

Succeed

With the College of Business

Fall 2024 - Spring 2025

**Missouri
State**[™]

BUSINESS
ADVISEMENT CENTER



Strategies for Success in the College of Business

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Success Strategies:

We are here to help you in Glass Hall!



Hours : M—F 8 am—5 pm

By appointment

Business Advisement Center, GLA 276

(417) 836-5386

www.missouristate.edu/busadv

Sandy Culver, Director

Alisa Trotter, Assistant Director

Karmen Brewer, Senior Academic Advisor



Study Lounge, GLA 436

- ◆ Lounge Chairs and Couches
- ◆ Counter-height Individual Study Areas
- ◆ Large tables for Group Study Sessions
- ◆ Wireless and Ethernet Internet Access
- ◆ Charging Stations



Open Access Computer Labs

- ◆ Fourth Floor of Glass Hall
- ◆ Collaboration stations
- ◆ Enables 5 laptops to be hooked up to single large TV
- ◆ 3D Printer
- ◆ 3D scanner
- ◆ Wide format printer
- ◆ Booth seating

- **You are on academic probation. Do you know what that means and how it affects you?**
- **How do YOU define success? (Examples on page 4)**
- **Using the page 5, what factors do you feel are affecting your performance?**
- **What changes have you already made to help you be successful this semester?**
- **What resources do you need to utilize this semester to get back in good standing?**
- **Look at page 6, these people persevered!**
- **What should we include in your personal academic plan?**
page 7
- **Let's make an appointment later this semester to follow up on our recommendations.**

Success | noun | suc•cess | suh k-ses

- : accomplishing one's goals
- : attaining wealth, respect or fame
- : satisfactory completion of something

Dictionary.com and the Merriam-Webster dictionary

However YOU define it, SUCCESS is what we strive for in the College of Business. Since your academic career is a stepping stone for your future professional career, we want to help you achieve success in both.

Through this book you will find several success strategies to assist you. We have included tools in the areas of:

Time management

Study skills

Tips for communicating with your advisor and faculty

Resources on and off campus

Our goal is to assist you in establishing a personalized academic success plan. This plan will be designed to help you achieve success in all areas of your academic career.

In addition to this book, we wish for you to use your Academic Advisor as a resource for information and referrals. Don't hesitate to contact us with any questions or concerns that are affecting your academic performance.

We are glad you are here!

Success Strategies:

Assessing Issues that can Affect Academic Performance

Academic performance is affected by several factors. These factors will be different for everyone. By assessing what those factors are, you can see if changes need to be made.

This assessment is intended to get you started in identifying possible reasons or situations that may affect your academic performance.

ACADEMIC FACTORS	NEED RESOURCES?	MAKE A CHANGE?
Lack of study skills		
Unsure of major/career		
Test anxiety		
Unable to understand course material		
Too heavy of a course load		
Poor test preparation		
HEALTH FACTORS		
Illness or injury		
Alcohol/substance abuse		
Poor nutrition		
Sleep difficulties		
Possible learning disability		
Stress/anxiety		
PERSONAL FACTORS		
Financial difficulties		
Involvement with organizations		
Multiple competing time commitments		
Numerous class absences		
Lack of motivation		
Too much time on internet/computer/TV		
Employment		
Housing/Roommate		
Home/Family issues		
Adjustment to campus		
Separation from home/family/friends		
OTHER FACTORS		

Success Strategies: *PERSEVERE, just like these powerful people*

Walt Disney

was fired by newspaper editor because he “lacked imagination.”

Stephen King

received 30 rejections from publishers causing him to throw his first book in the trash. His wife fished it out and encouraged him to resubmit it.

Vera Wang

Failed to make the United States Olympic Figure Skating Team and was passed over for editor-in-chief of Vogue before she began designing wedding dresses at the age of 40.

Oprah Winfrey

was fired from her first television job as a reporter because she was “unfit for TV.”

Michael Jordan

was rejected for his high school’s varsity basketball team.

Steven Spielberg

was rejected by the University of Southern California School of the Cinematic Arts multiple times.

Remember....

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”

-Thomas A. Edison

Success Strategies: *Make a Personalized Academic Success Plan*

Include these ideas in your own personal plan for success.

- ☐ **Communicate with your instructors.**
Attendance is very important. Be proactive
Take the initiative. Ask questions.
 - ☐ **Keep syllabus in a safe place.**
Plan for exams and papers ahead of due date.
 - ☐ **Meet with your advisor each semester.**
Make an appointment in October to discuss
Spring registration. Make an appointment
in March to discuss Summer and Fall registration.
 - ☐ **Evaluate your study time.**
Allow 2-3 hours for each 1 hour
in class.
 - ☐ **Prioritize.**
Balance school, study time, work
and extra-curricular activities.
 - ☐ **Check your MSU email daily.**
Your advisors, instructor, and university
office use MSU email for important
information.

Remember to Persevere!

To Do List:

[illegible]

Resources



HEALTH CARE

DENTAL

JORDAN VALLEY COMMUNITY (417) 831-0150
THE KITCHEN CLINIC (417) 837-1500

MEDICAL

COX HEALTH (417) 269-6270
GREENE COUNTY HEALTH DEPT (417) 864-1658
JORDAN VALLEY HEALTH (417) 831-0150
MERCY HOSPITAL (417) 820-2000
→ **MSU MAGERS HEALTH** (417) 836-4000
THE KITCHEN CLINIC (417) 837-1500

MENTAL

BURRELL BEHAVIORAL HEALTH (417) 761-5000
CENTER CITY COUNSELING (417) 836-3215
MISSOURI DEPARTMENT OF MENTAL HEALTH (573) 751-4122

→ **MSU COUNSELING CENTER**
Magers Health and Wellness, Suite 304 (417) 865-8943
MURNEY CLINIC Forest Institute (417) 893-7760
NATIONAL ALLIANCE MENTAL ILLNESS (NAMI) (417) 864-7119
OZARKS COUNSELING CENTER (417) 869-9011
THE KITCHEN CLINIC (417) 837-1500

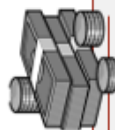
SUBSTANCE ABUSE

BURRELL BEHAVIORAL HEALTH (417) 893-7760
CAROL JONES (WOMEN'S RECOVERY) (417) 862-3455
COX CENTER FOR ADDICTIONS (417) 269-2273
BHD Treatment Center (417) 865-8045
OXFORD HOUSE Treatment Hotline (844) 906-0600
(417) 836-5116
→ **MSU COUNSELING CENTER**
Magers Health and Wellness, Suite 304



ACADEMIC ASSISTANCE

→ **MSU DISABILITY RESOURCE CENTER**
Meyer Library 111 (417) 836-4192
→ **MSU LEARNING DIAGNOSTIC CLINIC**
Alumni Center 502 (417) 836-4787
→ **MSU TRIO** Meyer Library 109 (417) 836-6220
→ **MSU BEAR CLAW AND WRITING CENTER**
Meyer Library 113 (417) 836-6398
→ **MSU ACADEMIC DEPARTMENTS MAY ALSO OFFER TUTORING ON SPECIFIC COURSES. BE SURE TO CHECK IN DEPARTMENTAL OFFICES AND WATCH FOR POSTED FLYERS.**



FINANCIAL RESOURCES

→ **MSU FINANCIAL AID - Emergency Funding**
Carrington Hall 101 (417) 836-5262
→ **MSU FINANCIAL SERVICES**
Carrington Hall 113, 424 (417) 836-5632
CONSUMER CREDIT COUNSELING (417) 889-7474

For additional resources and assistance, contact:

BUSINESS ADVISEMENT CENTER
College of Business
Glass Hall 276

MISSOURI STATE UNIVERSITY
901 S. National
Springfield, Missouri 65897
(417) 836-5386

Updated July 2021

Resources for Success

Missouri State
BUSINESS
ADVISEMENT CENTER

HOTLINES

BURRELL BEHAVIORAL HEALTH
800-494-7355
CHILD ABUSE
800-422-4453
ADULT ABUSE
800-392-0210
DOMESTIC VIOLENCE (417) 799-7233
NAMI CRISIS LINE (800) 950-6264
SEXUAL ASSAULT (800) 656-4673
SUICIDE PREVENTION 988
VICTIM CENTER (417) 864-7273

LAW ENFORCEMENT

EMERGENCY 911
SPRINGFIELD POLICE (417) 864-1810
→ **SPRINGFIELD POLICE MSU** (417) 836-5327
GREENE COUNTY SHERIFF (417) 868-4040
MISSOURI HIGHWAY PATROL (417) 895-6868
→ **MSU CAMPUS SECURITY**
(CAMPUS SAFE WALK) (417) 836-5509

ONE DOOR RESOURCES

300 E. Central (417) 225-7499

Other agencies may require referrals through One Door Resources before service.

