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The Truth About Transcripts

1. Transcripts follow you!
   
   Your transcripts do not stay at one institution. The classes you take here and the grades you make are required by law to be sent to any university that you attend. This means that if you decide to go to another school besides TAMUCC, you have to send the transcripts from TAMUCC to them.

2. GPA
   
   Along with your transcripts, the GPA you earn while taking classes at TAMUCC will also follow you to any other college you attend. This means that grades matter! It cannot be stressed enough that your actions in one college will directly affect your attendance at any other college.

3. Impact of the classes you are taking now
   
   The classes you are taking now, the grades you make, and the corresponding GPA will all show up on your transcripts. Your transcripts and GPA affect many things such as your eligibility to graduate, participation in Athletic Programs, keeping/receiving financial aid and scholarships, as well as your competitiveness for getting into other universities. If you decide to apply to another college, they will see your grades and GPA and this can directly affect the school’s admission decision. It does not look good to them if you have already taken college courses, but have gotten C’s, D’s, or F’s.

4. Bottom Line: WHAT YOU DO NOW MATTERS!
   
   Take your grades and classes seriously because they will directly affect your future opportunities and decisions. Failing grades are not easy to fix, so do not put yourself in a situation where they need to be fixed.
# High School vs. College

<table>
<thead>
<tr>
<th>“Following the Rules in High School”</th>
<th>“Choosing Responsibility in College”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“High school is <em>mandatory</em> and usually <em>free</em>.”</td>
<td>“College is <em>voluntary</em> and <em>expensive</em>.”</td>
</tr>
<tr>
<td>“Your time is structured by others”</td>
<td>“You manage your own time.”</td>
</tr>
<tr>
<td>“You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.”</td>
<td>“<em>You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.</em>”</td>
</tr>
<tr>
<td>“Most of your classes are arranged for you.”</td>
<td>“You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.”</td>
</tr>
<tr>
<td>“Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.”</td>
<td>“Guiding principle: You are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.”</td>
</tr>
</tbody>
</table>

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**Did you Know?**

School Colors: Blue, Green and Silver
### High School vs. College (Cont.)

<table>
<thead>
<tr>
<th><strong>“Succeeding in High School Classes”</strong></th>
<th><strong>“Succeeding in College Classes”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Classes generally have no more than 35 students.”</td>
<td>“Classes may number 100 students or more.”</td>
</tr>
<tr>
<td>“You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. You seldom need to read anything more than once, and sometimes listening in class is enough.”</td>
<td>“You need to study at least 2 to 3 hours outside of class for each hour in class. You need to review class notes and text material regularly.”</td>
</tr>
<tr>
<td>“Guiding principle: You will usually be told in class what you need to learn from assigned readings.”</td>
<td>“Guiding principle: It’s up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you’ve already done so.”</td>
</tr>
</tbody>
</table>

**Did you know?**

Izzy the Islander is the school mascot.
# High School vs. College (Cont.)

<table>
<thead>
<tr>
<th>“High School Teachers”</th>
<th>“College Professors”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Teachers approach you if they believe you need assistance.”</td>
<td>“Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.”</td>
</tr>
<tr>
<td>“Teachers are often available for conversation before, during, or after class.”</td>
<td>“Professors expect and want you to attend their scheduled office hours.”</td>
</tr>
<tr>
<td>“Teachers provide you with information you missed when you were absent.”</td>
<td>“Professors expect you to get from classmates any notes from classes you missed.”</td>
</tr>
<tr>
<td>“Teachers present material to help you understand the material in the textbook.”</td>
<td>“Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.”</td>
</tr>
<tr>
<td>“Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.”</td>
<td>“Professors expect you to think about and synthesize seemingly unrelated topics.”</td>
</tr>
<tr>
<td>“Teachers often take time to remind you of assignments and due dates.”</td>
<td>“Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.”</td>
</tr>
<tr>
<td>“Teachers carefully monitor class attendance.”</td>
<td>“Professors may not formally take roll, but they are still likely to know whether or not you attended.”</td>
</tr>
<tr>
<td>“Guiding principle: High school is a teaching environment in which you acquire facts and skills.”</td>
<td>“Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.”</td>
</tr>
</tbody>
</table>
# High School vs. College (Cont.)

