- Consider the material you're learning in 1 of your courses this week.
- Create a list of active learning strategies that you can use to study this content.

Extend Your Learning

Check out the following resources:

- NSCC [Study Skills Subject Guide](#) for tips, tools and resources.
- [Essential Study Skills guide](#) by Algonquin College.

1. Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30(4), 159–167. <https://doi.org/10.1152/advan.00053.2006>

CHAPTER 19

Master Your Memory

As you study, you'll discover information that you might need to memorize. What strategies will help you to remember important information?

What is memory?¹

Memory is the ability to remember past experiences and is a record of the learning process. The human brain has the ability, known as neuroplasticity, to form new neural pathways, alter existing connections, and adapt and react in ever-changing ways as we learn. We must have ways to retrieve information learned that's stored in our long-term memory.



Image Credit: Vijaya Jammi

1. Dubuc, B. (2002). *Memory and learning*. The Brain from top to bottom. http://thebrain.mcgill.ca/flash/a/a_07/a_07_p/a_07_p_tra/a_07_p_tra.html

Long-term memory stores significant events that mark our lives; it lets us retain the meanings of words and the physical skills that we've learned.

There are 3 steps involved in establishing a long-term memory: encoding, storage, and retrieval.

1. To encode, you assign meaning to the information.
2. To store information, you review it and its meanings (study), as repetition is essential to remembering.
3. To retrieve it, you follow the path you created through encoding. This may include memory triggers that you used when you were encoding.

What strategies help store information in long-term memory?²

Mnemonics (the initial “m” is silent) are strategies to associate the information we want to remember with a physical sense to turn it into something that's much more likely to stick in your mind and be able to bring it back when you want it.

The key idea is that by coding information using vivid mental images, you can reliably code both information and the structure of information. And because the images are vivid, they're easy to recall when you need them. Here are some tips and examples:

- Use positive, pleasant images. Your brain often blocks out unpleasant ones.
- Use vivid, colourful, sense-laden images – these are easier to remember than drab ones.
- Use all your senses to code information or dress up an image by using sound, smell, taste, touch, movements,

2. MindTools Content Team. (n.d.). *Introduction to memory techniques*.
<https://www.mindtools.com/memory.html>

and feelings as well as pictures.

- Give your image three dimensions, movement, and space to make it more vivid.
- Exaggerate the size of important parts of the image.
- Use rhymes or humour! Funny things are easier to remember.
- Symbols (red traffic lights, pointing fingers, signs, etc.) can code quite complex messages.

Table^{3 4}

Type	Sample Method
Acronyms	Every discipline has its own language and acronyms are abbreviations. Acronyms can be used to remember words in sequence or a group of words representing things or concepts. CAD can mean: Control Alt Delete, Canadian Dollar, Computer Aided Design, Coronary Artery Disease, Canadian Association of the Deaf, Crank Angle Degree, etc.
Acrostics	Acrostics are phrases where the first letter of each word represents another word. They're relatively easy to make and can be very useful for remembering groups of words. For example: King Philip Can Only Find His Green Slippers. This is the classification system of: Kingdom, Phylum, Class, Order, Family, Genus, Species.
Chunking	You can capitalize on your short-term memory by "chunking" information. If you need to remember this number: 178206781. The task would exhaust your seven units of storage space unless you "chunk" the digits into groups. In this case, you could divide it into three chunks, like a social insurance number: 178 206 781. By chunking the information and repeating it you can stretch the capacity of your short-term memory.
Images	This helps you remember by linking words to meanings through associations based on how a word sounds and creating imagery for specific words. This sort of visualization was found to be more effective when one listened to someone reading a text than when they read the text themselves.
Locations and Journeys	Traditionally known as the Method of Loci, we associate each word from a list or grouping with a location. Imagine a place with which you are familiar, such as, the rooms in your house. These become the objects of information you need to memorize. Another example is to use the route to your work or school, with landmarks along the way becoming the information you need to memorize. When you do this in order of your journey through the imagined space, it makes it easier to retrieve the information in the future.
Maps & Diagrams	Graphic organizers help you remember by connecting new information to your existing knowledge and to let you see how concepts relate to each other and fit in to a context. Mind and concept maps, Cause and Effect, Fishbone, Cycle, Flow Chart, Ladders, Story Board, Compare and Contrast, Venn Diagrams, and more.
Reciting	Saying something out loud activates more areas of your brain and helps to connect information to other activities.
Rhymes	Rhyme, rhythm, repetition, and melody make use of your brain's ability to encode audio information and use patterns to aid memory. They help recall by limiting the possible options to those items that fit the pattern you have created.
Summarizing	This traditional element of note taking is a way to physically encode materials which make it easier for your brain to store and retrieve. It can be said that if we cannot summarize, then we have not learned...yet.

- Dubuc, B. (2002). *Memory and learning*. The Brain from top to bottom. http://thebrain.mcgill.ca/flash/a/a_07/a_07_p/a_07_p_tra/a_07_p_tra.html
- Whitehead, J., Fraenkel, C., Yu, E., & Van Der Mark, A. (2017, February 1). *Memory*. <http://etec.ctlt.ubc.ca/510wiki/index.php?title=Memory&oldid=63689>

Try it!

Select one course where memorizing key concepts is part of your exam preparation.

- Choose at least one new strategy from the chart above this week.
- Monitor – is this strategy effective for what you're trying to learn?
- A good way to monitor is to see if you can recall the information accurately without looking at a text or notes.

Extend Your Learning

Check out this resource on studying and memory:

- [Essential Study Skills](#) by Algonquin College

CHAPTER 20

Effective Self-Testing Strategies

Self-testing is one of the most powerful study strategies. Creating good questions requires you to think critically about what you need to learn (planning).

Testing whether you can answer questions without referring to a textbook or notes, as you would in a test, allows you to check your progress. The trick to effective self-testing is asking the right questions. In college, you're required to move beyond recalling basic facts and details, and you must apply and analyze material.

One way of picturing these levels of depth in learning is *Bloom's Taxonomy*. The categories in the cognitive taxonomy include:

1. **Remember** (knowledge recall) – retrieving relevant knowledge from long-term memory.
2. **Understand** (comprehension) – interpreting the meaning of information; being able to “translate” knowledge into your own words; linking new information to what you already know.
3. **Apply** – using what you know to do required tasks.
4. **Analyze** – taking things apart; dissecting; asking “why?”; seeing relationships and how things work.

5. **Evaluate** – appraising, judging and critiquing the outcomes.
6. **Create** (synthesis) – putting things together; building on what you know to create something new; seeing new relationships or making new connections.^{1 2}

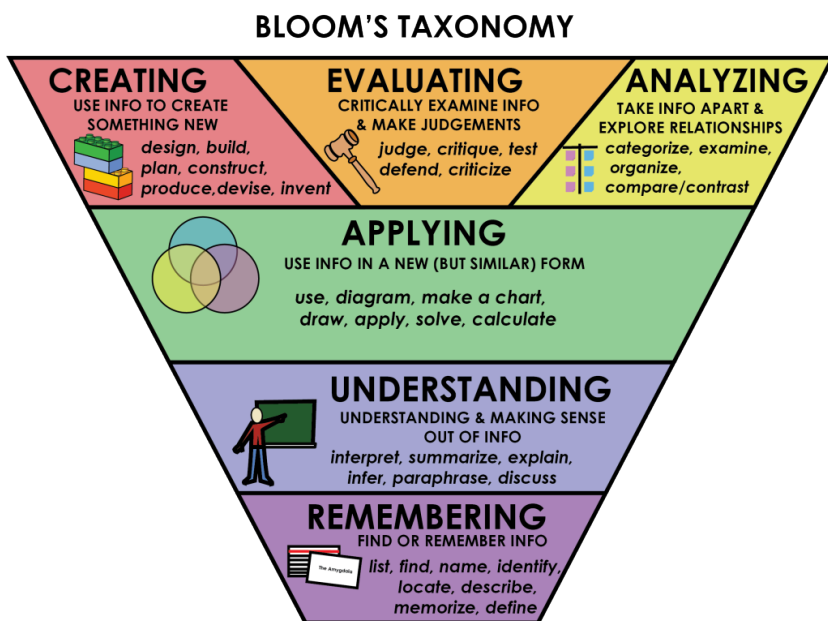


Image Credit: Rawia Inaim. [\[Long Description\]](#).

A way to create study questions or active learning activities is to move step-by-step through each level of Bloom's Taxonomy. Begin with a few questions at the *Remembering* level then go deeper into your subject as you move through the levels. If you don't yet know

1. Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
2. Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

the technical language of the subject, it will be difficult for you to apply, evaluate, analyze, or be creative.

Try it!

Create Self Study Questions Using Bloom's Cognitive Taxonomy

- Pick a topic you're working on.
- For each level of Bloom's Taxonomy:
 - Create a question and answer it to show that you can think about the material at that level.
 - Then, working with a partner and using the chart below, explain the question at each level of Bloom's taxonomy.
 - Discuss how your question would allow you to assess how much you know and what level you're working at.

Level	Question
Remembering	Remembering and Recalling information.
Understanding	Understanding Explaining ideas or concepts.
Applying	Applying information in a familiar situation.
Analyzing	Analyzing by breaking information into parts to explore relationships.
Evaluating	Justifying a decision or course of action.
Creating	Generating new ideas, products, or ways of viewing things.