UNITED WAY 24 HOUR REFERRAL SERVICE

211 or www.211helps.org

EMERGENCY ASSISTANCE

AMERICAN RED CROSS (800) 733-2767

THE KITCHEN (417) 837-1500

VICTORY MISSION (417) 864-2200

HOUSING AND RENTAL ASSISTANCE

HOUSING AUTHORITY OF THE CITY OF SPRINGFIELD (417) 866-4329

OZARKS AREA COMMUNITY ACTION CORPORATION (OACAC) (417) 864-3430

SALVATION ARMY (417) 866-9426

WOMEN IN NEED (for working single mothers) (417) 263-2300

→MSU RESIDENCE LIFE, HOUSING, & DINING Hammons Hall 104 (417) 836-5536



TRANSPORTATION ASSISTANCE

→MSU BEARLINE (417) 836-4825

CITY BUS (417) 831-8782

CITY UTILITIES (417) 863-9000

CROSSLINES (417) 869-0563

FOOD PANTRIES

** DOCUMENTATION MAY BE NEEDED

- ☐ Current State Issued Id
- ☐ Proof of Residence (Electric Bill)
- ☐ Social Security Number of All in Household

****There may be changes due to COVID 19**

→MSU BEAR PANTRY
University Hall Basement (417) 836-3200

CROSSLINES
615 N. Glenstone (417) 869-0563

Monday through Friday 9 to 1:45
SPRINGFIELD DREAM CENTER

829 W. Atlantic (417) 720-1065
Wednesday evening 6 to 7 Drive Thru Dinner

C-STREET CONNECT (417) 831-1818

GRAND OAK BAPTIST MISSION
2854 W. Grand (417) 869-4818
Tuesday, Wednesday, Thursday 9-11:30 and 1-3:00

SALVATION ARMY
1707 W. Chestnut Expressway (417) 866-9426
Wednesday 9:30 to 11:30 and 1 to 2:30

VICTORY MISSION
1715 N. Boonville (417) 864-2200
Monday, Wednesday, and Friday 9-12

WELL OF LIFE
418 S. Kimbrough (417) 869-2865
Monday, Wednesday, Friday 10 to 1:45

LEGAL ASSISTANCE

→MSU CENTER FOR DISPUTE RESOLUTION
Park Central Office Building 212 (417) 836-3132

→MSU DEAN OF STUDENTS
Plaster Student Union 405 (417) 836-5527

→MSU STUDENT OMBUDSMAN (417) 836-8346

LEGAL AID (417) 881-1302 or (417) 881-0533

LEGAL SERVICE PUBLIC DEFENDER (417) 865-4444
(417) 895-6740

SUPPORT SYSTEMS

AIDS PROJECT OF THE OZARKS (417) 881-1900

ALANON/ALATEEN (417) 986-4359

ALCOHOLIC'S ANONYMOUS (417) 823-7125

AMERICAN LEGION (417) 862-6641

COMMUNITY PARTNERSHIP (417) 888-2020

GLO CENTER OF THE OZARKS (417) 869-3978

GRUPO LATINOAMERICANO (417) 866-1348

HIGHER GROUND RECOVERY (417) 869-0700

MINORITIES IN BUSINESS (417) 837-2631

→MSU BEARS IN RECOVERY PROGRAM
(417) 836-4000

→MSU DIVERSITY AND INCLUSION
Carrington Hall 302 (417) 836-3736

→MSU INTERNATIONAL SERVICES
Morris Center 101 (417) 836-6608

→MSU MULTICULTURAL RESOURCE CENTER
Plaster Student Union 141 (417) 836-4483

→MSU VETERAN STUDENT SERVICES
Meyer Library 108 (417) 466-6199

MISSOURI VETERANS COMMISSION

(417) 466-7103

NAAAP OF THE OZARKS (417) 352-0880

P.F.L.A.G. OF THE OZARKS (417) 350-5300

RECOVERY CHAPEL (417) 887-7228

REFORMERS UNANIMOUS (417) 889-1999

CAREER/ JOB SEARCH

→MSU CAREER CENTER (417) 836-5636
Carrington Hall 309 OR Glass Hall 276

MISSOURI CAREER CENTER (417) 887-4343

→MSU STUDENT EMPLOYMENT
Shannon 113 (417) 836-5627

OCCUPATIONAL OUTLOOK HANDBOOK

www.bls.gov/ooh/

www.onetonline.org

O*NET ONLINE

Success Strategies: *Websites providing online resources*

Study Skills	www.testtakingtips.com/study/index.htm www.howtostudyincollege.com/how-to-get-good-grades/
Time Management	www.collegeatlas.org/college-student-time-management-basics.html www.usnews.com/education/blogs/professors-guide/2009/10/14/top-12-time-management-tips
Student Planners	www.myhomeworkapp.com (free and paid options) www.trello.com (free and paid options)
Note Taking Strategies	www.testtakingtips.com/note/index.htm www.howtostudyincollege.com/how-to-get-good-grades/note-taking-strategies/
Note organization	www.evernote.com/ www.microsoft.com/en-us/microsoft-365/onenote/digital-note-taking-app?rtc=1 www.getrocketbook.com
Test Taking Strategies	www.testtakingtips.com/test/index.htm www.howtostudyincollege.com/how-to-get-good-grades/studying-for-exams www.infoplease.com/homework-help/research/studying-tests
ESSAY:	www.usnews.com/education/blogs/professors-guide/2009/11/18/top-10-tips-for-taking-essay-tests
MULTIPLE CHOICE:	https://www.collegeatlas.org/multiple-choice-exams.html
Dealing with Test Anxiety	www.testtakingtips.com/anxiety/index.htm www.verywellmind.com/test-anxiety-3024422
Online Courses	www.collegeatlas.org/study-strategies-online-courses.html www.goodcolleges.online/study-tips-for-success
Group Projects	www.thoughtco.com/work-on-college-group-project-793287 www.thoughtco.com/working-on-group-projects-467015
Writing a college paper	https://www.collegeatlas.org/write-a-college-term-paper.html www.writingcenter.missouristate.edu/resources.htm
Dictation	www.nuance.com/dragon/index.htm www.support.google.com/docs/answer/4492226?hl=en www.support.apple.com/en-us/HT202584 www.support.microsoft.com/en-us/help/14213/windows-how-to-use-speech-recognition

General Information





Everyone processes and learns new information in different ways. There are three main cognitive learning styles: visual, auditory, and kinesthetic.

The common characteristics of each learning style listed below can help you understand how you learn and what methods of learning best fits you. Understanding how you learn can help maximize time you spend studying by incorporating different techniques to custom fit various subjects, concepts, and learning objectives. Each preferred learning style has methods that fit the different ways an individual may learn best.