<table>
<thead>
<tr>
<th>“Tests in High School”</th>
<th>“Tests in College”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Testing is frequent and covers small amounts of material.”</td>
<td>“Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.”</td>
</tr>
<tr>
<td>“Makeup tests are often available.”</td>
<td>“Makeup tests are seldom an option; if they are, you need to request them.”</td>
</tr>
<tr>
<td>Teachers frequently rearrange test dates to avoid conflict with school events.</td>
<td>Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.</td>
</tr>
<tr>
<td>Teachers frequently conduct review sessions, pointing out the most important concepts.</td>
<td>Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.</td>
</tr>
<tr>
<td>Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.</td>
<td>Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.</td>
</tr>
</tbody>
</table>
## High School vs. College (Cont.)

<table>
<thead>
<tr>
<th>“Grades in High School”</th>
<th>“Course Grades In College”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades are given for most assigned work. Consistently good homework grades may raise your overall grade when test grades are low.</td>
<td>Grades may not be provided for all assigned work. Grades on tests and major papers usually provide most of the course grade.</td>
</tr>
<tr>
<td>Initial test grades, especially when they are low, may not have an adverse effect on your final grade.</td>
<td>Watch out for your <em>first</em> tests. These are usually &quot;wake-up calls&quot; to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.</td>
</tr>
</tbody>
</table>

“EDUCATION IS OUR FREEDOM, AND FREEDOM SHOULD BE EVERYBODY'S BUSINESS.”

- Dr. Hector P. Garcia
Core Curriculum

TAMU-Corpus Christi Core Curriculum  All students are required to either complete the TAMUCC core listed below or have completed a minimum 42 semester hour Texas core at another accredited institution, which must be indicated on the transcript.

(010) Communication: (6 semester hours)

COMM 1311 – Foundations of Communication
ENGL 1302 – Composition II

(020) Mathematics (3 or 4 semester hours) Select one from:

MATH 1314 – College Algebra
MATH 1324 – Business Math
MATH 1325 – Business Calculus
MATH 1332 – Contemporary Mathematics
MATH 1442 – Statistics
MATH 2413 – Calculus I
PHIL 2303 – Intro to Logic

(030) Natural Sciences: (6-8 semester hours) Select two from:

BIOL 1308 – Science for Life I
BIOL 1406 – Biology I
BIOL 1407 – Biology II
BIOL 2401 – Anatomy and Physiology I
BIOL 2402 – Anatomy and Physiology II
BIOL 2420 – Principles of Microbiology
CHEM 1305 – Intro to Chemistry
CHEM 1411 – General Chemistry I
CHEM 1412 – General Chemistry II
ESCI 1401 – Intro to Environmental Science I
GISC 1301 – Physical Geography
GEOL 1303– Essentials of Geology
GEOL 1403 – Physical Geology
GEOL 1404 – Historical Geology
PHYS 1303 – Intro to Astronomy: Stars and Galaxies
PHYS 1304 – Intro to Astronomy: Solar System
PHYS 1401 – General Physics I
PHYS 1402 – General Physics II
PHYS 2425 – University Physics I
PHYS 2426 – University Physics II
Core Curriculum (Cont.)

(040) Language, Philosophy and Culture (3 semester hours) Select one from:

- ENGL 2316 – Literature and Culture
- ENGL 2332 – From the Classics to the Renaissance
- ENGL 2333 – From Enlightenment to the Present
- PHIL 1301 – Intro to Philosophy
- PHIL 2306 – Foundations of Professional Ethics
- SPAN 3307 – Spanish Literature I
- SPAN 3308 – Spanish Literature II
- SPAN 3309 – Spanish American Lit I
- SPAN 3310 – Spanish American Lit II

(050) Creative Arts (3 semester hours) Select one from:

- ARTS 1301 – Art and Society
- ARTS 1303 – Art History Survey I
- COMM 1305 – Film and Culture
- MUSI 1306 – Understand/Enjoying Music
- MUSI 1307 – Elements of Musical Style
- THEA 1310 – The Art of Theatre

(060) American History (6 semester hours)

- HIST 1301 – U.S. History to 1865
- HIST 1302 – U.S. History Since 1865

(070) Government/Political Science (6 semester hours)

- POLS 2305 – U.S. Government
- POLS 2306 – State and Local Government

(080) Social/Behavioral Sciences (3 semester hours) Select one from:

- ECON 2301 – Macroeconomics Principles
- ECON 2302 – Microeconomics Principles
- PSYC 2301 – General Psychology
- SOCI 1301 – Human Societies

(090) Component Area Option (6 semester hours):

Students may select any core courses that are not already being used to satisfy another core requirement.
Study Tips

The most basic study tip…. Go to class and participate!