CHAPTER 21

Explore the 4 Levels of Questioning

Another way of creating effective self-study questions is to divide questions into 4 levels. The levels move from more surface questions, towards deeper, more analytical questions. To be sure that your self-study questions probe deep enough into your course content, you'll want to include questions from each level in your review.

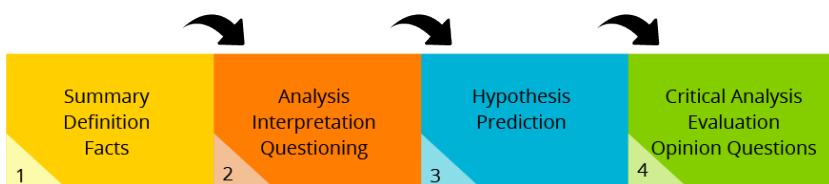


Image Credit: Rawia Inaim

4 Levels of Questioning

Level 1. Summarizing / Definitions / Fact Questions	These questions give you the vocabulary and scope of the subject matter.
	What is the definition of...?
	Who did...?
	When did...occur?
	How much/many...?
	What is an example of...?
Level 2. Analysis / Interpretation Questions	Here, you are looking for the context and impact, supported by evidence.
	How did...occur?
	Why does...occur?
	What are the reasons for...?
	What are types of...?
	How does...function?
	How does the process occur?
	What are my own examples of...
	What causes ...to occur?
	What results when...occurs?
	What is the relationship between...and...?
	How is...similar to/different from...?
	How does... affect or apply to...?
	What does...mean?
	What conclusions can be drawn from...information?
	What is (are) the problem(s), conflict(s), issue(s)?
	What are possible solutions/resolutions to these problems, conflicts, issues?
	What is the main argument or thesis of an author?
	How is this argument developed?
	What evidence, proof, support is offered?
	What are other theories, arguments from other authors?

Level 3. Hypothesis / Prediction Questions	These questions help you to develop hypothesis and look at possible outcomes.
	If...occurs, then what would happen?
	If...changed, then what would change?
	What does theory x predict will happen?
Level 4. Critical Analysis / Evaluation / Opinion Questions	What hypothesis or theory explains this data or given information?
	Use these questions to analyze differentiate, and make choices about the subject in context and with supporting evidence. Is...
	Good/bad? Why?
	Correct or incorrect? Why?
	Effective or ineffective? Why?
	Relevant or irrelevant? Why?
	Logical or illogical? Why?
	Applicable or not applicable? Why?
	Proven or not proven? Why?
	Ethical or unethical? Why?
	What are the advantages or disadvantages of...? Why?
	What is the best solution to the problem, conflict, issue?
	Why is it the best?
	What should or should not happen? Why?
	Do I agree or disagree? Why?
	What is my opinion? What is my support for my opinion?

How You Use These Questions

Take any concept or statement, put one of these question “keys” in front of it, put a question mark at the end, and you have your question.

Now go look for an answer.

Remember, these questions may already be at the end of your

textbook chapters or learning objectives. Look for them in the chapter and use them if they're relevant to your learning.¹²

Try it!

- Choose one chapter you're currently studying.
- Create as many questions as possible – include questions from each of the 4 levels.
- Use the 4 levels to ensure that your questions are varied and deep.

1. Adapted from: Salustri, F. (2015). *Four levels of questions*. Retrieved April 23, 2018, from http://deseng.ryerson.ca/dokuwiki/design:four_levels_of_questions. Used with permission.
2. McMaster University. (2005). *What questions engage students?* Retrieved April 23, 2018, from http://ccl.mcmaster.ca/resources/pdf/what_questions_engage_students.pdf

PART VII

GET READY FOR QUIZZES AND TESTS

Plan-Monitor-Evaluate Connection

Tests are coming! How will you prepare?

In this chapter, you'll begin by creating a study **plan** for your tests by returning to your Learning Objectives and determining what you need to know for your tests and quizzes. You'll develop a plan for how you will use active learning strategies in your review sessions, learn about test taking strategies and how to limit test anxiety.

Learning Objectives

In this chapter, you'll explore some test-taking strategies to demonstrate your knowledge by answering questions well.

By the end of this chapter, you'll be able to:

- Strategically organize review sessions.
- Apply effective test-taking strategies for answering multiple choice, short answer, and essay questions.
- Manage test anxiety.

CHAPTER 22

Getting Ready for Review Sessions

Step 1: Set Clear Goals

Create goals that are SMART! Remember, SMART goals are specific, measurable, attainable, relevant, and time-bound.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=109#h5p-7>

Step 2: Determine what to learn and how to show it on a test

Refer to the learning outcomes for your course, and individual modules within the course. You may find these:

- In your course outline and work plan.
- At the beginning of textbook chapters and Brightspace module.
- In course notes provided by your instructor.

Step 3: Identify Active Learning Strategies

There are many ways to learn the material. Finding an active learning strategy that works for you is important.

Strategies
Develop and answer self-testing questions
Use flash cards for key concepts
Make your own flashcard or use an app to create flashcards
Create mind maps
Create charts that compare/contrast key course concepts
Develop mnemonics to help you memorize important information
Write outlines for potential essay questions
Complete practice questions from your textbook/course materials
Develop practice exams with a study partner or group
Create summaries of course notes
Develop a daily study plan that includes goals and rewards
Develop case studies and connect them with course concepts
Review previous quizzes, noting your strengths and areas for improvement

Step 4: Identify resources that can help you succeed

You don't have to do it alone! There are many resources available to NSCC students to help you succeed.

Resources include:

- Contact your instructor with questions.
- Form/attend a study group.
 - Check out [Study Groups and Group Work](#) in the NSCC Study Skills Subject Guide for more information.
- Attend [Peer Assisted Learning Supports \(PALS\)](#) sessions:
 - study groups, drop in sessions and one on one tutoring (NSCC Office 365 login required).
- Get help from a tutor.
 - NSCC students have access to [TutorMe and Cultural Tutoring Supports](#) (NSCC Office 365 login required). If you have questions, connect with a [Student Advisor](#) (NSCC Office 365 login required).
- Consult with your [Student Accessibility Specialist](#) (NSCC Office 365 login required).
- Use supplemental online resources such as [LinkedIn Learning](#) (NSCC Office 365 login required).
- Use [Library Subject Guides](#) designed specifically for your program.
- Use [Learning Supports Guides](#) to further help with college readiness and academic skills.

Step 5: Create a study plan

A study plan can help you organize your time to make sure you cover all the material you need to learn along with strategies to support your learning. Think of one test that you'll be writing soon.

Identify:

- what you need to learn, and

- 1 or more active learning strategies that you'll use to study the content.

Use this information to create a study plan. The chart below provides an example of what might be included in a study plan. What might your study plan include?

Study Session Date	What I need to learn	Strategies/resources for learning
February 1	Psychology Chapter 3: LOs	Venn diagram (compare/contrast types of memory)
	Compare/contrast types of memory (semantic, episodic, procedural)	Review vocabulary in flash card app
	Describe the stages in recording new information in long-term memory	Self-testing questions on memory
	Explain the role of the hippocampus, amygdala, and cerebellum in memory processes	Draw and label diagram of brain re: memory
February 2	Explain the role of Pavlov, Skinner and Watson in the development of behaviourism	Create a mind map of behaviourism/ behavioural psychologists
	Compare and contrast classical and operant conditioning	Review vocabulary in flash card app
	Create a model to demonstrate how learning occurs through a process of conditioning	Develop scenarios that explain the process of classical/operant conditioning
		Write questions for study group session
February 3...		

As you complete your study plan, track the Learning Outcomes you're comfortable with, and which are still difficult for you. As your test date comes near, spend extra time in areas that are still challenging.

Which tests or quizzes are you preparing for now? Create a study plan using the Strategic Study Plan Template.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=109#h5p-8>

CHAPTER 23

Answering Test Questions

“I know the material but I can’t figure out how to answer the questions!”

— Most Students, Sometimes!

Test-taking doesn’t have to be a scary experience. Understanding how to take a test is a valuable and empowering skill.

General Test-Taking Tips

- Listen to your instructor for any last-minute instructions.
- Read the directions carefully.
- If you can, review the entire test before you begin to answer.
 - Look for “quick wins” and answer the questions that you know first.
 - Look to see if the questions are weighted differently (e.g. one question could be worth 2 points and another 10 points) and decide which to focus on next.
- Do a “brain dump” of key concepts, definitions, formulae,

etc. on a blank piece of paper (check with your instructor first to make sure this is okay).

- Pay attention to the time allotted for the test.
- Take the time to check your work before you hand it in.

What to do if your mind goes blank?

Put your pen down, take a deep breath, sit back and relax for a moment. If you're in the middle of an answer, read through what you have written so far – what happens next? If you have to remember formulae, try associating them with pictures or music while revising. If you really can't progress with this answer, leave a gap. It will probably come back to you once you are less anxious.

Answering Multiple Choice Questions

Read each question carefully

Multiple choice tests examine your ability to read carefully just as much as they test your ability to recall information. You must answer the question that is being asked.

Start with questions you feel most comfortable answering

- Cover up the possible responses with a piece of paper or with your hand while you read the body of the question. Decide what you think the answer is.
- Uncover the answers and pick the one that matches your answer. Check to be sure that none of the other responses are better.

- Read the body of the question with each option treating them as a true-false question and choose the most true.
- If you are unable to make a choice and need to spend more time with the question, or you answered the question but are unsure that you made the correct choice, put a question mark beside that question, and move on to the next.
- Move on and finish all the questions that you can answer and then to come back later to process the problematic ones.
- Sometimes the answer will occur to you simply because you are more relaxed after having answered other questions.