<u>VISUAL</u> <ul style="list-style-type: none">• Uses visual objects such as graphs, charts, pictures, and seeing information• Can read body language well and has a good perception of aesthetics• Able to memorize and recall various information• Tends to remember things that are written down• Learns better in lectures by watching them	<u>Tips for Visual Learner</u> <ul style="list-style-type: none">• Turn notes into pictures, charts, or maps• Avoid distractions (windows, doorways, etc.)• Learn the big picture first and then focus on the details• Make mind and concept maps instead of outlines• Color code parts of new concepts in your notes• Use flash cards when trying to study vocabulary
<u>AUDITORY</u> <ul style="list-style-type: none">• Retains information through hearing and speaking• Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization• Notices different aspects of speaking• Often has talents in music and may concentrate better with soft music playing in the background	<u>Tips for Auditory Learner</u> <ul style="list-style-type: none">• Record lectures and then listen to them• Repeat material out loud and in your own words• Discuss materials in your study groups• Read textbooks aloud• Listen to wordless background music while studying
<u>KINESTHETIC</u> <ul style="list-style-type: none">• Likes to use the hands-on approach to learn new material• Is generally good in math and science• Would rather demonstrate how to do something rather than verbally explain it• Usually prefers group work more than others	<u>Tips for Kinesthetic Learner</u> <ul style="list-style-type: none">• Take study breaks often• Learn new material while doing something active (e.g., read a textbook while on a treadmill)• Chew gum while studying• Work while standing• Try to take classes with instructors who encourage demonstrations and fieldwork

Adapted from:

Cuyamaca College. (2003). Visual learning. Retrieved July 3, 2008, from: <http://www.cuyamaca.edu/eops/DSPS/resourcesvis.asp>

Landsberger, J. (n.d.). Study guides and strategies: Visual/spatial learning. Retrieved July 3, 2008, from: <http://www.studygs.net/visual.htm>

Wong, L. (2006). *Essential study skills* (5th ed.). Boston, MA: Houghton Mifflin.

<http://blc.uc.iupui.edu/Portals/BLC/Study%20Skills/Fall%2015%20Handout%20Updates/Discovering%20your%20Learning%20Style.pdf>

What is Grade Point Average? MSU Catalog Op3.04-29, Op3.04-31 defined:

Grade point average (GPA) is calculated by dividing the total quality points earned by the total credit hours attempted.

The University looks at two GPA's. The Cumulative Missouri State GPA is based only on courses completed at Missouri State. The Combined GPA is based on work completed at Missouri State **AND** in transfer.

How do you calculate your GPA?

It is important for you to know how to calculate your GPA. Using this point system, you can calculate your GPA by dividing the points by the credit hours attempted.

Missouri State also has a link to a GPA calculator.

<http://www.missouristate.edu/registrar/gpascalculator.asp>

Points System						
A	4 points	B+	3.3	C+	2.3	D+ 1.3
A-	3.7	B	3	C	2	D 1
		B-	2.7	C-	1.7	D- .7

Why is GPA important to YOU?

Your ultimate goal is employment. Many employers use the GPA as a “first impression.” The job search will be very competitive so you will want to “present” your best to potential employers for those great job opportunities and internship experiences.

GPA requirements differ depending on your major. For business unit majors:

- For admission, a 2.50 Combined GPA and 2.00 Missouri State GPA is required.
- For graduation, a 2.50 is required in all upper division (300+) COB courses.



What is Academic Status?

Academic Status is the standing a student achieves after the grades are awarded for a specific semester. To determine the status, the University looks at the GPA attained at Missouri State AND the Combined GPA (Missouri State plus Transfer GPA). There are three Academic Statuses: Good Standing, Probation, and Suspension.

What Academic Status should YOU strive for? MSU Catalog Op3.04-3 defined:

Good Standing

A student who has both a cumulative Missouri State AND a combined (Missouri State and transfer) GPA of at least 2.00 is considered to be in good standing. Students not in good standing will be placed on academic probation or suspension.

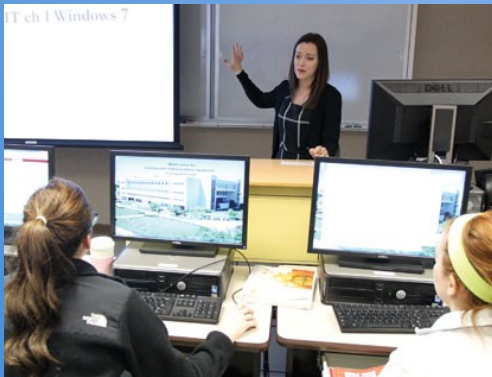
Success Strategies:

Potential differences from your previous educational experiences

Missouri State courses may move at a faster pace.

You will be expected to:

- ♦ Attend class and be on time so you won't miss any class time. Have paper, pen, text and notes when class starts.
- ♦ Learn all the material even if not specifically discussed in class.
- ♦ Ask questions if you need any clarification. Instructors won't know you don't understand until you tell them.
- ♦ Read assigned material prior to attending class.
- ♦ Listen attentively and take comprehensive notes and review them before class time.
- ♦ If you miss class, get the notes from a classmate.
- ♦ Participate in class. Faculty do take notice and some will include participation as part of your grade.
- ♦ Respect others in the class. Show consideration to all students.



Missouri State courses may require more critical thinking.

You will be expected to:

- ♦ Go beyond just memorizing the material.
- ♦ Be able to compare and contrast the material.
- ♦ Apply and critique the material. Try to apply it to your own life when possible.

Missouri State courses may require more time outside of class to study.

You will be expected to:

- ♦ Spend 2 to 3 hours of studying per class hour. In-depth studying will need a quiet study space.
- ♦ Have effective and efficient study strategies for each class. These strategies may be different depending on the subject.
- ♦ Be organized by prioritizing your assignments and managing your time.
- ♦ Follow instructions completely on all assignments.



Missouri State courses may have little or no extra credit.

You will be expected to:

- ♦ Do well on the limited number of graded assignments and exams. There may be few or no opportunities to raise your grade.
- ♦ Have many small assignments in a short period of time. It is important to keep on schedule.
- ♦ Study and apply yourself on all assignments.
- ♦ Do your own work. Plagiarism is using someone else's answers, words, or ideas as your own. It is considered cheating and stealing. It will result in disciplinary action.



All Missouri State courses will provide you with a syllabus.

Read them and refer to them.

You will be expected to:

- ♦ Keep track of all test dates and assignment due dates. You may not be reminded in class.
- ♦ Know the professor's instructions concerning the use of technology in class. Be sure to turn off your cell phone. Do not text during class. Only bring your laptop if your instructor allows it. If they do allow, make sure to only use it on class activities. Surfing, emailing, and social media posts are not acceptable.
- ♦ Know classroom rules. Some faculty do not allow food in the classroom, coming in late or leaving early. Know and respect their policies.



Keep your syllabus for each course in a safe, easy-to-access place.

Success Strategies: *Tips for Communicating with your Advisor and Faculty*



Be sure of their name and title.

- ◆ Most will let you know what they want to be called. When in doubt, go with “Dr. (last name.)” If they are not a Dr., they will let you know; but they’re unlikely to be offended by the promotion.

Be Respectful.

- ◆ Be open and honest.
- ◆ Be polite. Thank them for their time.

Be Prepared.

- ◆ Make an appointment so they know to expect you.
- ◆ Have your questions ready and bring all necessary materials with you.

Be Proactive.

- ◆ Talk to them early and often. Let them know ahead of time if you are going to miss class or an appointment. If you are struggling with a topic, be sure to see them before it is too late.

Be careful how you ask questions.

- ◆ Phrase your questions carefully, so as not to sound like you are asking for special treatment or “inside information”. Instead of asking “What’s on the final?”, say “How can I best prepare for the final?”

Be prepared to do the work.