The syllabus is a great resource to refer to for class requirements, such as class rules, books, assignments, exams, and other miscellaneous things. Review the syllabus to stay on top of assignments.

Read the chapters as you learn them in class. This not only helps you to understand the material better, but will help you avoid cramming the night before the test.

There are more tips that will be very beneficial to you, so continue reading and learn more about how to be a successful student. Izzy is fully recharged and he wants you to be too! Make sure to put your ‘Game Face’ on, so you can be a serious Islander!!!
The Curve of Forgetting

The table below explains how we retain new information as time goes by. For example, look at Day 1 after the lecture. You retain 100% of the material. As of Day 2, without studying or revisiting the material, you would have lost 50-80% of the lecture. If you study for 10 minutes you will retain nearly 100% of the information!! It is worth your while to continue studying the material right after you learn it.

More Study Tips

⇒ **Take notes!** If your professor offers an outline or power point beforehand, print it as a handout version or paste it into a word document. The great thing about this is that you can be as detailed as you would like in your notes. Sometimes it’s the little details that make a difference.

⇒ **Start studying for an exam at least a week in advance.** This way you can break it up into chunks and still have time to do an overall review before the test. It will help you to feel more confident the day of the test, and less rushed when studying. **If you have continued to review the material on a daily basis, the amount of time you need to study each day will be significantly reduced.** (See graph on page 12).

⇒ **Do all your assignments, and do them on time.** There are no late grades given in college. If you do not have it the day it is due, you get a zero, plain and simple.

⇒ **Do not be afraid to ask questions in class.** If you have a question about the topic, it is very likely someone else does as well, so ask - do not wait!

⇒ **Go to your professor’s office hours.** If you have questions, no matter how simple it seems, it is always best to ask your professor so you know what they expect.
⇒ **Get Help!** If you are struggling with the material, make sure you get help. Talk to your professor, a fellow student, or CASA!

⇒ **Form study groups.** Get to know a couple of people in the class and make plans to get together and review the material. Someone else may know the way to explain a concept that makes sense to you, or vice versa.

⇒ **Save your material.** If your class has a comprehensive final or is a two part class, such Biology I and Biology II, it will be extremely helpful to have old course materials to refer back to when studying.

---

**Knowing Your Professor**

Get to know your professor; they have office hours for a reason. They are willing to work with you. Professors care about the subjects that they teach, so if you show an interest in their class they will be more willing to work with you when it comes to assignments and grades.

---

**What is the SPINE??????**

*The Spine* is the nickname for the walkway that leads through and connects the Campus. It starts on one side by the University Center, goes in front of the Library and Round Building, and ends at Corpus Christi Hall (CCH). The majority of campus building that you will need to use or have classes in, are located on or relatively close to the Spine.
THE SYLLABUS

The course syllabus is one of the most important documents you will receive in a class. The syllabus will contain the following information:

- Description of course
- Professors contact information
- Office hours for the professor
- Attendance policy for the course
- Grading policy for the course
- Your list of assignments
- When assignments are due
- How each assignment counts towards your final grade
- Expectations of the professor during class hours (i.e. is eating in class allowed, can you use laptops or electronic devices, etc.)

READ THE SYLLABUS!
H.S. Student Resources

1. Mary and Jeff Bell Library

2. University Center (UC)

3. Islander Transition Center

4. CASA

5. Disability Services

Did you Know?
Enrollment: Around 12,500 students representing 48 states and 67 foreign countries.
1. Bell Library:

Located in the middle of The Spine, marked on the campus map on page 30.

- The Library is the focal point of any college. If you have a research paper to do, it is a great place to go for both primary and secondary sources. The Bell Library has two floors, with the reference, periodicals, and Government Documents collections on the first floor and the main book collections on the second. The library also has a wide variety of online databases which students can access from the library’s website: http://rattler.tamucc.edu. They also have a Special Collections and Archives which holds rare and unique materials such as letters, maps, newspapers and books on the history of Texas and the Corpus Christi area, and much more.