If you can't decide on a correct answer

- Absolute words, such as “always” or “never” are less likely to be correct than conditional words like “usually” or “probably.”
- Be careful of double negatives (e.g., “there are not insignificant numbers of salmon in British Columbia waters = there are significant numbers of salmon in British Columbia waters). Create the equivalent positive statement.
- Eliminate options that you know to be incorrect.
- If all else fails... guess.

Finally: Take the time to check your work before you hand it in.¹²

1. Adapted from: Study Guides and Strategies. (n.d.). *Multiple choice tests*.

Retrieved from <http://www.studygs.net/tsttak3.htm>

2. University of Toronto (2023). *Multiple choice tests and exams*. Retrieved

Short Answer Questions

For these questions, your instructor is looking for a brief and descriptive answer.

- Allocate your time according to the proportion of marks each question is worth. A question worth 5 points will need more time than a question worth 2 points.
- If a question asks you to “explain”, pretend you’re telling a friend about the topic.
- If you have questions that are a mix of short and essay answers, read your instructions carefully so you don’t miss answering part of the question.

Essay Questions

Essay questions ask you to discuss and expand on a topic, and are usually several paragraphs long.

Think about what the question is asking

- What are you expected to include in your answer?
- What material will be relevant? If a question asks you to “briefly comment”, treat it as a mini-essay.
 - Have a sentence or 2 to introduce your topic.
 - Select a few points to discuss with a sentence or 2 about each.
 - Add a concluding sentence that sums up your overall response.

from <https://studentlife.utoronto.ca/task/multiple-choice-tests-and-exams/>

Make a Plan

Take a few minutes to think and make a plan:

- Underline the key words in the question.
- Identify the main topic and discussion areas.
- Choose a few points/arguments about which you can write.
- Make a mini-plan which puts them in order before you start writing. You can cross it through afterwards.

Demonstrate that you're answering the question

- In your introduction show how you understand the question and outline how you'll answer it.
- Make short paragraphs with 1 or 2 points or argument per paragraph and summarize how it answers the question.
- In your conclusion summarize the arguments to answer the question.

Try it!

An excellent way to prepare for tests and quizzes is to spend time doing practice quiz.

- If your instructor has prepared a practice quiz for your course, complete it. If your instructor has not prepared a practice quiz create one for yourself using questions from your textbook.
- Take the practice quiz as if it were the real test.
 - Close your books.

- Allow yourself the same amount of time as you will have for the test.
- After you finish, check your work.
- Monitor what you successfully completed, and what you'll need to spend additional time studying.

CHAPTER 24

Managing Test Anxiety

Test-taking can be a stressful experience. How can you manage any anxiety that you're feeling so it doesn't negatively affect you?

Managing test anxiety starts at the beginning of the term by creating and following effective habits throughout the term, and in the weeks leading up to the test. It also involves avoiding detrimental habits like cramming at the last minute, relying solely on memorization, and not prioritizing your mental and physical health.



Image Credit: Rawia Inaim

What can you do on exam day to manage any jitters?

1. Be well rested and avoid drinking too much coffee – caffeine jitters.

2. Arrive early and take a moment to relax to reduce your anxiety.
3. Avoid distractions including sitting near anything or anyone who distracts you.
4. Listen carefully to instructions given by the instructor; then read the directions very carefully. Ask for clarification if you don't understand the directions.
5. As soon as the test begins, do a memory dump. Write down any relevant formulae or concepts.
6. Before you start answering, if you can, read the entire test so you know what to expect and take note of the point value of each section.
7. Do the easiest questions first then go back to the harder questions. This will help increase your confidence and may trigger your memory for other answers.
8. If you find yourself beginning to panic, or feeling anxious, pause and take some deep breaths and exhale slowly.
9. Focus on the questions by underlining key words in each question.
10. Take your time and don't race through the test.
11. Use any extra time to check for errors, re-visit difficult questions, and proofread for grammar and spelling. Make sure you answered all the questions.
12. Don't change answers unless you're absolutely sure that you've made a mistake. Your first response is more likely to be correct and second-guessing can lead to lower scores.

Make a plan for test day:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=115#h5p-21>

Extend Your Learning

Explore the NSCC Libraries [Study Skills Subject Guide](#) for more resources and tips on managing test anxiety.

PART VIII

GET ASSIGNMENTS AND RESEARCH DONE

Plan-Monitor-Evaluate Connection

Completing major assignments requires strong **planning**. In this chapter, you'll learn how to manage your time well to complete your assignments. You'll also use **rubrics** to plan what you need to do to be successful. You will **monitor** if you're meeting your daily goals. You will also use your rubric and self-editing strategies to monitor whether you're completing the assignment requirements before submitting your work.

Learning Objectives

Major assignments may seem overwhelming at first. By creating an achievable step-by-step plan, you'll be able to complete your assignments on time.

By the end of this chapter, you'll be able to:

- Determine what's required for your assignment.
- Develop an assignment plan.
- Move past writer's block and generate ideas for your assignment.
- Understand the research process.
- Create an outline for a written assignment.
- Use the 5 steps of editing your work.
- Understand APA citation and how to avoid plagiarism.

CHAPTER 25

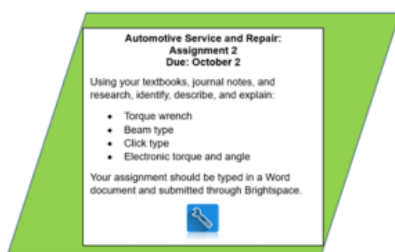
Manage Your Assignments

Assignments require planning. You'll need a clear understanding of what your instructor wants before starting an assignment. If you're not sure, ask your instructor.

Step 1: Read the assignment carefully and determine the requirements

Ask yourself:

- What is the assignment asking me to do?
- Who is my audience?
- What type of resources should I use?
- What work have I done in class that will help me with this assignment?
- When is the assignment due?



- What other tasks require time management around the due date?
- How do I submit the assignment when complete?

Step 2: Start an assignment Journal

Create a document and gather details about the assignment. Details like:

- Due date.
- Word count.
- Topic.
- **Scope.**
- Keywords.
- Resources needed.
- APA citation requirements.

Also start gathering:

- Answers to questions you asked in Step 1.
- Your topic ideas.
- Any brainstorming ideas you have.
- Resources as you find them.
- Any questions you may need to ask your instructor about the assignment.

Step 3: Look at the Rubric

The **rubric** is an assessment tool used by your instructor to guide how they assign marks to assignments. You can use the rubric

to help understand your assignment and how it will be graded. If you have questions about the assignment or rubric, talk to your instructor.

When to use the rubric.

Before you begin working on your assignment, review the rubric. This will help you avoid wasting time on work that may not fit the assignment.

While you're doing your final draft, grade yourself against the rubric and make sure you've hit all the key points.

Step 4: Create an Assignment Schedule

Add scheduled time to work on your assignment into your [weekly schedule](#). Divide large tasks into several smaller ones to make it easier to get started and help you stay focused. Once you've completed smaller tasks, check them off to see your progress and to keep you motivated.

Don't forget to consider any life events (i.e., work or appointments you need to attend) when you're developing your schedule.

Time Management

Time management is a skill that helps you organize, plan, and schedule for upcoming tasks and commitments as well as deadlines. By using time management strategies, like [daily to-do lists](#) and [weekly schedules](#), you can set clear expectations for yourself and have a plan for success.

For more information on how to develop a weekly schedule or use an assignment calculator, visit the [Time Management Subject Guide](#).

Try it!

Review your assignment instructions and rubric. Use them to answer the following questions:

1. In one sentence, describe your task for the assignment: What do you need to do?
2. What resources will you need to complete this assignment? (textbook materials, handouts, or class notes that relate to this assignment.)
3. How many additional resources do you need to find to complete the assignment task (e.g., articles, books, websites)? Where should you look for these resources?
4. What content do you need to create for this assignment?
5. What formatting do you need to follow for the assignment?
6. What format do you need to use for citations and references?
7. Do you know how to submit the assignment?
8. Do you know where to go for support (e.g., Campus Library, Writing Centre, etc.)?

CHAPTER 26

Make an Assignment Plan

The idea of completing an assignment may seem overwhelming, but if you can divide the tasks into smaller steps or manageable “chunks”, you’ll be more likely to complete your assignment on time and avoid procrastination.

Consider the following example. The assignment is divided into chunks with a clear date when each task needs to be completed. It’s always good planning to add in a couple of extra days in case something unexpected happens or a task takes longer than you thought. This will help you meet the deadline and not feel rushed.

Assignment Task	Target Completion Date	Complete?
Read assignment instructions and rubric	September 19	Y
Clarify any questions you have about the assignment or rubric	September 20	Y
Find where in Brightspace you need to submit your assignment	September 20	
Review course materials and find the information you need	September 21	
Library research – find any information you need to identify, describe, and explain	September 22	
Read and take notes on the items	September 23	
Organize your notes and begin to complete the assignment	September 24	
Make a Writing Centre appointment if you need help getting started	September 24	
Organize notes; write an assignment outline	September 27	
Include details as required in the assignment description	September 27	
Self-edit content and organization (use the rubric as your guide)	October 3	
Make a Writing Centre appointment for feedback	October 4	
Edit and proofread assignment	October 8	
Submit final assignment	October 10	

Use the Assignment Planner worksheet below to break your assignment into smaller tasks. Create tasks that can be done easily in one day, and preferably in a single work period.