- ◆ Instructors are here to help you but they must hold you to the same standards and workload as the other students in the course. Keep the syllabus so you know what is stated concerning make up work, extra credit.

Be clear and concise.

- ◆ Instructors usually have numerous courses and tasks needing their attention. Be sure you stay on task and take minimal time as other students may be waiting.

Be Professional.

- ◆ Use their office hours as a resource. Faculty have great information on their field of study.
- ◆ College is a professional arena and you should conduct yourself accordingly. You may want to consider how you present yourself, i.e. how will you dress if you are asking for a letter of recommendation?

Success Strategies: *Emailing Tips for communicating with your Advisor and Faculty*



Know what they expect.

- ◆ Check the syllabus for instructions on how the instructor wishes email to be used in the class.
- ◆ If your question/issue is complicated or urgent, be sure to meet face to face.
- ◆ Do not send your instructor a draft of an assignment for review, unless he/she has pre-approved that.
- ◆ Have they already answered your question multiple times in class or appointment or is the information you need on the syllabus?

Wait patiently for a reply.

- ◆ Leave plenty of time for your instructor to respond to your email.
- ◆ Keep in mind that a request might take a while to fulfill.
- ◆ If it is an urgent or sensitive matter, it will be better to meet in person.

Use the subject line.

- ◆ Include your course and section number. This will help instructors identify you.
- ◆ Include your M number to help your advisor identify you.
- ◆ Blank subject lines may end up in "Junk Mail".

Copy yourself on emails.

- ◆ This will help verify that your message got through intact and give you the opportunity to check that everything looks the way you intended.
- ◆ Check any attachments to make sure they open and appear correctly.

Do not send forwards.

- ◆ University email accounts are reserved for school-related questions and information.
- ◆ Do not forward YouTube videos, funny caption pictures or chain letters.

Use the Missouri State email account:

youraccount@live.missouristate.edu

- ◆ Unknown senders run the risk of being unopened by instructors.
- ◆ Non-MSU email accounts may go to "Junk Mail".
- ◆ MSU considers this email account as an official means of communication.

Be professional and respectful.

- ◆ Be careful with complaints. These are handled better in person.
- ◆ If you are emotional/angry when writing the email, wait before sending.
- ◆ Remember email is not private. It can easily be forwarded to others without your knowledge.
- ◆ Do not copy the department head and/or dean.

Be careful when choosing your words.

- ◆ If you missed class, don't ask "if" you missed anything important. Just ask what you missed.
- ◆ Save comments on the instructor's classroom performance for the end of semester evaluations.

Format your email properly.

- ◆ Always use a greeting and write in complete sentences. End with a closing courtesy and signature.
- ◆ If you include an attachment, make sure the file name clearly identifies what it is and who it's from so your instructor does not have to guess.
- ◆ **Proofread!** Email does not mean informal or text-talk. Make sure you capitalize, punctuate properly and use spellcheck.
- ◆ Avoid fancy fonts. They can be distracting from the message.

Be clear and specific.

- ◆ Specify which assignment you have a question about. If you are responding to feedback or other communication from the instructor, make it clear that you've read their response and are continuing with the conversation.
- ◆ Think about what you are asking for before you email.

Success Strategies: *Using General Education courses to build your skill set*

The General Education program helps you explore many different areas of study. It is to your advantage to utilize these courses to help develop your skills and knowledge that you can use later in life. You may wish to choose a subject that you have studied before and wish to take again.

Look for a class that helps you:

Develop one of your **strengths**

Work on one of your **weaknesses**

Understand yourself

Psychology, biology, philosophy, religious studies...

Lead a **healthier life**

Biology, biomedical sciences, physical education

Improve your **communication skills**

English, communication

Solve Problems

Mathematics, chemistry, philosophy

Develop **skills in research, organization, and critical thinking**

Examine **technology** and how it works

Chemistry, physics, computers

Examine the **major institutions of our society**

Economics, political science, sociology...

Learn about **American culture**

History, political science, art, music....

Learn about **social problems**

Sociology, economics....

Learn about your **major**

Introductory course

Understand the **physical world** around you

Geology, biology, chemistry, physics

Learn something **new**

What is Academic Probation? MSU catalog Op 3.04.3 defined:

Any student with a cumulative Missouri State **or** a combined GPA of less than 2.00 (a “C” average) is on probation unless placed on academic suspension (page 36). The purpose of academic probation is to remind students that the quality of their cumulative academic work is unsatisfactory.

How does probation affect me?

Students on probation may be:

- ineligible for participation in organizations or activities.
- ineligible for financial aid.
- at risk of not being admitted to their degree program.
- unable to take some major courses in their program.

Students on probation are encouraged to take advantage of the resources offered by the University to ensure their academic success.

- Assess Issues that can affect academic performance (page 5)
- Bear Claw (Center for Learning and Writing) 1st Floor Southeast corner Meyer Library
 - Math Drop in Table
 - Economics Drop in Table
 - Business Drop in Table
 - Science Drop in Table
 - Language: Spanish Drop in Table
 - Language: French Drop in Table
 - Generalist Tutor
 - Writing Center
- Departmental and COB Tutoring labs

What is Academic Suspension?

MSU catalog Op 3.04.3 defined:

A student who enters a semester on academic probation and fails to earn a semester GPA of 2.00 or higher will be suspended unless s/he has both a cumulative MSU GPA and a combined (Missouri State and transfer) GPA of 2.00 or higher, in which case the student would continue on academic probation. Additionally, a student who earns a semester GPA less than a 1.00 and, as a result, has a Missouri State or combined GPA or less than 2.00, will be suspended unless the dean of the college of the student's major determines that there are circumstances which warrant an exception. Individual deans establish the process by which such exceptions will be considered.

How does suspension affect me?

First Suspension: must remain out for at least one full semester (not including summer) to be eligible for reinstatement.

Second Suspension or more must remain out for at least on full year prior to being eligible for reinstatement.

Do you think you had extenuating circumstances that contributed to your academic performance?

Examples of extenuating circumstances are hospitalization, serious illness, or death in family. Working too much is **not** an extenuating circumstance.

If you feel you had extenuating circumstances, make an appointment with your Academic Advisor to discuss if options are available. (Business Advisement Center: (417)836-5386, GLA 276)

ASSESS

Assess underlying issues that can affect academic performance

Page 5

What changes can be made?

EVALUATE

Is this the right major for you?

Evaluate remaining requirements. What will you need to do to complete this major? Is there another major that will allow you to accomplish your career goals? What would you need to do to complete the new major? Which will be more advantageous for you?

EVALUATE

Job School Balance

Having a realistic balance of your coursework, study time, work and extra-curricular activities is important. If you need to work full-time, you may need to take only one or two courses.

EVALUATE

Are there courses you can repeat at a community college?

The fastest way to raise your GPA is to repeat courses in which you earned a D or F.

**Courses with D or
F to repeat:**

EVALUATE

Are there lower division courses you can take at a community college?

BE READMITTED

- You may use the online application (<http://www.missouristate.edu/futurestudents/applynow.aspx>) and choose the **readmit application**.
- If you have not attended classes anywhere since you left Missouri State, and you completed the admission process when you last attended here, this is all we need in order to process your readmission and get you ready to register.
- If you have attended classes somewhere since you left here, we will have to have those transcript(s) sent to us so that we can process your application.

MAKE REINSTATEMENT APPOINTMENT

Call (417)836-5646 to make an appointment with Associate Dean, Dr. Jones.

Reinstatement is not an automatic process. Students must be approved for reinstatement by the dean of the college under which they plan to return. (op3.04-3 Academic Status) Stipulations of reinstatement usually include 12 hour maximum or 6 hours if working 35-40 hours. With emphasis on repeating courses that D or F was received.

MAKE ADVISOR APPOINTMENT

Call (417)836-5386 or stop by GLA 276 to make an appointment with your academic advisor.