- There are three computer labs located in the library, where you can use Microsoft Office software to type a paper or create a PowerPoint presentation, as well as a group of computers by the reference desk which are for research purposes only. In the Media Center on the second floor, you can check out a laptop to use in the library for three hours (need your SandDollar ID), as well as watch DVDs and VHS for classes and use computers.

- Librarians are available and willing to help with any questions or problems finding sources for research purposes. They are located at the Reference Desk on the first floor (you can also email questions from home).
There are several study rooms for student use. In order to use one, you must have at least two people and check out the room at the front desk (this requires your SandDollar ID). More information is available at the Bell Library front Desk.

Security officers are available by the doors to escort students at night if they feel uncomfortable walking alone, free of charge.
2. University Center (UC):

Located at the base of the Spine, marked on the campus map on page 30. Holds a variety of different resources available for student use. Below are some of the main resources in the UC.

- **The Cove**: Located on the first floor of the University Center (UC). Offers a large sitting area, as well as a variety of food choices which you can purchase using a meal plan (available through the SandDollar Office), a debit/credit card, or cash.

- **Barnes & Noble Book Store**: Located on the first floor of the University Center, facing the cove. Here you can purchase/pick up books for classes, TAMUCC apparel, school supplies (backpacks, scantrons, blue books, folders, etc.), and a small variety of books for your leisure.

- Career Services: Located on the third floor of the UC, to the right of the elevators. Offers advice and information on jobs, resume building, internships and job shadowing. Will also assist you with practicing for interviews, how to dress for interviews and business etiquette.
- **Wells Fargo:** Just a smaller version of a regular Wells Fargo. You can deposit or withdraw money from your checking or savings account. They can also link your checking account to your SandDollar card to make it a debit card. Pretty much anything a normal bank does.

- **SandDollar ID:** This is your school picture ID card. You can deposit money into it using any SandDollar machine on campus, or the SandDollar office located next to Wells Fargo on the first floor of the University Center. Your SandDollar is used to get you into any on-campus events, can be used to buy food and other necessities on campus, and to check out books from the library.

- **The Breakers:** Located on the first floor of the UC. They have a variety of entertainment options such as TV, game systems, billiards, and a lounge area. It is a cool place to hang out with friends when you are stressed or if you just need a break from school work. It requires your SandDollar ID to get in.
3. Islander Transition Center:

- Located in the Faculty Center building, room 148, next to the double doors across from Bay Hall. They work with transfer, PSA students, undergraduates who are not core complete, and early high school students (UPHS). However, any student is welcome to come talk to an advisor. Any general questions about school or credit transfers can be best answered here. Most important for you to know as a UPHS student, Dr. Rachel Kirk, your assigned academic advisor, is located in the Islander Transition Center. Her office is FC 139.

Dr. Rachel Kirk
Faculty Center, 139
Phone: 361.825.2257
Email: rachel.kirk@tamucc.edu
Office Hours: Monday-Friday, 8:00 a.m.—1:00 p.m. and 2:00—5:00 p.m.
Not available between 1:00—2:00 p.m.

Did you know?

'The Island University': The University slogan is "The Island University". Texas A&M-Corpus Christi is the only university in the nation that is located on its own island.
4. The Center for Academic Student Achievement (C.A.S.A.)

- Located in the Glasscock building, behind the Center for the Sciences (CS). They offer a variety of tutoring in various core subjects. They have a writing center to help students with technical writing, citations, bibliographies, and various other writing aspects. They host supplemental instruction, which is assistance offered in individual classes set up by the instructor. C.A.S.A. offers Texas Success Initiative (TSI) testing which tests students in comprehensive skills required for college level courses. Results are used to determine if you are academically ready for college courses or if you will be required to take intermediate courses.

5. Disability Services:

- Located in Corpus Christi Hall (CCH) 116. If you have any diagnosed disabilities such as ADHD or dyslexia, or temporary disabilities such as a broken arm or leg, they work to provide a fair learning environment. Services may include providing a note taker, physical access or technological services (i.e. getting your books on a CD), and exam accommodations.
Now you have the Skills to survive!