By setting specific and achievable goals, you'll be more motivated to get started, and you'll be able to measure your progress each day. Remember to reward yourself for meeting your goals along the way.

Choose one of your upcoming assignments, and create a work plan modelled on the example above.

[Download the assignment planner worksheet.](#)

CHAPTER 27

Move Beyond Writer's Block

Even when you understand the assignment and have a plan, sometimes it can be hard to get started. If you're feeling stuck and need to get your ideas flowing, you may want to try some of the following strategies:

1. Try some free writing. Write a journal, poem, or story that includes your main ideas.
2. Say your ideas out loud. Talk to a friend, family member, or classmate about what you're reading and learning about your topic. You can also record your thoughts on a phone or use the dictation function in Microsoft Word and then play the recording back.
3. Write your ideas on post-it-notes with one idea per sheet. Then, group your notes according to themes. This will help you to create the initial organization of your assignment.
4. When using ideas from sources like a book, website or article, write down the name, author, publication date, url and/or page number of the source – you'll need this to create your citations and reference page later. If you don't keep track of them as you go, it will be time consuming

and hard to find them later.

5. Create a mind map or a concept map.

Mind Map

Mind mapping, which is also called “clustering ideas”, is a way of collecting ideas around a particular topic and making connections. You can use mind mapping to brainstorm ideas, and to visualize how these ideas are related.¹

Mind Mapping is a good way to start the assignment process. It can also help you see where you will need more information to include in your assignment.

How to Use Mind Mapping

Start with what you know. This may be as little as 1 word. The next step is to define your word. Each part of the definition can become a new circle in your mind map. Write as many ideas as you want and build on those ideas, don't limit yourself.

Ask yourself, “Who, What, Where, When, Why, and How” questions to help identify what you know and/or remember about your topic.

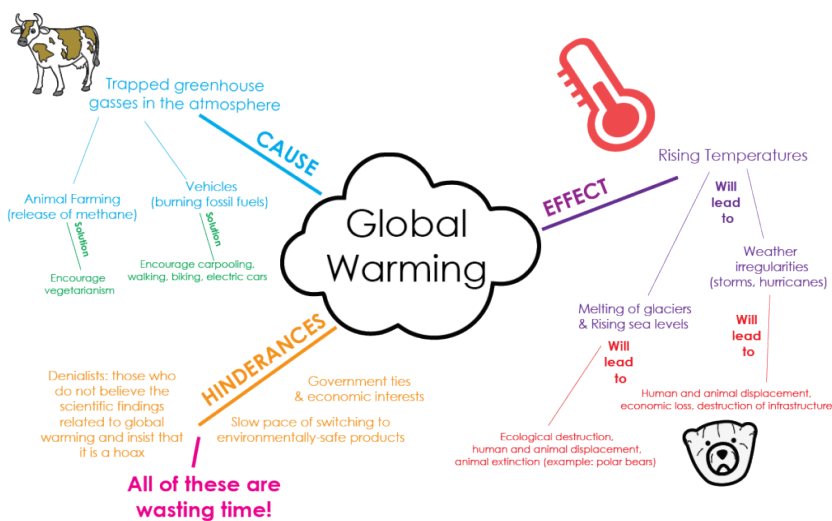
As you make new connections, you'll also see where there are gaps and what you don't know about the topic. This can lead you to identify what you need to research more about the subject.

Once you have enough information, you can start to develop the relationships between the ideas. This allows you to continue to expand on your ideas.

1. Buzan, T. (n.d.). *What is a mind map?* Retrieved from <http://www.tonybuzan.com/about/mind-mapping/>

Mind Mapping Example

Below, you'll find an example of a mind map created about global warming. Look at the main ideas, supporting details, examples, cause and effect relationships, and conclusions. Notice how there are a combination of words, images, and colours to help visualize the topic, organize information, and make connections.



Example Mind Map. Image Credit: Rawia Inaim

Try it!

Choose 1 of the 4 strategies listed below:

1. Talk about your ideas
2. Spend time freewriting
3. Group post-it notes

4. Create a mind map

Now that you've started to generate your ideas, you'll be ready to move onto gathering your research materials and creating an outline.

Extend Your Learning

- [NSCC Writing Centre Guide: The Writing Process](#)
- [Research Process: Researching and Writing: Get Started](#)
- [Study Skills Guide: Mind Mapping Resources](#)

CHAPTER 28

The Research Process

Research can be a complex and iterative process. Your understanding changes as you move between the steps of finding and evaluating information, which leads you to ask new and better questions.

Repeated questioning improves your research.

- Explore
- Search
- Evaluate your findings
- Cite
- Share your thoughts

Step 1: Choose and develop Your Topic

Your topic must meet the requirements outlined in your assignment and ideally, it should be interesting to you. Writing a paper or assignment will be easier if you're interested in the topic you're researching.

Select a topic that has good information available. Choosing a topic with too much information or too little information can make

your writing challenging. You may need to narrow or broaden your topic, depending on what you find in your search.

Step 2: Finding Information

When working on a research assignment you'll need to find resources that support your ideas. It is a good idea to do a preliminary search to see if you can find enough information on your topic.

When you're ready to expand your search and locate sources for your assignment, visit the [NSCC Libraries Website](#) or talk to your Campus Library staff. They can help point you in the right direction to find materials for your topic .

[NSCC Libraries](#) gives you access to:

- a library catalogue (search for books, eBooks, and more)
- streaming video collections
- over 100 journal and article databases
- [subject guides](#)

There is also a collection of instructional videos on the [NSCC Libraries YouTube Channel](#) to help you get started.

STEP 3: Evaluate your information

While you're collecting materials for your assignment from various sources, it's important to evaluate if the materials are good quality. Information found in a general internet search can range from being very reliable to not at all reliable. It's important that you check the quality of the information before you use it in your assignment.

There are several different types of tools to help you evaluate information. Two of the most popular evaluation tools are:

- CARS (Credible, Accurate, Reasonable, Support)
- CRAAP (Currency, Relevancy, Authority, Accuracy, Purpose)

You can find information on using these tools in the [Research Process Subject Guide](#).

STEP 4: Cite your sources

As you're collecting information and materials during the research process, keep track of where you found the information. You must give credit and cite all the sources you use in the creation of your assignment including websites, books, articles, images, audio, video or any other source. If it was created by someone else, you must acknowledge this by giving the author or creator credit. Not citing your sources is considered plagiarism, and is a violation of the [NSCC Academic Integrity Policy](#) and can have serious consequences.

Explore the [Academic Integrity and APA Citation chapter](#) of this book for more information. The NSCC Libraries [APA Style Guide](#) will show you examples of how to cite different types of sources to ensure you are giving proper credit in your assignment or paper. When in doubt, ask your Campus Library staff for help.

STEP 5: Share Your Thoughts

You're now ready to start sharing your thoughts and research by writing the outline for your assignment or paper!

Extend Your Learning

Watch the [What is Research?](#) video from the NSCC Libraries YouTube Channel.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.nsc.ca/collegeguide/?p=775>

CHAPTER 29

Create an Outline

Using an outline will help you organize your information and present your ideas clearly.

Step 1: Create a thesis statement

When writing an essay or research paper, begin by writing a draft **thesis** statement. A thesis statement is the main argument/idea that you will develop in your paper. You can revise this later if needed.

Step 2: Identify the main ideas that relate to your thesis statement

Based on the readings and [research](#) you've already done, list the main points you'll be discussing in your assignment. Put your ideas in the most logical order and think about how each idea supports your thesis/main topic. These main ideas will become the topic sentences for each body paragraph.

Step 3: Identify the supporting points and

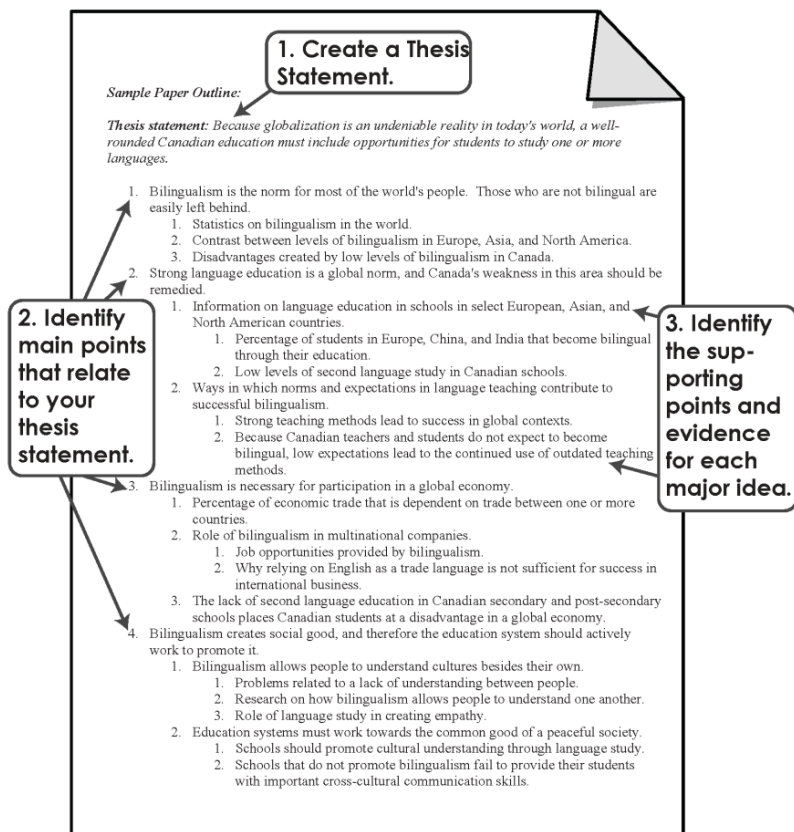
evidence for each major idea

Each main point will need supporting ideas, details, and evidence that you've collected from other sources. Remember, each piece of information or idea must be cited whether you've quoted directly, paraphrased, or summarized the information. the APA citation style is used most often at NSCC. The [APA Citation Style Guide](#) will help you get started with examples of how to cite different types of sources, create a reference page and format your paper.