We will evaluate possible repeats, school/study time/job balance and calculate GPA needed to get you back in Good Standing. You will discuss the best strategies to successfully get you off probation and come up with a suitable class schedule for the upcoming semester.

Record your monthly income sources and amounts. Multiply each line by four to determine your semester budget. Total your income and subtract a contribution to your savings to determine the total amount of money you have to spend, or expendable income.

INCOME	Monthly budget		Semester budget
Job 1		x 4	
Job 2		x 4	
Summer job savings		x 4	
Investments		x 4	
Parents/family		x 4	
Financial Aid		x 4	
Miscellaneous income		x 4	
TOTAL INCOME		x 4	
Less savings contribution	—	x 4	—
TOTAL EXPENDABLE INCOME		x 4	

Record your total expendable income for the semester from above in first cell of the remaining balance column below. Allocate your available money to each line-item below. Subtract each allocation from the remaining balance of the line above to determine the remaining balance after that expense for each line.

EXPENSES	Expense allocation	Remaining balance
Starting expendable income balance		
(monthly payment)		
(monthly payment)		
Tuition		
School books and fees		
Transportation (e.g.: auto insurance, maintenance, gas)		
Food (groceries and eating out)		
Entertainment		
Personal and health care		
Gifts		
Discretionary allowance (e.g.: clothes, movies, etc.)		
(other expense)		
TOTAL EXPENSES		

Your semester expense allocations may be simply divided by four to give you a month-by-month guideline for spending, or you may consider adopting monthly budgets to reflect month specific costs, while remaining within your budget's semester allocation for each line-item.

Time Management



College students typically spend more than 15 hours weekly in class, and they're expected to study 2 hours per classroom hour. As a result, the typical student spends up to 50 hours per week sitting through lectures and studying. In addition to school work, most students work part-time, participate in extra-curricular activities, and socialize with friends. It's no wonder that many students struggle with time management!

Although being in college can be overwhelming, it's possible to complete everything that must be done in a timely and efficient manner. Developing time management and organizational skills is the key to working efficiently. The best way to better manage time is to develop daily schedules. Most organized people plan daily, weekly, and monthly tasks. Unorganized people who must complete several tasks within small timeframes often fail to complete all of them on time. As a result, students should develop detailed schedules to complete all assignments on time and limit stress associated with last minute cramming.

Utilize these tips to conduct effective long-term planning during a semester:

1. Plan enough time for study.

College students are expected to spend 2 hours studying and completing assignments for every class hour. However, students with excellent grades typically spend more time studying. Gifted students often earn high grades with less preparation, but most students must spend 2 hours preparing for every hour of class to earn good grades.



2. Study at the same time every day.

Students are encouraged to develop daily study habits. In other words, they should try to study at the same time each day, so it becomes part of their daily routine. Students who begin the semester studying 5 days weekly typically do not break their routines.

3. Make use of your free time during the school day.

Study during class breaks. Many students neglect to take advantage of these valuable hours. Utilize this time to complete assigned readings to arrive prepared for class and ready to ask questions.

4. Plan study sessions to follow class.

If you can't study before classes, plan to study immediately following them. Be sure to plan what you'll be studying to remain on task and complete the most important assignments first.

5. Space your study sessions.

Schedule 50-90 minute study sessions per class. Once you're done, take a 10-15 minute break. Resume studying once your break concludes. Short breaks are beneficial, especially if you plan on studying hours at a time.

6. Set aside time for weekly reviews.

Set aside an hour per week to review weekly progress. Students often benefit by doing this during the weekend since they're less stressed.

7. Leave some unscheduled time to ensure flexibility.

It's essential to develop flexible schedules since it's impossible to predict unexpected emergencies and distractions. Students often set themselves up for failure by cramming too much into their schedules.

8. Schedule time for recreation and other activities.

Begin planning by filling time slots with set activities, such as extracurricular, church, work, social, lab, and other activities. Once this is done, fill available time slots with other tasks. Be flexible by creating interchangeable time slots. For example, if you set aside 2 hours to study chemistry and another 2 hour block to socialize with friends, be sure that these blocks can be switched in case a conflict arises.

Regardless of how well you plan, you'll be frequently required to deviate from it. This is the advantage of interchangeable blocks since you can't predict what will happen, but you can compensate for it and still complete every planned task.

Learning How to Manage Your Time in College Can Be Critical for Your Success

Within the first few days of starting college, many students quickly learn that managing their time is one of the most challenging -- and difficult -- aspects of being in school. With so much to do and keep track of, strong time management skills can make all the difference.

1. Get -- and use -- a calendar. It can be a paper calendar. It can be your cell phone. No matter what kind it is, though, make sure you have one.

2. Write down *everything*. Write down everything in one place. (Having multiple calendars just gives you more to do amidst an already tight schedule.) Schedule when you plan to sleep, when you are going to do your laundry, when you're going to call your parents. The crazier your schedule gets, the more important this becomes.

3. Schedule time to relax. Don't forget to schedule in time to relax and breathe. Just because your calendar goes from 7:30 a.m. to 10:00 p.m. doesn't mean you can.

4. Keep trying new systems. If your cell phone calendar isn't big enough, buy a paper one. If you have too many things written down each day, try color-coding to help simplify. Very few college students make it through their programs without some kind of calendaring system; keep trying until you find one that works for you.

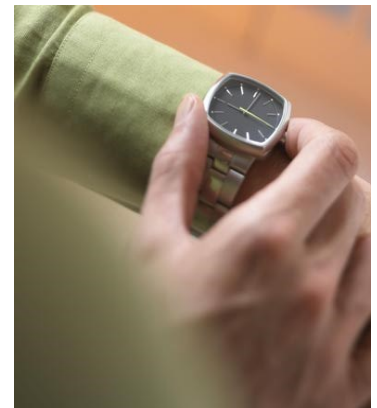
5. Allow for flexibility. Things inevitably come up that you weren't expecting. You may not have known that your roommate's birthday is this week, and you certainly don't want to miss the celebrations! Leave room in your calendar so that you can move things around a little when needed.

6. Plan ahead. Do you have a large research paper due the last week of the semester? Work backward in your calendar and figure out how much time you need to write it, how much time you'll need to research it, and how much time you'll need to pick your topic. If you think you'll need six weeks for the entire project, work backward from the due date and schedule the time into your calendar before it's too late.

7. Plan for the unexpected. Sure, you just might be able to pull off two papers and a presentation during midterms week. But what happens if you catch the flu the night you're supposed to be pulling the all-nighter? Expect the unexpected so you don't have to spend more unplanned time trying to fix your mistakes.

8. Schedule rewards in. Your midterms week is a nightmare, but it will all be over Friday evening. Schedule a fun afternoon and a nice dinner out with some friends; your brain will need it, and you can relax knowing that you're not supposed to be doing anything else.

<http://collegelife.about.com/od/academiclife/a/timemanagement.htm>



For Week Starting:

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Subject					
Read					
Turn in					

Subject					
Read					
Turn in					

Subject					
Read					
Turn in					

Subject					
Read					
Turn in					

Subject					
Read					
Turn in					

Subject					
Read					
Turn in					

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

How to Schedule Your Time

Required Time

Fill in all classes
Fill in work hours
Fill in commute time
Fill in regular appts
Fill in brkfst/lch/dnr
Fill in wake up and bedtime

Flexible Time

Fill in study time
2 to 3 hrs for 1 hr class/week
Try to study on class day
Use larger blocks for major tasks/

Smaller for reviews

Fill in breaks
Fill in fun events

Analyze

Is there "hidden" time?

Is there enough study time?

Do you need to make changes?

Study Skills



You don't know where to begin to study.