Created & Edited by
Dr. Rachel Kirk, Ariel Evans, Matthew Meyers, Nesreen Gusbi, Ardie Grady, Elizabeth Bradshaw, and Jessica Lantz.
Explore 3 different note taking methods.

Note Taking Strategies

- Keep your notes organized and accessible. Perhaps in a notebook or folder.
- Keep your notes to study for your final exam or for future classes.
- Highlight and use different colored ink to draw more attention to important details.

NOTES!!

Designed by:
Elizabeth Bradshaw, Ariel Evans, Ardie Grady, Nesreen Gusbi, Dr. Rachel Kirk, Dr. Patricia Hill
Cornell Notes

- During lecture, record the main ideas, concepts, terms, places, dates, and people on the right side of the page. This is the notes column.
- Rephrase the information in your own words before writing it down.
- Skip one line between ideas and several lines between topics.
- As soon after class as possible, review the notes in the right column.
- You can write possible questions about the main ideas, concepts, or terms in the left hand column. This is the questions column.
- Summarize the notes at the bottom.

Two-Column Method

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

- Record all key words, ideas, people, or events in the left-hand column.
- For each key word or idea, record the corresponding description or explanation next to it in the right-hand column.
- You can use this same method on notecards by writing the key word on one side and the description or definition on the other.

Outline Method

The information can be organized in an outline. Just follow the format below.

Title of Notes

Date:

I. Start with first general main point/topic
   A. First supporting detail
      1. Elaborate or give examples
      2. Go more in depth
   B. Second supporting detail or key term
      1. Examples or definition

I. Second general main point/topic
   A. Supporting detail. .......(continue in the same pattern)
Now take this information and apply it! :)

Steps to Avoid Procrastination

Tips for getting ahead and enjoying a stress free college experience!

Designed by:
Elizabeth Bradshaw, Ariel Evans, Ardie Grady, Nesreen Gusbi, Dr. Rachel Kirk, Dr. Patricia Hill
Step 1: Identify the area(s) you would like to change:

Take a moment and think about what is stopping you from completing the task. What’s the first thing that comes to mind when you think about doing this task? It could be something such as:

- “What if I start this task and I don’t finish it?”
- “Which task MUST I complete now and which one can wait?”

**Step 2: Set achievable goals based on the area(s) identified above.**

If you have a fear of starting this task and not finishing it:

- Break the task down into goals you can realistically achieve in the amount of time you have given for the task.

If you are overwhelmed and not sure how to prioritize the tasks:

- List out all the tasks and consider which tasks have the earliest deadlines, which tasks must you do before as a pre-requisite for another task, etc.

Make sure you fully understand what goal you want to achieve.

**STEP 3: PLAN IT OUT**

- Make a schedule and develop a routine.
- Write down your goals in a notebook, agenda or calendar to help you keep track of deadlines.
- Track you Success!
- Pace yourself and start early.
- Take it step by step, rather than taking an all or none approach.
- Plan for an environment conducive to work.
- Seek to accomplish goals (or tasks) at times of the day when you are most alert and awake.

**STEP 4: TAKE ACTION!**

Do it! Whatever you planned for, follow through with your best effort. This is one of the most important steps.

**STEP 5: REVIEW AND RENEW YOUR GOALS**

- Identify what you managed to do and what you didn’t. Find out why you were not able to achieve some of the goals.
- Expect and forgive backsliding
- Focus on success not failures.
- Recognize and alter negative self-talk. Replace cruel inner critical thoughts with self-accepting thoughts.

Our brains are programmed to remind us of the negative in order to ensure our survival. It wants us to remember what we have done that didn’t work out so well, so that we do not make the same mistake again.

- Recognize that in most cases, negative self-talk is your brain trying to keep you alive. Admit that to yourself, examine the situation to see if there is potential danger or threat of harm, and then move on, thanking your brain for wanting to keep you around.
- Emphasize your strengths. Focus on what you can do rather than what you cannot.
- Give yourself time to change.
- Reward yourself for completing your tasks and reaching your goals!
Happy Reading!

Reading Strategies

How to Succeed While You Read!