Step 4: Create your outline

Outlines are used to help identify your main ideas and supporting ideas. In the example below, main ideas are numbered, while the supporting ideas are indented and labelled with letters. Each level of supporting detail is indented further.

Anatomy of an Outline



Try it!

Create an outline for a paper or assignment for 1 of your courses.

1. Write a thesis statement that clearly presents the argument that you'll make.
2. Write topic sentences for each body paragraph.

3. Use a multi-level outline, similar to the one in the example above, to create an outline before you begin writing.

Extend Your Learning

- [Writing Thesis Statements](#) from The Writing Center, University of North Carolina at Chapel Hill.
- [Writing Topic Sentences](#) written by Jenny Hall and Jerry Plotnick, University College Writing Centre, University of Toronto.
- [Sample Essay Outline](#) from the Student Learning Centre, Ontario Tech University.

CHAPTER 30

Write Your First Draft

Your thesis statement and [outline](#) will guide you through the rest of the writing process.

Tips for Writing Your First Draft

Step 1: Write the body paragraphs first

Although the introduction is the first thing your reader will see, it is sometimes easier to write an introduction once you know how your paper develops. Use an [outline](#) to help you organize your points and ideas ahead of time.

Do

- Make sure each paragraph supports the main idea (thesis statement) of your paper.
- Include only one main idea in each paragraph. You should use a new paragraph for every new piece of information you want to discuss.
- Begin each paragraph with a topic sentence.
- Include evidence: facts, details, examples, stories,

numbers, and any other information that improves your argument. Be sure to [cite](#) any sources that you use.

- Introduce different paragraphs with words like First, Next, In addition, Moreover, Finally.

Don't

- Include paragraphs that have no connection to your main idea (thesis statement).
- Have more than one main idea in each paragraph.
- Make “sweeping statements” (generalizations). Do not make an extreme statement without giving details to support it.

Step 2: Write the Introduction

Get your audience's attention. What's important or interesting about this topic? What background do your readers need to understand?

Your introduction should also include your thesis and an overview of the main points you'll be discussing in your paper. Your introduction tells your reader what you're going to cover in the essay.

Do

- Make it clear to the reader what your paper is about.
- Give a strong thesis statement. What do you want to say about the topic?
- Start with something that “grabs” the reader.
- Give any necessary background and suggest why this topic is important.

Don't

- Make it too long. The introduction should be no more than 15–20% of your essay.
- Say, “This essay is about ...” What do you want to say about it?

Step 3: Write the conclusion

The conclusion signals the end of your paper and tells your reader what you have covered in your paper. You should restate your thesis, summarize the most important points, and demonstrate that you’ve proven your thesis.

Do

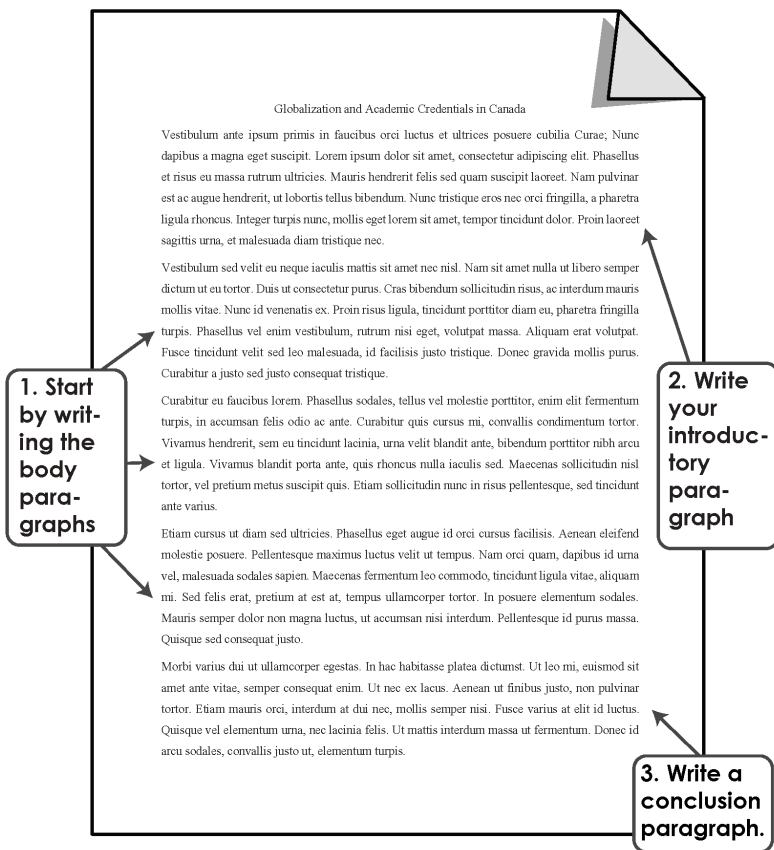
- Summarize your key points.
- Make recommendations, suggestions, and/or predictions. What should happen next?
- Start with a phrase like “In conclusion”, ... or “To conclude”, ... or “To sum up”, ...

Don’t

- Make it too long. Aim for no more than 15% of your essay.
- Add new information or arguments at this point.

Remember: You can book an appointment with the [NSCC Writing Centre](#) for help with writing your paper or assignment.

Writing an Essay Draft



CHAPTER 31

Self-Edit Your Work

Proofreading is a part of editing, but editing is much more than proofreading.

Editing: a process of revising the content, organization, grammar, and presentation of a piece of writing.

Proofreading: Checking for accuracy in a piece of writing that is nearly complete. Includes Checking smaller details of grammar, spelling and punctuation.



Self Editing

After you've finished creating a first draft of your paper or assignment, you'll want to begin the process of editing and revising.

- Self-editing is a key part of the writing process. It's a skill that takes time to develop.
- Editing allows you to present your ideas in the clearest

and most effective way possible. It involves making improvements to all of a paper or assignment. Editing includes reviewing your thesis, supporting details, paragraph structure, sentence structure and grammar, and the organization of your assignment.

Self-Editing in 5 Steps

It can be hard to know where to start when editing. Following these 5 steps can help take the mystery out of the editing process.

Step 1: Check the assignment instructions

- Compare the assignment instructions to your draft. Use the instructions like a checklist.
- Look for information or details missing from your assignment and focus on those areas.
- Compare your draft to the **rubric** provided by your instructor.
- Note any adjustments you need to make before submitting your assignment.

Step 2: Check the thesis

- Is it the right type of thesis for the kind of paper or assignment you're writing?
- Can it be more specific? Is it clear? Does it tell the reader what you're going to talk about in the paper/assignment?
- Does it match the conclusions you draw in the body of the paper/assignment?
- Does it explain the significance of your argument?

Step 3: Check the body paragraphs

- Is each topic sentence easy to identify?
- Is there evidence to support your ideas? Have you properly cited the sources of the evidence?
- Is it clear how the evidence supports the ideas?
- Have you explained/discussed the evidence thoroughly?
- Is there a smooth transition from one paragraph to the next?

Step 4: Check the introduction and conclusion

- Does the introduction introduce the topic and engage the reader?
- Does the conclusion do more than repeat what you already said?
- Does the conclusion elaborate on the significance of the thesis?
- Is the conclusion clear?

Step 5: Proofread the paper

- Do this several times.
- Make major revisions first. Do your ideas come across clearly?
- Then check for grammar mistakes, awkward sentences, repetition, citations, style, and formatting.
- Use built-in tools in Word to help. Using the Read Aloud function in Microsoft Word can help you hear how your assignment is read and catch grammatical errors.

Proofreading

Proofreading is an important step in the editing process. It involves looking at smaller details like spelling, grammar, punctuation, and word choice. Proofreading comes after you have edited the content and organization of your assignment. A good editing process moves from the “big picture”, step-by-step towards the smaller details.

Try it!

Take out the first draft of any piece of writing you’re currently completing.

- Follow the 5 steps listed above.
- How does following this process help you to edit your work in a systematic way?

CHAPTER 32

Academic Integrity and APA Citation

During your time at NSCC, it's important that you complete your work with honesty and integrity.

Academic Integrity means completing all of your work in a way that is honest and ethical. This includes giving credit to other people when using their ideas.

When you write your assignments and research papers you will include information and quotes from the sources you found to support the ideas you're writing about. When you use other people's ideas, words, images, or other content, it's very important to cite them properly to avoid plagiarism.

What is plagiarism?

Plagiarism is using someone else's work and not acknowledging it with a citation.

NSCC defines plagiarism as "presenting, in any format, someone else's ideas, presentations, writing, artistic work, or creations, whether verbal, print, structural, design or electronic, in whole or in

part, as one's own, by failing to credit the source. Plagiarism can be intentional or occur through carelessness"¹

If a student is caught plagiarizing, they may be asked to redo their assignment, lose marks, get a zero on the assignment, and in severe cases, may be suspended from the College. If a student is found to have plagiarized, they may have to attend an academic hearing with their faculty member, Advisor, and Academic Chair. You can read the [NSCC Academic Integrity Policy and Procedure](#) (NSCC Office 365 login required) to understand your responsibilities as a student.