- Make a list of all the things you have to do.
- Break your workload down into manageable chunks. Prioritize!
- Schedule your time realistically.
- Don't skip classes near an exam -- you may miss a review session.
- Use that hour in between classes to review notes.
- Interrupt study time with planned study breaks.
- Begin studying early, with an hour or two per day, and slowly build as the exam approaches.

You have so much to study but very little time.

- Preview. Survey your syllabus, reading material, and notes.
- Identify the important topics and areas you still do not understand.
- Previewing saves time, especially with non-fiction reading; by helping you organize and focus in on the main topics.
- Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for reading.

You feel the material is dry and uninteresting.

- Attack! Get actively involved with the text as you read.
- Ask yourself, "What is important to remember about this section?"
- Take notes or underline key concepts.
- Discuss the material with others in your class. Study together.
- Stay on the offensive, especially with material that you don't find interesting, rather than reading passively and missing important points.

You understand the material but it isn't sinking in.

- Elaborate. We remember best the things that are most meaningful to us.
- As you are reading, try to elaborate upon new information with your own examples.
- Try to integrate what you're studying with what you already know.
- You will be able to remember new material better if you can link it to something that's already meaningful to you.

Some techniques include:

- **Chunking**: An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet); you would have to memorize seven "chunks" of information in order. However, if you take the first letter of each color, you can spell the name "Roy G. Biv", and reduce the information the three "chunks".
- **Mnemonics**: Any memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we'll be able to remember it better. Sound-alike associations can be very effective, too, especially while trying to learn a new language. The key is to create your own links so you won't forget them.

You are unsure if you understand the material.

- Test yourself. Make up questions about essential sections in notes or reading.
- Keep in mind what the professor has stressed in the course.
- Examine the relationships between concepts and sections.
- Often, simply by changing section headings you can generate many effective questions. For example, a section entitled "Bystander Apathy" might be changed into questions such as: "What is bystander apathy?" "What are the causes of bystander apathy?" and "What are some examples of bystander apathy?"

There is too much to remember.

- Organize. Information is recalled if it is represented in an organized framework that will make retrieval more systematic.

There are many techniques that can help you organize new information, including:

- Write chapter outlines or summaries; emphasize relationships between sections.
- Group information into categories or hierarchies, where possible.
- Information Mapping. Draw up a matrix to organize material. For example, if you were trying to understand the causes of World War I, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes in between, you could describe the impact each issue had on each country to help you understand these complex historical developments.

You knew it a minute ago.

- Review. After reading a section, try to recall the information contained in it.
- Try answering the questions you made up for that section.
- If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you tend to recall.
- Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can't over study. However, how you organize and integrate new information is still more important than how much time you spend studying.

You feel like cramming helps keep the information fresher.

- **Context.** Recall is better when study context (physical location, as well as mental, emotional, and physical state) are similar to the test context.
- The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.
- **Spacing:** Start studying now. Keep studying as you go along.
- Begin with an hour or two a day about one week before the exam, and then increase study time as the exam approaches.
- Recall increases as study time is spread out over time.

You feel you need to stay up all night to study.

- Avoid Mental Exhaustion. Take short breaks often when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don't think about academics.
- Relax and unwind, mentally and physically. Otherwise, your break won't refresh you and you'll find yourself lying awake at night.

It's more important than ever to take care of yourself before an exam! Eat well, sleep, and get enough exercise.

The Cornell Note Taking System:



✓ Record

Record as many meaningful ideas and facts as possible during a lecture or discussion. Write legibly.

✓ Reduce

As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.

✓ Recite

Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words. Then, verify what you have said.

✓ Reflect

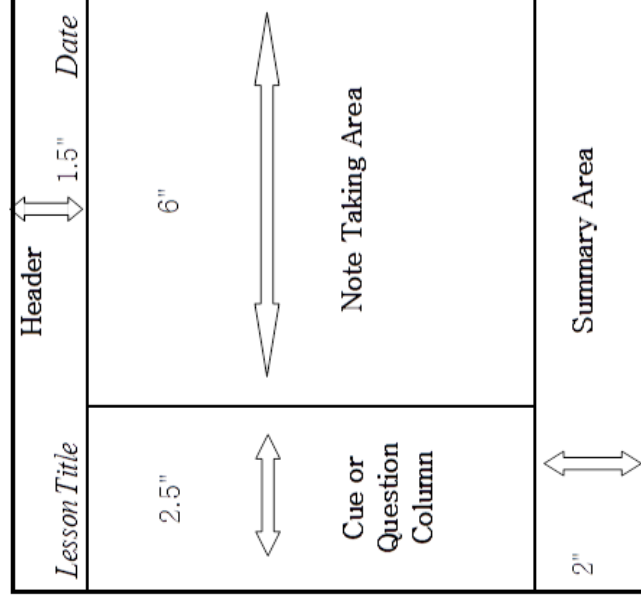
Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.

✓ Review

Spend 10 minutes every week in quick review of your notes and you will retain most of what you have learned.

What is the Cornell System?

Here's what your paper will look like ...



Note Taking Area

We are not suggesting that you change your normal style; rather, take notes as you normally do. However, make sure to leave large spaces in your notes to add information later!

Summaries Area

Write a brief summary of that day's notes. You can choose to either write it in paragraph form or to use a graphic organizer.

Cue or Question Column

In this column, write questions in the margins (see inside) or main ideas.



CORNELL NOTE-TAKING:

More than just random thoughts!



Michael Frizell

Director

Student Learning Services

MichaelFrizell@MissouriState.edu
417-836-5006

The Writing Center:

<http://writingcenter.missouristate.edu>

Supplemental Instruction:

<http://si.missouristate.edu>

Absent Professor Program:

<http://absentprof.missouristate.edu>



Missouri State is an Equal Opportunity/Affirmative Action Employer

An Example of the Cornell System

Taking Lecture Notes 03/21/11	
What are the four parts to taking good lecture notes?	Taking good lecture notes involves 1. preparing for the lecture in advance 2. taking effective notes during the lecture 3. revising the notes immediately after class 4. studying the notes--as preparation for the next lecture, as preparation for a test, and as preparation for any future use of this material.
What are the four parts of preparing for a lecture?	Preparation in advance of class may involve physical, intellectual, emotional, and spiritual preparation.
What are the three components of physical preparation?	Physical preparation includes getting sufficient sleep to be able to remain alert in class, getting the exercise necessary to remain physically fit, and eating nutritiously.
What are the six components of intellectual preparation for a lecture?	Intellectual preparation involves reading the <u>syllabus</u> and knowing what topic(s) will be covered each day. Looking ahead in the book will help me prepare for the lecture. Reading assignments must be completed to prepare for possible discussions. Reviewing previous lectures may also help prepare for a new lecture, particularly if the lectures build upon each other. Conducting my own research on the subject may also serve as good preparation. Try to anticipate where the lecture will go; think of following lecture like following a good movie and trying to predict the ending.
Summary:	There are 4 parts to taking good lecture notes. Preparation for a lecture should involve physical, intellectual, emotional and social preparation.

Special thanks to Tim Morris for the above!