Designed by:
Elizabeth Bradshaw, Ariel Evans, Ardie Grady, Nesreen Gusbi, Dr. Rachel Kirk, Dr. Patricia Hill

Decades of College Dreams
Tips Before You Read

Find a productive reading environment.
• Read in a well-lit area.
• Read when you are most alert and awake.

• Avoid reading in your bedroom or on your bed, since these are areas you relax and sleep in.

Use review questions to guide your reading.
• Read the review questions first, this will give you an overview of the subjects or concepts you will be reading in the text.
• You can also ask your own questions and see if they are answered.

As You Read

Read with a purpose.
Use titles, subtitles, review questions and other reading aids to help you point out the key information and to help focus your thinking as you read.

Identify key concepts/themes in the text.
Be sure to highlight, box, underline or circle key concepts and terms so you can refer to the information later.

Take notes!
You can also draw pictures, symbols or graphs. This is a way to make connections between common concepts and ideas in the text.

After Reading

Write a summary of what you learned.
• 3-2-1 Summary
  List Three things you learned from reading the text.
  List Two things you found interesting in the text.
  Write One question you still have about what you read.

• Briefly summarize sections of the text by stating the important concepts or key facts that you read.

Reread
If needed, be sure to reread any sections to clarify anything you did not understand after your first reading of the text.
Study Schedule:
- Set a specific goal for each subject you study.
- Study most difficult subjects first.
- Study when you are most alert and awake.
- Don’t study later than the time you usually go to sleep, as you may fall asleep or be tempted to go to sleep. Instead, try studying in the afternoon or early evening. If you are a morning person try studying in the morning.
- Establish a regular study area/place.
- Find a comfortable and quiet place to study with good lighting and little distractions (try avoiding your own bed; it is very tempting to just lie down and take a nap).
- Study in short periods and often.
- Take regular study breaks.

Resources:
- Know the campus resources and the services available to you.
- Ex.: AVID mentors, C.A.S.A. has the writing center, S.I. sessions, math, science, reading tutoring and much more.

Student Skills:
The tools you have to succeed

Designed by:
Elizabeth Bradshaw, Ariel Evans, Ardie Grady, Nesreen Gusbi, Dr. Rachel Kirk, Dr. Patricia Hill
In Class:

- One of the best study tools you have is the classroom. Attend the class and do your best to participate.
- You will receive a syllabus in every class. Reading the syllabus will help you understand the expectations, the pace, rules, required books, assignments, exam dates and other vital miscellaneous details for the class.
- If you do not understand something, do not be afraid to ask questions in class or go to professor’s office hours.

Study Groups:

- Only study with others who are serious about the class. Other students are a great resource to encourage you and help you keep up with upcoming due dates.

Take Notes:

- Some professors will make their power points available to you. Print those out before class and write on them.
- Cornell note-taking
- Flash Cards
  Good for vocabulary words, use the flashcards by putting one word on one side of the card and the definition on the other. Flip through the cards by looking at the word and identifying the meaning. And then flip through them again looking at the meaning and identifying the word.
- KWL chart or Know-Want to Know-Learned Chart
  When a new subject or theme is presented in a class jot down what you already know about the subject, what you want to learn and after the lecture write down what you learned.
- Review notes regularly.

Review:

- It is best to review the material right after class when it's still fresh in your memory.
- Read assignments when they become available and start them right away. Give yourself more time than you think to finish the assignment.

- Look at the table above; it explains how we retain new information as time goes by. For example, look at Day 1 after the lecture. You retain 100% of the material. As of Day 2, without studying or revisiting the material, you would have lost 50-80% of the lecture. If you study for 10 minutes you will retain nearly 100% of the information!! It is worth your while to continue studying the material right after you learn it.
Test Taking Strategies: Before, During, and After the Test

Designed by:
Elizabeth Bradshaw, Ariel Evans, Ardie Grady, Nesreen Gusbi, Dr. Rachel Kirk, Dr. Patricia Hill

[Logos: Texas A&M University Corpus Christi, AVID]
Before...

- Attend classes and study sessions before the test.
- Study for the test using your notes, flash cards, review sheets, previous assignments and other materials available to you, such as PowerPoint’s and notes given by instructor.
- Don't try to pull an all-nighter.
- Space out your studying over a few days or weeks and continually review class material.
- Don't try to learn everything the night before.
- Eat before a test.
- Having food in your stomach will give you energy and help you focus but avoid heavy foods which can make you groggy.
- Use your senses!
- If you’re wearing the same perfume, after-shave, soap, etc. that you wore while studying for the test, research shows that while you take the test the scent helps trigger your memory.