Remember: "I didn't mean to" is not an excuse for plagiarism. It is considered plagiarism whether it is intentional or not.

How to avoid plagiarizing.

- Use in-text citations and a reference list to indicate which parts of your assignment or paper came from sources you found in your research.
- Cite all of your sources including, but not limited to books, journals, newspapers, videos, audio, images, websites, social media, personal communications, government documents.
- At NSCC we primarily use the [APA Style \(7th edition\)](#) for citation and reference formatting. The [APA Citation Style Guide](#) can help you find the proper citation format to fit the different type of sources you're using.
- When in doubt, your Campus Library staff can help.

1. NSCC. (2017, October 1). Academic integrity policy. <https://www.nsc.ca/about/publications/policies-procedures/policies/academic-integrity-policy.asp>

In-text citations

In-text citations give enough information to lead your reader to your Reference page. Put the quote you've taken from the source in quotation marks, and follow it with an in-text citation in parentheses: (author's last name, year, and page number)

Reference Page

Your Reference page is the final page of your assignment, paper, or Brightspace post. It's where the reader can find enough information to locate the original source that you've quoted or paraphrased. The Reference page will include a full list of the sources you used in creating your assignment.

An Example of using apa style in your assignment:

The following is an example of how to take information from a book and properly cite it in your assignment. This process involves creating both an in-text citation and a reference and including them in your work.

In-text citation example:

Example:

"In Alaska, the ground is riddled with ice wedges that were created during the last glaciation" (Kolbert, 2006, p. 16).

Reference list entry:

Locate the following information from the source and include it on the Reference page:

Author. (Date). Title. Publisher.

Example:

Kolbert, E. (2006). *Field notes from a catastrophe: Man, nature, and climate change*. Bloomsbury.

Try it!

- Take some time to explore the Academic Integrity Module in the [NSCC and Me](#) student orientation course in Brightspace (NSCC Office 365 login required).
- You're enrolled automatically and will see it in your list of courses.
- You can review it at any time throughout the academic year.

Extend Your Learning

- Explore the APA videos available on the [NSCC Libraries YouTube Channel](#).
- NSCC Libraries [Academic Integrity Subject Guide](#) will provide you with a more in depth understanding of academic integrity including academic dishonesty, plagiarism, contract cheating, and more.

PART IX

EVALUATE AND MOVE AHEAD

Plan-Monitor-Evaluate Connection

This chapter focuses on the **evaluation** phase of the learning cycle. By this point in the semester, you'll have received feedback from instructors on assignments and from tests and quizzes. Reflect on feedback to help you grow.

As you've seen throughout this book, learning is a cycle. You'll use your learning from the evaluation phase to help you plan the next steps of your journey.

Learning Objectives

You successfully made it through your first tests, assignments and papers. This is the point in the semester where you will begin to evaluate your progress and plan the steps ahead.

By the end of this chapter you will be able to:

- Use feedback to improve how you learn.

- Adopt a growth mindset as you plan the next phase of your learning.

CHAPTER 33

Evaluate Your Learning

During the learning process, you have many opportunities to receive feedback about the quality of your learning and work. At college, this often comes in the form of grades and instructor comments on assignments and tests.

After college, feedback can look like employer evaluations, or more informally through conversations with colleagues, partners or friends. By using feedback, you can make adjustments to move towards your education, work, and life goals.

Reflecting through the semester

An excellent time for self-evaluation at NSCC is after you've received feedback on your first assignment or test. Consider the following reflection questions at this stage in your course:

- What does success look like for me in this course?
- How am I doing with meeting my goal for this course?
- What has worked well so far?
- What's not working well?
- What changes might help me improve?

- What learning supports could help me meet my goals?

Use Evaluation to Support Learning

Reflect on things like:

- Your use of [College supports](#). These include instructor office hours, online resources that supplement your textbook, library and learning supports, and Advisor consultations.
- How did you use your time? Did you make a weekly schedule, study at a good time of the day, schedule breaks, set a timer?
- When did you do your best studying? What helped you focus?
- The style of notes or study tools you used. Maybe you used colour codes, cue cards, voice recordings.

Use the **Stop-Start-Continue Method** below to reflect and make your plan. If any of your current strategies are not working well, you might want to replace them with other methods. Continue strategies that are working well and start new strategies that you feel will support your success.

Reflecting at the End of a Course

Reflecting at the end of a course is also an excellent time for evaluation. In addition to the questions you asked yourself through the semester, consider the following:

1. How will the information I just learned help me in my future?
2. How will I use the information in my future career and

other areas of my life?

3. What have I learned about my learning and studying strategies that will help me in my next courses?

By reflecting on feedback and evaluating your learning regularly, you'll avoid unproductive patterns. You'll take charge of your ongoing growth and development, supporting your success in future courses and in other life endeavours.

12

Try it!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=119#h5p-13>

1. Chen, P., Chavez, O., Ong, D. C., & Gunderson, B. (2017). Strategic resource use for learning: A self-administered intervention that guides self-reflection on effective resource use enhances academic performance. *Psychological Science*, 28(6), 774–785. <https://doi.org/10.1177/0956797617696456>;
2. Tanner, K. D. (2012). Promoting student metacognition. *Cell Biology Education*, 11(2), 113–120. <https://doi.org/10.1187/cbe.12-03-0033>

CHAPTER 34

Develop a Growth Mindset

Everyone encounters setbacks from time to time. Maybe you're taking a course that you find difficult, or maybe you received a grade lower than you expected. When this happens, you have a choice in how you respond.

Responding to setbacks

Some people might respond to setbacks by believing that they can't complete the course successfully or by blaming others for their setback. These responses are called a *fixed mindset*.

A better way to respond to setbacks and negative feedback is with a *growth mindset*. **A growth mindset is the ability to learn from a setback or experience.** Individuals with a growth mindset are better able to recover from setbacks and to go on to achieve greater success.

Growth Mindset verses Fixed mindset

Growth mindset	Fixed mindset
<ul style="list-style-type: none">• Intelligence is not fixed, but it can be developed over time• Difficult tasks are worth pursuing• Feedback, even if it offers correction, is beneficial to support future growth	<ul style="list-style-type: none">• Intelligence is fixed, and cannot be changed• If a task is difficult, it should be discontinued• Negative feedback should be avoided or minimized

How a Growth Mindset can support learning

The growth mindset principle encourages continuous learning. Adult brains continue to develop through learning and doing challenging things. This results in the brain building additional neural connections. In other words, by learning difficult material, you can actually become smarter.

If you believe that you're able to succeed by working hard and using supports, you're more able to push through difficult moments in learning, and continue to make progress towards your learning goals.^{1 2}

Try it!

1. Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784–793. <https://doi.org/10.1177/0956797615571017>
2. Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=121#h5p-14>

Try it!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=121#h5p-15>

CHAPTER 35

Put the Growth Mindset into Practice

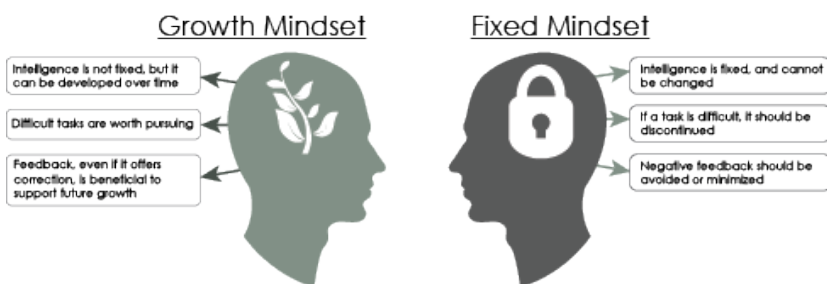


Image by Graeme Robinson-Clogg. [\[Long Description\]](#)

If you think you typically use a fixed mindset, consider how changing your thinking towards a growth mindset can help you find success in learning and life.

Adjust your self-talk

A key sentence to remember is *"I can't do it — yet"*. Consider feedback as information to help you as you continue to grow

towards a goal, not as a final evaluation of your ability to learn and achieve.

Respond to feedback differently

Rather than viewing feedback as criticism of who you are, consider feedback as an opportunity to grow.

Adjust your approach

You may be learning that your current approach to learning is not leading to the success you desire. Seek out [support](#) from others, try new ways of learning, and use the [Stop-Start-Continue Method](#). Setbacks are an opportunity to learn about yourself and to discover what ways of working will be most effective for you.

Embrace challenging opportunities

Though it may seem easier to avoid situations that might be difficult or perhaps risk failure, embracing challenges leads to success in the long-term. Consider how accepting challenges will help you become the person you want to be in the future!¹

Try it!

Apply the thinking strategies above to a situation you are currently facing.

1. What was a challenging situation I faced this semester?
2. How can I think about it differently using a growth mindset?
3. What are the benefits to me of adopting this new way of thinking?

1. Adapted from: UNSW Sydney. (n.d.). *Growth mindset*. Retrieved from <https://student.unsw.edu.au/growth-mindset>

Extend Your Learning

Developing a growth mindset can make a powerful difference in your lifelong learning. Explore the following resources to deepen your understanding of this concept.

