

# *Self-help Study Packet*



*Congratulations! You have taken the first step towards improving your GPA. This packet is designed to target the most common weaknesses students have. You can use all or part of the packet. However, be sure to pay particular attention to the exercises which target your specific weakness(es)!*

**The College of Art and Sciences Advising Services**

1 Alumni Memorial Building

Office Phone: (865) 974-4481 Appointment Line: (865) 974-4483

<http://www.artsci.utk.edu/advising/>

- I. **ATTITUDE:** *To be successful in college, you need to be committed.*
  - A. Developing a Positive Attitude
- II. **MOTIVATION:** *What do you want to gain from your years at UT? Setting Academic and Personal goals are extremely important.*
  - A. Defining Reachable Goals
  - B. Goal Setting/Prioritizing *Exercise*
  - C. The COPE Method for Problem Solving
  - D. The COPE Method *Exercise*
- III. **TIME MANAGEMENT:** *Does it seem like you have too much to do and too little time to do it?*
  - A. Keys to Managing Your Time
  - B. Weekly Schedule *Exercise*
  - C. Weekly Assignments *Exercise*
- IV. **ANXIETY:** *Do you get enough rest at night? Do you exercise? Eat well? How do you cope with your anxieties? Don't be afraid to ask for help when you need it!*
  - A. Student Support Centers Phone Numbers and Websites
  - B. Reducing Test Anxiety
- V. **CONCENTRATION:** *The quality, not quantity, of your study time is what counts.*
  - A. How to Concentrate
  - B. Study Tips
- VI. **INFORMATION PROCESSING:** *Do you think through assignments and decide what you should learn from them? Do you review your notes before and after class?*
  - A. Memory
  - B. Twelve Step Program
  - C. SQR3 – Method for Study
- VII. **SELECTING MAIN IDEAS:** *Can you identify the main points in lectures? When you begin a reading assignment, do you preview the chapter?*
  - A. Refer to SQR3 – Method for Study – *Surveying*
- VIII. **SUPPORT TECHNIQUES & STUDY AIDS:** *How well do you understand the material you read? Do you attend Help Sessions? Do you make good use of Study Sessions?*
  - A. Taking Good Notes
  - B. Refer to SQR3 – Method for Study – *Question, Read, Recite, Review*
- IX. **SELF TESTING:** *When reading material, do you quiz yourself or mentally review the material you just read over?*
  - A. Review to SQR3 – Method for Quick Study – *Read, Recite, Review*
- X. **TEST STRATEGIES:** *Adapt your study techniques to the different types of courses you take. Also, devise a plan for study based on the test format the instructor uses.*
  - A. Test Formats
  - B. Refer to Test Anxiety
- XI. **WHERE DO I STAND?:** *How can you project your GPA? What is the University's procedure concerning probation?*
  - A. Academic Status

# *Are You Where You Want To Be?*

## Developing a Positive Attitude

Adjusting your attitude is the first step toward solving problems you may face in college.

A negative attitude may be a habit you developed in the past or a response that has prevented you from being successful in the past.

Regard your problems as challenges and you'll change your attitude towards them.

### **VISUALIZE SUCCESS**

- ✓ Picture what you will have or be able to do once you reach your goal or solve your problem.
- ✓ Keep this picture in your mind whenever you encounter a setback or feel negative or concerned about success.



### **CONTROL YOUR INNER VOICE**

- ✓ If you say to yourself that you cannot do something, then you are setting yourself up for failure.
- ✓ Counteract negative thoughts, like "I can't do this," with positive comebacks, like "I can and will do this with a little more practice."

### **REWARD A JOB WELL DONE**

- ✓ When you know you have done your best, reward yourself.
- ✓ Be sparing with rewards. Save them for when you really deserve them.
- ✓ A reward acts as positive reinforcement for a job well done.

### **BE A POSITIVE LISTENER AND SPEAKER**

- ✓ If you're having problems changing negative thoughts into positive ones, listen to what your friends say.
- ✓ Do you hear phrases like, "I can't do this," or "I will never understand"? Offer your friend positive reinforcements and suggestions, such as tell your friend that he or she would have a better chance of understanding the information if he/she hired a tutor or set up a strict study routine for the next week.
- ✓ Being a positive listener and speaker may help you think more positively about your own challenges.