During...

- Chew gum (if allowed) during the test to help relieve test anxiety.
- Always read the whole question carefully. Don't make assumptions about what the question might be.
- Focus on the question at hand. Don't let your mind wander on other things.
- Keep a positive attitude throughout the whole test and try to stay relaxed.
- Don't worry if others finish before you. Focus on the test in front of you.
- Do the simple questions first to help build up your confidence for the harder questions.
- Do the problems that have the greatest point values first.
- If you have time left when you are finished, look over your test.
- If you are unsure of an answer, pick your best answer and circle the question. If you have time at the end go back to your circled questions and check them.

After...

- Look over the test and make sure that you understand your mistakes. If you don't know the answer to a question, look it up, ask a classmate or ask the teacher.
- Save the test as study material for future cumulative tests.
- Take notes on what mistakes you made and how to avoid them on the next test.
- Relax but make sure to continue going to class.
**Having good time management helps one achieve success!**

**Write down your goals.**
- You are more likely to stick to them if you write them down each day.

**Prioritize your goals.**
- What MUST be done right away and what can wait?

**Make a schedule and develop a routine.**
- Use a message board, post it notes, a daily calendar or sticky notes on the fridge, as task reminders. This will help you keep track of what you have done and what you need to do.

**Avoid over-scheduling.**
- Build in some “emergency time” that you can use if a project takes longer than expected.

**Plan time to relax.**
- Relaxation and time off is necessary to keep stress away and be able to go back to work refreshed.

**Plan time to be active.**
- It is important to have something that lets you move around and use up energy.

**Accomplish small chunks of a major goal, rather than taking on an all or none approach.**
- Don’t be a super person—give the best of your efforts and ability; don’t try to achieve the impossible.

**Expect and forgive backsliding.**
- Focus on successes not failures.

**Recognize and alter negative self-talk**
- Be optimistic!
- Our brains are programmed to remind us of the negative in order to ensure our survival. It wants us to remember what we have done that didn’t work out so well, so that we do not make the same mistake again.
- Recognize that in most cases, negative self-talk is your brain trying to keep you alive. Admit that to yourself, examine the situation to see if there is potential danger or threat of harm, and then move on, thanking your brain for wanting to keep you around.

**Give yourself time to change.**
- Live day by day, moment by moment—find some enjoyment/beauty in each day.

**Reward yourself for reaching your goals!**
- It is important to have something to look forward to rather than just a good grade.
Time Management

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Respect your own needs:

- First recognize and take care of your own needs and wants.
- Taking care of yourself helps you to be in good enough shape to take care of someone else. This means mentally, emotionally, spiritually, and physically.
- Eating healthy will ensure that you will have the energy to keep on top of your work!

Try to Relax:

- Lie on a beach; take a nap, a trip to a spa, or try watching a comedy.
- Deep breathing and muscle relaxation may also help you relax.

Reducing Stress:

- Regular exercise will reduce stress.
- Do something physical to release pent-up anger of frustration; such as gardening, drawing or cleaning out your room.
- Try the Dugan Wellness Center or even the hike and bike trail.

Learn your triggers and danger zones for stress:

- Call a friend or a counselor who knows about your problem and have them listen.

Set achievable goals:

- Establish goals on the basis of what you can realistically achieve.
- Start on these goals ahead of time
- Give yourself more time than you think you need to achieve them.

Develop your skills:

- Know what you can and cannot do.
- Don’t be afraid to try something new. You might be good at it.
- Emphasize your strengths.
- Focus on what you can do rather than what you cannot. This will help you work more efficiently and avoid stress.

Make decisions:

- Practice making positive decisions flexibly but firmly, and trust yourself to deal with the consequences.

Solve problems:

- Don’t avoid problems. Face them, and identify ways to solve them.

Experience success:

- Seek out and put yourself in situations in which you are most likely to succeed!
If you are interested in learning these techniques, please feel free to contact the University Counseling Center in Driftwood or call (361) 825-2703.

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