1. Are you interested in understanding more about your mindset? [Try this online assessment to identify whether you currently have a growth mindset.](#)
2. Explore [The Mindset Continuum infographic](#). As its author, James Anderson, emphasizes, fixed and growth mindsets are the end points on a spectrum of perspectives. Use this infographic to explore where you currently are on the mindset continuum, and identify areas for future growth.

PART X

APPENDIX

CHAPTER 36

Exercises and Worksheets

The *Try It!* sections of this book include downloadable worksheets for students to actively process the concepts they are learning. This page compiles the available worksheets for easy reference.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-18>



An interactive H5P element has been excluded from this version of the text. You

can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-6>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-7>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-16>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-19>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-20>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-17>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-7>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-8>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-21>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-13>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-14>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/collegeguide/?p=1569#h5p-15>

Chapter 4: Evaluate Your Learning Skills and Strengths

- [Multiple Intelligences Learning Activity](#)

Chapter 11: Create a Weekly Schedule

- [Weekly Schedule Planner](#)

Chapter 12: Create Daily To-Do Lists

- [Managing Your Day with a Smartphone App](#)
- [Scheduling Your Day with a To-Do List](#)
- [Budgeting Time and Attention](#)

Chapter 15: Read with a Purpose: The SQ4R Strategy

- [Reading Academic Journals](#)

Chapter 16: Take Better Class Notes

- [Note-Taking Template](#)

Chapter 26: Make an Assignment Plan

- [Assignment Planning Template](#)

CHAPTER 37

Long Descriptions

Chapter 20 / Effective Self-Testing Strategies

Blooms Taxonomy of Learning Long Description

A reverse pyramid, the bottom level is smallest and grows larger. Each additional level is larger than the one below.

Bottom of Pyramid – Remembering: Find or remember information: list, find, name, identify, locate, describe, memorize, define.

2nd level – Understanding and making sense out of information: interpret, summarize, explain, infer, paraphrase, discuss.

3rd level – Applying, use information in a new but similar form: use, diagram, make a chart, draw, apply, solve, calculate.

Top of the reverse pyramid- three equal but separate areas:

1. Creating, use information to create something new: design, build, plan, construct, produce, devise, invent.
2. Evaluating, critically examine information and make judgments: judge, critique, test, defend criticize.
3. Analyzing, take information apart and explore relationships: categorize, examine, organize, compare,

contrast.

[Back to chapter](#)

Chapter 35

Growth Mindset Image Long Description

Examples of a Growth Mindset:

- Intelligence is not fixed but it can be developed over time.
- Difficult tasks are worth pursuing
- Feedback, even if it offers correction is beneficial to support true growth.

Examples of a Fixed Mindset:

- Intelligence is fixed and cannot be changed.
- If a task is difficult it should be discontinued.
- Negative feedback should be avoided or minimized.

[Back to chapter text](#)

Glossary List

concept

An abstract or generic idea generalized from particular instances.¹

Editing

A process of revising the content, organization, grammar, and presentation of a piece of writing.

framework

A basic conceptional structure (as of ideas).²

intelligence

The ability to learn, understand, and make judgments or have opinions that are based on reason.³

mnemonics

A mnemonic, also known as a memory aid, is a tool that helps

1. Merriam-Webster. (n.d.). Concept. In *Merriam-Webster.com dictionary*. Retrieved July 10, 2023. <https://www.merriam-webster.com/dictionary/plagiarize>
2. Merriam-Webster. (n.d.). Framework. In *Merriam-Webster.com dictionary*. Retrieved July 10, 2023. <https://www.merriam-webster.com/dictionary/framework>
3. Cambridge Dictionary. (n.d.). Strategy. In *Dictionary.Cambridge.org dictionary*. Retrieved July 10, 2023. <https://dictionary.cambridge.org/dictionary/english/intelligence>

you remember an idea or phrase with a pattern of letters, numbers, or relatable associations. Mnemonic devices include special rhymes and poems, acronyms, images, songs, outlines, and other tools.⁴

plagiarizing

To steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source.⁵

post-secondary

Education beyond (at a higher level than) high school.

procrastination

To delay an intended course of action despite expecting to be worse off for the delay.⁶

proofreading

Checking for accuracy in a piece of writing that is nearly complete. Includes Checking smaller details of grammar, spelling and punctuation.

rubrics

A guide listing specific criteria for grading or scoring academic papers, projects, or tests.⁷

4. Literary Terms. (n.d.). Mnemonic. *In Literary Terms*.
<https://literaryterms.net/mnemonic/>
5. Merriam-Webster. (n.d.). Plagiarizing. *In Merriam-Webster.com dictionary*. Retrieved July 10, 2023. <https://www.merriam-webster.com/dictionary/plagiarize>
6. Steel, P. (2007). Study Guides and Strategies. (n.d.). *Influencing teachers and improving classroom communication skills*. Retrieved from <http://www.studygs.net/attmot2.htm>
7. Merriam-Webster. (n.d.). Rubrics. *In Merriam-Webster.com dictionary*. Retrieved July 10, 2023. <https://www.merriam-webster.com/dictionary/rubrics>

scope

Assignment Scope: Overall description of the work. The range or depth of the subjects to be covered.

Strategy

A detailed plan for achieving success ... or the skill of planning for such situations.⁸

A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic setting.⁹

thesis

A statement that presents the main idea, opinion, or theory.

"A statement or theory that is put forward as a premise to be maintained or proved."¹⁰

8. Cambridge Dictionary. (n.d.). Strategy. In [dictionary.cambridge.org](https://dictionary.cambridge.org/dictionary/english/strategy)
dictionary. <https://dictionary.cambridge.org/dictionary/english/strategy>
9. Schumaker, J. B., & Deshler, D. D. (1992). Validation of learning strategy interventions for students with LD: Results of a programmatic research effort. In Y. L. Wong (Ed.), *Contemporary intervention research in learning disabilities: An international perspective*. New York: Springer-Verlag.
10. Oxford Languages. (n.d.). [Thesis](#). In *Google's English dictionary*. Retrieved July 10, 2023

References

- Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman. ↵
- Armstrong, T. (2017, May). *Multiple intelligences in the higher education classroom*. Keynote presentation presented at the Learning Specialists Association of Canada National Conference, Montreal, QC. ↵
- Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green. ↵
- Buzan, T. (n.d.). *What is a mind map?* Retrieved from <https://www.tonybuzan.edu.sg/about/mind-maps/> ↵
- Chen, P., Chavez, O., Ong, D. C., & Gunderson, B. (2017). Strategic resource use for learning: A self-administered intervention that guides self-reflection on effective resource use enhances academic performance. *Psychological Science*, 28(6), 774–785. <https://doi.org/10.1177/0956797617696456> ↵
- Chick, N. (2017). *Metacognition*. Retrieved August 31, 2017, from <https://wp0.vanderbilt.edu/cft/guides-sub-pages/metacognition/> ↵
- Dubuc, B. (2002). *Memory and learning*. Retrieved March 12, 2018, from http://thebrain.mcgill.ca/flash/a/a_07/a_07_p/a_07_p_tra/a_07_p_tra.html ↵
- Doran, G.T. (1981) There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review* 70 (11): 35–36. ↵

- Employment and Social Development Canada. (2023, June 2). *Learn about the Skills*. Retrieved from Government of Canada: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html> ↵
- Kwantlen Polytechnic University Learning Centres. (n.d.). *Learning with your multiple intelligences*. Retrieved from https://www.kpu.ca/sites/default/files/Learning%20Centres/Study_MultipleIntelligences_LA.pdf ↵
- Locke, E. A. (1968) Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance* 3 (2): 157 ↵
- McMaster University. (2005). *What questions engage students?* Retrieved April 23, 2018, from http://ccl.mcmaster.ca/resources/pdf/what_questions_engage_students.pdf ↵
- Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30(4), 159-167. <https://doi.org/10.1152/advan.00053.2006> ↵
- NSCC. (2017, October 1). *Academic integrity policy*. <https://www.nsc.ca/about/publications/policies-procedures/policies/academic-integrity-policy.asp> ↵
- Ontario Tech University. (2023). *Essay Outline*. Retrieved from Ontario Tech University: <https://nool.ontariotechu.ca/writing/writing-process/stage-1-planning/essay-outline.php>
- Oregon State University Academic Success Centre. (n.d.) *Six Reasons People Procrastinate*. Retrieved from success.oregonstate.edu/six-reasons-people-procrastinate ↵
- Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-793. <https://doi.org/10.1177/0956797615571017> ↵
- Salustri, F. (2015). Four levels of questions. Retrieved April 23, 2018, from http://deseng.ryerson.ca/dokuwiki/design:four_levels_of_questions ↵
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133, 65-94. <http://dx.doi.org/10.1037/0033-2909.133.1.65> ↵

- Study Guides and Strategies. (n.d.). *Influencing teachers and improving classroom communication skills*. Retrieved from <http://www.studygs.net/attmot2.htm> ↵
- Study Guides and Strategies. (n.d.). *Multiple choice tests*. Retrieved from <http://www.studygs.net/tsstak3.htm> ↵
- Tanner, K. D. (2012). Promoting student metacognition. *Cell Biology Education*, 11(2), 113–120. <https://doi.org/10.1187/cbe.12-03-0033> ↵
- University of Cincinnati. (2023). *SQ4R: Getting the Most from Your Textbooks*. Retrieved from *SQ4R: Getting the Most from Your Textbooks*: <https://www.uc.edu/campus-life/learning-commons/learning-resources/notetaking-resources/sq4r.html>
- University of Toronto (2023). *Multiple choice tests and exams*. Retrieved from <https://studentlife.utoronto.ca/task/multiple-choice-tests-and-exams/> ↵
- UNSW Sydney. (n.d.). *Growth mindset*. Retrieved from <https://student.unsw.edu.au/growth-mindset> ↵
- Whitehead, J., Fraenkel, C., Yu, E., & Van Der Mark, A. (2017, February 1). *Memory*. Retrieved from <http://etec.ctlt.ubc.ca/510wiki/index.php?title=Memory&oldid=63689> ↵
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805> ↵

Versioning History

Changes to NSCC 2nd Edition / July 2023

- See Chapter Mapping for reordering and chapter title changes.
- New chapters added: 17, 28, 32 – see chapter mapping.
- Moved section VII to VIII – see chapter mapping.
- All chapters updated to include Nova Scotia Community College (NSCC) content, and plain language.
- Header tagging revised to meet WGAG standards.
- Extend Your Learning tables modified – information added.
- Glossary terms added
- H5P content added.