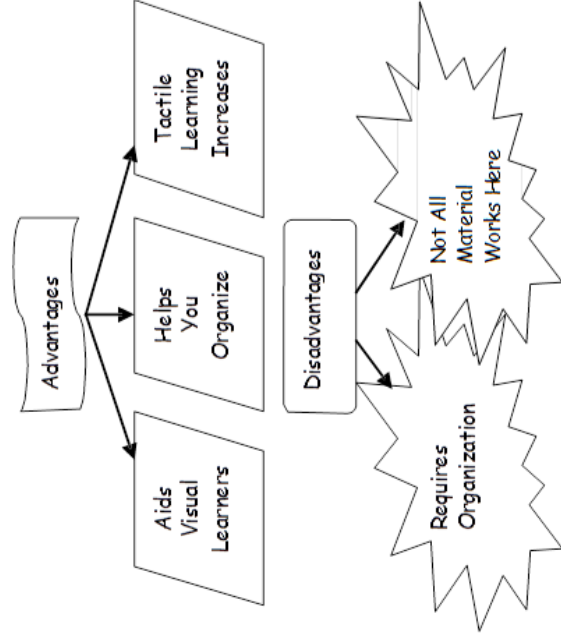
THE INDIVIDUAL SECTIONS:

***Questions in the Margins:** Cornell works best by creating potential test questions in the margins.

Who Developed the Cornell Method?	CORNELL METHOD Developed by Walter Pauk
What are 3 advantages to Cornell?	<u>Advantages</u> ✓ Helps w/Organization ✓ Encourages Daily Review ✓ Creates Test Study Guide
What are 2 disadvantages to Cornell?	<u>Disadvantages</u> ✓ Seems Time-Consuming ✓ Some Students Don't Follow Up!

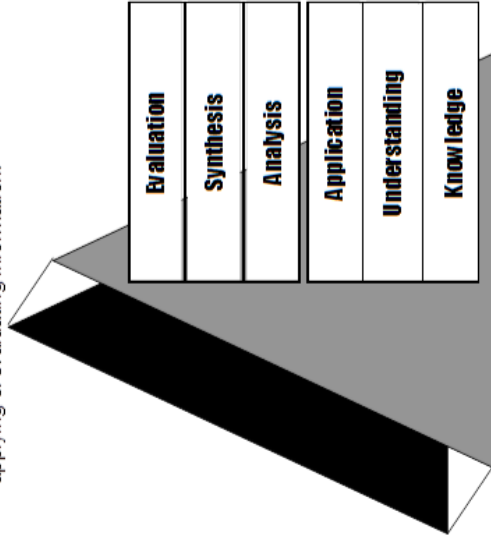
*Important! Always use complete questions! They make it easier for you to turn your notes into a study guide for later use.

Summaries: May be paragraphs, or graphics like this:



Creating Effective Questions:

Below is Bloom's Taxonomy, showing the hierarchy of thinking skills. Effective students move up the scale, applying & evaluating information.



Utilizing Bloom's Taxonomy: Using Bloom's principles, ask questions in the margins representative of the levels:

Category	Sample Verbs
Knowledge (Least complex competency)	Define, describe, duplicate, identify, label, list, locate, match, memorize,
Comprehension	Classify, convert, describe, explain, express, give example(s), identify, indicate, interpret, locate, recognize,
Application	Apply, construct, dramatize, employ, illustrate, interpret, operate, practice, sketch, schedule, shop, solve, use
Analysis	Analyze, appraise, calculate, test, categorize, compare/contrast, criticize, debate, deduct, diagram, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory,
Synthesis	Arrange, assemble, collect, combine, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, rearrange, set up,
Evaluation (Most complex competency)	Appraise, argue, assess, attach, choose, compare, criticize, debate, defend, estimate, evaluate, judge, measure, predict, rate, revise, score,

The outlining method is perhaps the most common form of note taking used by college students; an outline naturally organizes the information in a highly structured, logical manner, forming a skeleton of the textbook chapter or lecture subject that serves as an excellent study guide when preparing for tests.

This method of note taking is extremely useful in most instances; however, in classes, such as **math or chemistry, where a lot of formulas, graphs, or structures must be drawn, the outline method should be replaced with a better note-taking system.**

HOW TO USE

- Write points in an organized manner based on space indentation.
- Place major points farthest to the left.
- Indent each more specific point farther to the right (level of importance is indicated by distance away from left margin).

ADVANTAGES

- The outlining method emphasizes content as well as relationships between the material.
- It reduces the time needed for editing and allows for easy reviewing.

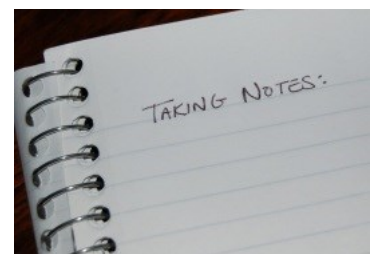
DISADVANTAGES

- This method requires more thought for accurate, understandable organization and, therefore, cannot be used during lectures that move too quickly.

EXAMPLE

How to study from an outline:

- I. Read through one line at a time
 - A. Explain the information and connect the idea to others presented
- II. Check the accuracy of the information
- III. Add clue words
 - A. Jot down keywords or details that you didn't originally include in the outline
 - B. Use these keywords to jog your memory when studying from the outline
- IV. Recite information from the outline aloud
- V. Write a summary of the information presented
 - A. Use your own words to connect the various ideas presented in the outline in a logical manner



Adapted from: Wong, L. (2006). Essential study skills (5th ed.). Boston: Houghton Mifflin.

<http://blc.uc.iupui.edu/Portals/BLC/Study%20Skills/Fall%2015%20Handout%20Updates/Note%20Taking%20Outlining.pdf>

Test Taking Strategies



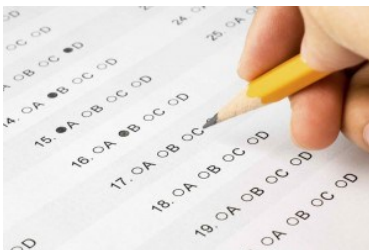
Test anxiety is an issue that many students face at one time or another. It is important to learn to recognize test anxiety and learn how to deal with the anxiety more effectively. Anxiety is a normal human feeling that is part of life and often serves as a form of adrenaline (e.g., butterflies before making a speech or performing on stage). The anxiety can help by providing alertness and readiness, however, excessive anxiety can result in stress and hinder one's performance (e.g. Test Anxiety!!!.)

Symptoms of Test Anxiety

- Fear of failing before arriving to take the exam.
- Feeling tension as exam is being passed out.
- Physical symptoms such as: increased heart rate, shortness of breath, perspiring, etc.
- Negative thinking such as: "I am going to fail," "I am dumb," "I shouldn't even bother taking the exam."
- "Blanking out" on information that you studied.
- Recalling information, upon leaving the classroom or a short period later, that you "blanked out on" during the exam.
- Frustrated with your grade on the exam because you know you were well prepared.

Tips for Reducing Test Anxiety

- Prepare for the exam ahead of time. "Cramming" is a big culprit of test anxiety.
- Get plenty of rest and sleep the night before the exam.
- Don't forget to eat the day of the exam, preferably something nutritious.
- Avoid arriving too early or late to the exam.
- Avoid last minute studying; remember you are already prepared.
- Avoid listening to others or discussing the exam with others, while you waiting for the exam. The anxiety of others can "rub off" and suddenly you begin to doubt yourself.
- Don't forget to breathe! Take deep breaths to help you relax, don't worry nobody will notice!
- While you are taking deep breaths, replace any negative thoughts with positive thoughts. For example, you may find it useful to repeat positive statements to yourself such as the following: "I am relaxed", "I am prepared," "I am a good student". Make up your own!
- Don't get bogged down and worry about questions you don't know, move on. Later, the answer may come to you or you may get clues from other exam questions.
- Reward yourself when you are finished with the exam.



Source: www.iss.stthomas.edu/studyguides and www.ed.gov/pubs/parents/TestTaking/index.htm

Tips for Reducing Test Anxiety

- Prepare by using frequent short study sessions. "Cramming" = test anxiety.
- Get plenty of rest and sleep the night before the exam.
- Don't forget to eat the day of the exam, preferably something nutritious.
- Dress appropriately.
- Avoid arriving too early or late to the exam.
- Avoid last minute studying.
- Avoid listening to others or discussing the exam with others while you are waiting for the exam.
- Don't forget to breathe!
- Don't get bogged down and worry about questions you don't know; move on.
- Reward yourself when you are finished with the exam.