# What is a Reachable Goal?

A reachable goal is **REALISTIC**:

It is based on your abilities, interests, needs and desires.

Ask what interests or skills you have that make this goal realistic.

A reachable goal is **BELIEVABLE** and **POSSIBLE**:

Believe that you can obtain your goal in a reasonable amount of time.

Define your long-term and short-term goals.

A reachable goal is **MEASURABLE**:

Always set a time frame to reach your goal.

This way you will have a foreseeable outcome and can say, "I have reached my goal!"

A reachable goal is **FLEXIBLE**:

Temporary setbacks may occur that can interrupt your progress towards reaching that goal.

Assess the progress made, then revise your plan or change it to adapt to the circumstances.

It may take you longer to reach your goal, but remember that it is worth it if you are doing what you want to do.

A reachable goal is **CONTROLLABLE**:

Set goals that you can control, and you want to determine your own time limit for completing them.

Determine a strategy that will work for you; then follow through with a plan that you can complete within a specific time.



# GOALS

What do I want to gain from my years at UT? Consider both academic and personal goals.

This semester, what are the specific tasks I'd like to accomplish?

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

# THE COPE METHOD

# C

## Challenge

Identify the problem, cause, and results you hope to reach.

You must be able to identify your problem before you can begin to solve it.

Ask yourself: *What is my problem? What causes my problem? What result do I want?*

Try writing the problem down. Visualizing the problem will help you create clear solutions.

# O

## Option

Ask yourself: *What can I do to eliminate a cause, or the causes, of my problem?*

Write down the specific options you come up with. Writing down your options slows down the thinking process and allows you to analyze your problem and the problem's solution more carefully.

Select the best option from the many possible solutions you have written.

# P

## Plan

Ask yourself: *What can I do to make my options work?*

What method will you use to solve your problem?

Create a realistic plan, one that can work.

Set a time limit by which you expect to see some progress toward the elimination of the problem. Creating limits also ensures you do not spend too much time on an unsuccessful plan.

When you put your plan into action, remember that you are making a commitment to yourself.

# E

## Evaluation

Ask yourself: *Is my plan working? Have I given this plan sufficient time to work? Do I still have the problem? Is the situation improving? Should I make a new plan?*

If the situation has not improved, simply make a new plan.

## The COPE Method *Exercise*

### ***Challenge***

Identify the problem:

### ***Option***

List Option A:

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List the advantages to Option A:

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List the disadvantages to Option A:

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List Option B:

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List the advantages to Option B:

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List the disadvantages to Option B:

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### ***Plan***

Once you choose the best Option, list the methods you will use to put your Option into action:

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### ***Evaluate***

How has your plan worked or failed. Explain why.

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# Managing Your Time

**MAKE A TENTATIVE WEEKLY SCHEDULE**

**CONCENTRATE ON ONE ITEM AT A TIME**

**STOP REGRETTING FAILURES AND LEARN FROM YOUR MISTAKES**

**IF IT IS IMPORTANT, YOU SHOULD MAKE TIME TO DO IT**



***INCLUDE THE FOLLOWING INFORMATION ON YOUR WEEKLY PLANNER:***

- ✓ List all classes and other fixed activities on your weekly schedule.
- ✓ Include time for meals, sleep, job, travel, etc.
- ✓ Estimate time needed for study. Usually, one hour of class time should be matched by three hours of independent study time.
- ✓ Decide what time of day you are at your best. This is typically when you will have the best study periods, so use this time to study for your more difficult subjects.
- ✓ If possible, use daytime for study. You are less likely to study efficiently at night.
- ✓ Include free hours between classes, either for study, break, lunch, etc.
- ✓ Allow time in your schedule for preview and review. If you have time before a class, it is a good idea to use that time to review and revise your notes from the preceding lecture. You could also use some of the time to preview for your upcoming class.
- ✓ Try to schedule each study period as close to that class meeting as possible.
- ✓ To avoid confusion, schedule the study of dissimilar subjects consecutively.
- ✓ Always include some time in your schedule for recreation and breaks, usually 10-25 hours a week depending on your program.
- ✓ Your schedule should be flexible, so make adjustments when necessary.