Textbook Chapter Mapping			
New Adapted NSCC Book		Original KPU Book	
chapter	NSCC College 101 2e	chapter	KPU University 101
Section I	Learning at College	Section I	Learning in University: The Critical Skill of Metacognition
1	How to Use This Book	3	Learn How to Use This Book
2	Get Ready for College Learning	1	Develop a Foundation for Post-secondary Education
3	The Learning Cycle	2	Explore the Planning-Monitoring-Evaluation Cycle
II	Plan for Success	II	Plan for Success: Knowing Yourself and Setting Goals
4	Evaluate Your Learning Skills and Strengths	4	Evaluate Your Learning Skills and Strengths
		5	Evaluate Your Current Learning Strategies – CHAPTER REMOVED
5	Skills for Success	9	Skills for Success in the workplace.
6	Setting SMART Goals	6	Set Goals to Move Ahead
Section III	Finding College Supports	Section III	Your First Week: Getting Organized and Finding Resources
7	Get to Know Your College Supports	6	Get to Know University Resources
8	Understand Your Course Outline	7	Analyze Your Course Presentation
9	Connect With Your Instructor	8	Connect With Your Instructor
Section IV	Manage Your Time	Section IV	Manage Your Time: Study Strategies for Busy Students
10	See Your Semester Schedule at a Glance	10	See Your Semester at a Glance
11	Create a Weekly Schedule	11	Create a Weekly Schedule that Works
12	Create Daily To-Do Lists	12	Organize Your Day for Maximum Productivity
13	Escape the Procrastination Trap	13	Escape the Procrastination Trap
Section V	Learn From Lectures and Textbooks	Section V	Learn From Lectures and Texts

14	Reading Textbooks	14	Set Your Purpose for Reading Textbooks
15	Read with a Purpose: The SQ4R Strategy	15	Read with a Purpose: The SQ3R Strategy
16	Take Better Class Notes	16	Take Notes from Lectures – That You'll Actually Use
17	Vocabulary Building Strategies – NEW CHAPTER		
Section VI	Study Smart	Section VI	Study Smart – Use Powerful Strategies to Remember, Understand and Apply
18	Choose Strategies for Active Learning	17	Choose Strategies for Active Learning
19	Master Your Memory	18	Master Your Memory
20	Effective Self-Testing Strategies	19	Use Effective Questioning Strategies
21	Explore the 4 Levels of Questioning	20	Explore the Four Levels of Questioning
Section VII	Get Ready for Quizzes and Tests	Section VIII	Get Ready for Exams
22	Getting Ready for Review Sessions	27	Organize Review Sessions Strategically
23	Answering Test Questions	28	Answer Your Exam Questions
24	Managing Test Anxiety	29	Manage Exam Stress
Section VIII	Get Assignments and Research Done	Section VII	Get Those Projects Done
25	Manage Your Assignments	21	Analyze Your Assignment
26	Make an Assignment Plan	22	Develop an Assignment Plan
27	Move Beyond Writer's Block	23	Move Beyond Writer's Block
28	The Research Process – New Unit		
29	Create an Outline	24	Create an Outline
30	Write Your First Draft	25	Write the First Draft
31	Self-Edit Your Work	26	Self-Edit Your Work
32	Academic Integrity and APA Citation – NEW CHAPTER		
Section IX	Evaluate and Move Ahead	Section IX	Evaluate and Move Ahead

33	Evaluate Your Learning	30	Evaluate Your Learning
34	Develop a Growth Mindset	31	Develop a Growth Mindset
35	Put the Growth Mindset into Practice	32	Put the Growth Mindset into Practice

Section I

- Removed Learning Objective,' Added definition for the term *metacognition*'.

Chapter 3

- New Try it! activity.

Section II

- Learning Objectives modified.
 - Changed *Evaluate your current student strategies and identify new skills you hope to gain* to *Discover Skills for Success*.
 - Changed *Set your learning goals* to *Set SMART learning goals*.

Chapter 5

- Learning objectives revised
- New Try it! activity added.
- Removed 'Learning Strategies Checklist' activity.
- Added Extend Your Learning box.

Chapter 6

- SMART Goal example added.
- Removed 'Extend Your Learning SMART-Goals' worksheet.

Section III

- Updated Plan-Monitor-Evaluate Connection.
- Reordered and reworded Learning Objectives.

Chapter 7

- Chapter changed to include NSCC information and student supports.
- Replaced Try it! exercise.

Chapter 8

- Updated Try it! exercise.
- Removed Extend Your Learning box.

Section IV

- Revised to make consistent with revised chapters.

Chapter 11

- Modified tip list.

Chapter 12

- Enhanced section on creating to-do list principles.
- Modified Try it! exercise.

Chapter 13

- Added links to NSCC supports.

Section V

- Updated Learning Objectives.
- Changed *Use the SQ3R Strategy* to *Use the SQ4R Strategy*.

- Added Learning Objective: Create a personal dictionary.

Chapter 14

- Added NSCC content.
- Added new Try it! exercise.

Chapter 15

- Replaced content with SQ4R strategy.
- Replaced Try it! exercise.

Chapter 16

- Replaced note-taking strategy with *Cornell Method*.
- Added Extend Your Learning Box.

Section VI

- Added Learning Objective: Understand the 4 levels of questioning.

Chapter 18

- Added Extend You Learning box.

Chapter 19

- Added Extend You Learning box.

Section VII

- Updated Plan-Monitor Evaluation and Learning Objectives to reflect chapter edits.

Chapter 22

- Removed *Resource* column in the Step 3: Identify Active

Learning Strategies table.

- Added new step: Step 4: Identify Resources' section.
- Enhanced content within Step 5: Create a Study Plan.
- Added links to NSCC supports.

Chapter 23

- Added 'Test Taking Tips' content.
- Reworded Try it! exercise.

Chapter 24

- Reworded and consolidated tips for 'What Can You Do On Exam Day to Manage Any Jitters'.
- Modified Try it! exercise.
- Added Extend Your Learning box.

Section VIII

- Added 'How to move past writer's block', 'Use the 5 steps of editing your work' and 'Understand APA Citation and how to avoid plagiarism' as Learning Objectives.

Chapter 25

- Replaced assignment graphic.
- Removed content related to 'Terms that might be used' and 'Begin with Background Content'.
- Added 'Step 2: Start an Assignment Journal', 'Step 4: Create an Assignment Schedule', and 'Time Management'.
- Modified Try it! exercise.

Chapter 26

- Edits to example Assignment Planner with new dates and NSCC supports available to NSCC students.

Chapter 27

- Added section on *How to Use Mind Mapping*.
- Updated Mind Mapping Example.
- Renamed Tip to *Extend Your Learning* and added content.

Chapter 29

- Updated Try it! exercise.
- New Extend Your Learning box.

Chapter 30

- Chapter rewritten.
- Dos and Don'ts tips added to the 3 steps.

Chapter 31

- Added section on proofreading.

Chapter 33

- Removed quote from Bill Gates.
- Modified Try it! exercise.

Chapter 34

- Revised chapter introduction.
- Reworded headers.
- Try it! exercise modified and replaced with H5P version.

Changes to NSCC 1st Edition / April 2020

- Book renamed NSCC College Guide 101.
- Content updated to make specific to NSCC.
- All references to University changed to College, and KPU replaced with NSCC.
- KPU student services and resources replaced with NSCC content.

KPU Edition

University 101: Study, Strategize and Succeed exists because of the contributions of the Kwantlen Polytechnic University Learning Centre team. The source material depends heavily on Learning Aids developed by Alice Macpherson and Christina Page, as well as workshop materials developed by Marti Alger, Laura Aguilera, Kim Tomiak, Adam Vincent, and Lyn Benn. Megan Robertson provided invaluable feedback on the initial drafts of the project.

Rawia Inaim, Emily Tan, Vijaya Jammi and Anmol Mangat contributed to the visual and multimedia content in the book, generously lending their technical expertise. In addition to his graphic design contributions, Graeme Robinson-Clogg also designed the printable worksheet activities.

The KPU Learning Centre team are focused on student learning, development, and success. We hope that this project contributes to the academic success of the students we are privileged to support in our work.

This book was made possible through the support of a KPU Open Education Resources Grant. Many thanks to Rajiv Jhangiani and Caroline Daniels for their support in this project.

Christina Page (Editor and Project Coordinator)

Kwantlen Polytechnic University, May 2018.