TEST ANXIETY QUESTIONNAIRE

To complete the evaluation, read through each statement and reflect upon past test experiences. You may wish to consider all testing experiences or focus on a particular subject (history, science, math, etc.) one at a time. Indicate how often each statement describes you by choosing a number from one to five as outlined below.

Never=1 Rarely=2 Half-time=3 Often=4 Always=5

- _____ I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.
- _____ I have "butterflies" in my stomach before a test.
- _____ I feel nauseated before a test.
- _____ I read through the test and feel that I do not know any of the answers.
- _____ I panic before and during a test.
- _____ My mind goes blank during a test.
- _____ I remember the information that I blanked on once I get out of the testing situation.
- _____ I have trouble sleeping the night before a test.
- _____ I make mistakes on easy questions or put answers in the wrong places.
- _____ I have difficulty choosing answers.

Now add up your score on all the statements. Scores will range from 10 to 50. A low score (10-19 points) indicates that you do not suffer from test anxiety. In fact, if your score was extremely low (close to 10), a little more anxiety may be healthy to keep you focused and to get your blood flowing during exams. Scores between 20 and 29 indicate that, although you exhibit some of the characteristics of test anxiety, the level of stress and tension is probably healthy. Scores over 30 suggest that you are experiencing an unhealthy level of test anxiety. You should evaluate the reason(s) for the distress and identify strategies for compensating.



CELEBRATIONS OF LEARNING:

TEST TAKING & TEST ANXIETY!



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Supplemental Instruction:

<http://si.missouristate.edu>

Absent Professor Program:

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TEST TAKING STRATEGIES

As you start the exam—Take control

1. Listen closely to directions.
2. Look over the entire test and read carefully each section.
3. Budget time accordingly.
4. Build confidence by answering question you know first.
5. Mark questions you're unsure of and recheck later.
6. Your first guess may not always be the best.
7. Some questions may jog memory or provide answers to other questions.
8. Know what the question asks for before selecting an answer.
9. If you note what appears to be a typo, ask the teacher; it may not be a typo.
10. Scan any text, figures, charts, or drawings that accompany a question; then read the questions to see what information you will need. Next, return to the drawings for a more careful reading.
11. Answer every question. A blank answer is always wrong; a guess may be right.

Multiple Choice

1. Read directions carefully noting how many correct answers for each question.
2. If there is only one correct answer, you are looking for the one best answer.
3. Read the stem and all answers before marking an answer.
4. The more choices you eliminate, the better the chance of a correct guess.
5. Be reasonable. Some answers make more sense than others.
6. Watch for negative words such as not or except.
7. Note absolutes (100% words) such as all, no, best... Except in math and science, these are more often incorrect choices.
8. Foolish options are usually wrong.
9. "All of the above" is often used when all statements are correct unless it is a choice for every question. If you can find at least two correct answers to a question, then "all

- of the above" may be the best choice unless you can mark more than one answer correct.
10. Dates—if you don't know, eliminate the high and low and make an intelligent guess.
 11. Watch for similar answers. It indicates focus, and usually one is correct.
 12. Often the correct answer is longer or more inclusive.
 13. Watch for clues such as an/a, is/are.

Matching

1. Read the directions, noting if an answer may be used more than once.
2. Run down both columns to see what you are dealing with. Count choices in each column to see if every choice will be used.
3. Start with the left column and then read down the right. Consider all possibilities before making a final choice.
4. Fill in all you are sure of, skipping those you are unsure of. If you can write on the test, mark off the answers selected.
5. Don't guess until you have answered all you are sure of.
6. Make lists of possibilities and associated facts and ideas.

Short answers

1. Think before you write.
2. Use simple, concise answers and sentences; write legibly.
3. If unsure of an answer, write as much as you can recall.
4. Answer the question that is asked.



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Essay tests

Use the acronym **LABBOWL**:

- L Look over the entire exam.
- A Ask for point allotment.
- B Budget time.
- B Build confidence and momentum.
- O Outline each question before writing.
- W Watch for key words.
- L Look over exam when finished.

Use the acronym **COPS**:

Capitals, **O**rganization, **P**unctuation, **S**pelling

Suggested usage of 45 minutes in class:

10 minutes planning, 30 writing, & 5 COPS.



1. Organize intelligently. Give a statement then explain in more detail. One idea per paragraph. Include the best reasons in first few lines. End with a summary sentence.
2. Avoid unsupported opinions or statements.
3. Use complete sentences and transition words like next, first, last, consequently, on the other hand.
4. Number your responses, especially if a certain number is necessary.
5. Incorporate subject specific vocabulary used by the instructor and textbook.
6. If time permits, don't leave a question blank. Try for partial credit.
7. Leave wide margins and several blank lines between questions to allow for inserting information.
8. Have answers for every question listed on instructor made study guides.
9. If no study guide is given, make up your own sample questions.

Most students learn more if they follow a long-term plan for review before an exam. Below is a five-day plan for exam preparation. Each day is devoted to specific activities. You may need to increase the time necessary to review each day. If so, do not schedule more 20-30 minutes each session.

Before beginning the five-day countdown, you should:

1. Collect all materials needed to review.
This includes textbooks, class notes, handouts, study guides, 3 x 5 cards – anything and everything pertaining to the information to be included on the test.
2. Schedule at least three 20-30 minute review sessions for each of the five days preceding the exam.
3. Plan the content of each review session. What materials will you cover? How long to spend on each part? What method will you use to review the material?
4. Make a calendar with specific times, activities, subject matter to be covered and materials needed.

Reading assignments:

day 5

1. Set a timer or alarm clock for 20-30 minutes so you can work without interruption. Schedule a 5-10 minute break between each study session.
2. Reading must be completed on this day because time is scheduled for other review activities on the following days.

Textbook material: This includes reviewing textbook questions and answers, textbook notes, and instructor-made study guides.

day 4

1. Set a timer or alarm clock for 20-30 minutes. Schedule a 5-10 minute break between each review session.
2. Review all textbook reading material using a textbook mastery review technique.
3. Review questions at the end of the chapters.
4. Review each instructor-made study guide.

Vocabulary:

day 3

1. Set a timer or alarm clock for 20-30 minutes. Schedule a 5-10 minute break between each review session.
2. Study the vocabulary words systematically, using either a self-made glossary or 3 x 5 cards. Try to recall the definition by looking at the word and then try to recall the word by looking at the definition. Do not study the words in the same order each time.
3. Be sure you can give the definition, recall the term from the definition, spell the word correctly, and give an example of each term. This is important.

Lecture notes:

day 2

1. Set a timer or alarm clock for 20-30 minutes. Schedule a 5-10 minute break between each review session.
2. Review all lecture notes and handouts.
3. Make outlines or use mapping techniques to organize material.

Problem areas/Review: Concentrate on areas that have been a problem for you.

day 1

1. Set a timer or alarm clock for 20-30 minutes. Schedule a 5-10 minute break between each review session.
2. Review & concentrate on "Trouble" areas of past 4 days:
 - a. all lecture notes
 - b. all textbook notes
 - c. all instructor-made handouts and/or study guides
 - d. all vocabulary words
3. Plan to complete these activities early so the evening before the exam. So rest of time can relax.

At this point you should feel confident that you are prepared for the exam. Relax and prepare your test-taking procedures. Sometimes a last minute review before bedtime can make you feel more confident.



For some students, procrastination causes concerns. For others, under-estimating the time needed to prepare creates problems. The following strategy - the exam study plan - may be useful for those problems as well as others. The basic plan is to record the topics, sub-topics, and main points needed to review all on one chart (you can make a sheet for each chapter or topic, if you prefer). This will give you the big picture, complete with chapter numbers, note page numbers, related handouts, estimated time to complete, deadline date, etc. From this chart you can more efficiently and effectively plan your exam review.

Subject: _____
Test Date: _____
Test Material: _____

[illegible]