# Weekly Schedule

	MON	TUES	WED	THU	FRI	SAT	SUN
<i>Hour</i>							
<i>6-7 am</i>							
<i>7-8 am</i>							
<i>8-9 am</i>							
<i>9-10 am</i>							
<i>10-11am</i>							
<i>11-12pm</i>							
<i>12-1 pm</i>							
<i>1-2 pm</i>							
<i>2-3 pm</i>							
<i>3-4 pm</i>							
<i>4-5 pm</i>							
<i>5-6 pm</i>							
<i>6-7 pm</i>							
<i>7-8 pm</i>							
<i>8-9 pm</i>							
<i>9-10 pm</i>							

See how well you utilize your time. Block out times for the following:

\*Class time

\*Study time (3 hours each day for every 1 hour spent in class)

\*Breakfast, lunch, and dinner

\*Times for rest (typically you want to get at least 7-8 hours of sleep each night)

\*Breaks

\*Extra-curricular activities

# Things To Do This Week

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Assignments Coming Up

SUBJECT:	ASSIGNMENT:	DATE DUE:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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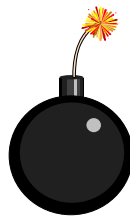
# Places to Go, People to See

WHO:	WHERE:	WHY:	WHEN:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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# STUDENT SUPPORT SERVICES

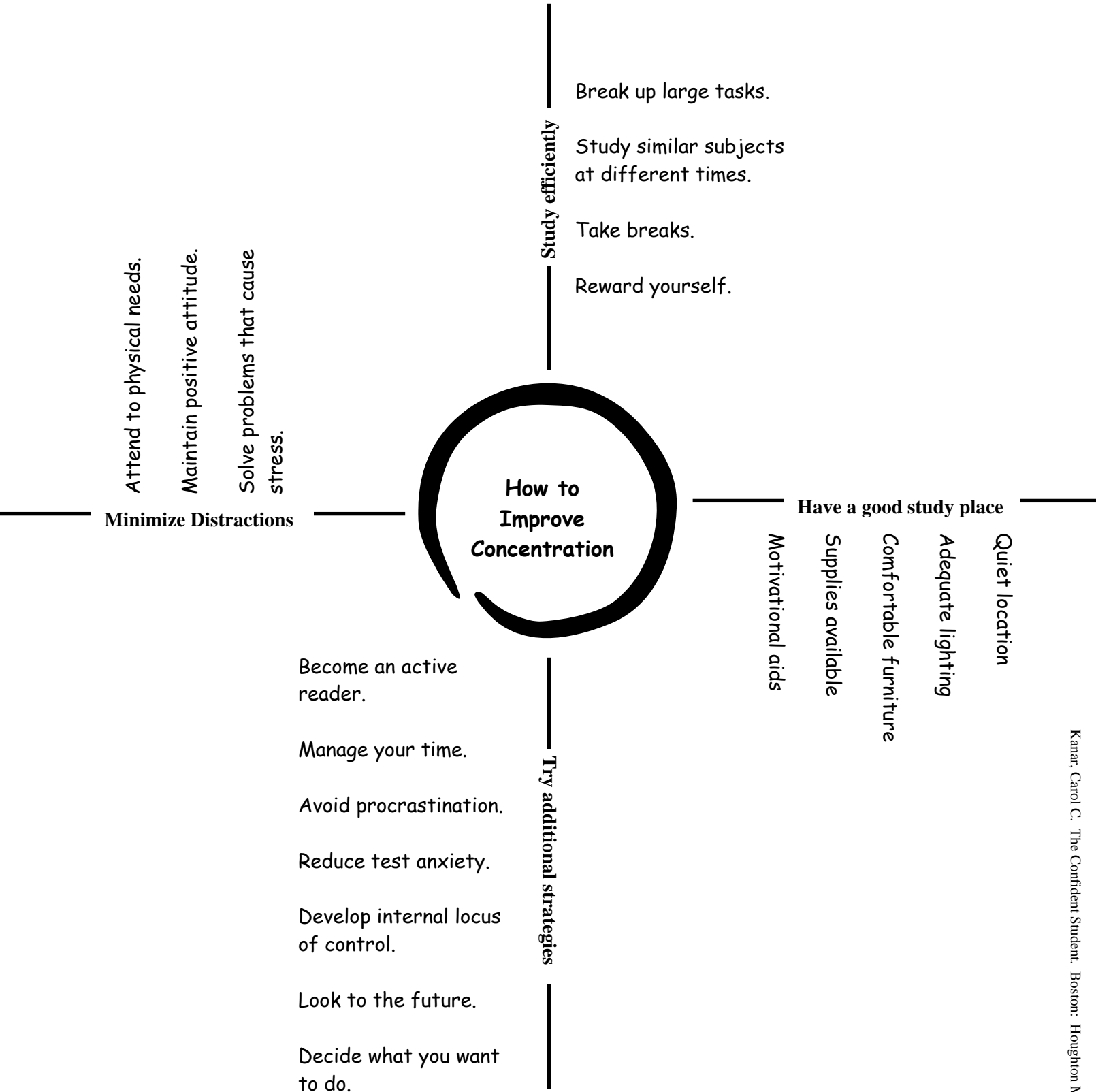
Office	Phone	Web Site
Admissions, Graduate	4-3251	<a href="http://admissions.utk.edu/graduate/">http://admissions.utk.edu/graduate/</a>
Admissions, Undergraduate	4-2184	<a href="http://admissions.utk.edu/undergraduate/">http://admissions.utk.edu/undergraduate/</a>
Agricultural Sciences and Natural Resources	4-7303	<a href="http://casnr.tennessee.edu/">http://casnr.tennessee.edu/</a>
Alumni Affairs	4-3011	<a href="http://www.ualumni.utk.edu/">http://www.ualumni.utk.edu/</a>
Architecture and Design	4-3239	<a href="http://www.arch.utk.edu/">http://www.arch.utk.edu/</a>
Arts and Sciences	4-5332	<a href="http://www.artsci.utk.edu/">http://www.artsci.utk.edu/</a>
Arts and Sciences Advising	4-4481	<a href="http://www.artsci.utk.edu/advising/">http://www.artsci.utk.edu/advising/</a>
Bookstore	4-1040	<a href="https://web.dii.utk.edu/utstore/">https://web.dii.utk.edu/utstore/</a>
Bursar's Office	4-4495	<a href="http://web.utk.edu/~bursar/">http://web.utk.edu/~bursar/</a>
Business Administration	4-5061	<a href="http://bus.utk.edu/cba/">http://bus.utk.edu/cba/</a>
Campus Operator	4-1000	
Campus Recreation Center	4-0492	<a href="http://recsports.utk.edu">http://recsports.utk.edu</a>
Career Services	4-5435	<a href="http://career.utk.edu/">http://career.utk.edu/</a>
Central Ticket Office (UC)	4-3381	
College of Communication and Information	4-3031	<a href="http://excellent.com.utk.edu/">http://excellent.com.utk.edu/</a>
Dept. of Distance Education	4-5134	<a href="http://anywhere.tennessee.edu/">http://anywhere.tennessee.edu/</a>
Education, Health and Human Sciences	4-2201	<a href="http://cehhs.utk.edu/">http://cehhs.utk.edu/</a>
Engineering	4-5321	<a href="http://www.engr.utk.edu/">http://www.engr.utk.edu/</a>
Financial Aid	4-3131	<a href="http://web.utk.edu/~finaid/">http://web.utk.edu/~finaid/</a>
Frank H. McClung Museum	4-2144	<a href="http://mcclungmuseum.utk.edu/">http://mcclungmuseum.utk.edu/</a>
Graduation	4-2101	<a href="http://registrar.tennessee.edu/graduation.shtml">http://registrar.tennessee.edu/graduation.shtml</a>
International Education	4-3177	<a href="http://web.utk.edu/~globe/default.php">http://web.utk.edu/~globe/default.php</a>
International House	4-4453	<a href="http://web.utk.edu/~ihouse/welcome/">http://web.utk.edu/~ihouse/welcome/</a>
John C. Hodges Library	4-4351	<a href="http://www.lib.utk.edu/">http://www.lib.utk.edu/</a>
Math Tutorial Center	4-0469	<a href="http://www.math.utk.edu/MTC/">http://www.math.utk.edu/MTC/</a>
Minority Student Affairs	4-6861	<a href="http://web.utk.edu/~omsa/">http://web.utk.edu/~omsa/</a>
Music	4-3241	<a href="http://www.music.utk.edu/">http://www.music.utk.edu/</a>
Office of Dean of Students	4-3179	<a href="http://web.utk.edu/~homepage/">http://web.utk.edu/~homepage/</a>
OIT Help Desk	5-9900	<a href="http://oit.utk.edu/help.html">http://oit.utk.edu/help.html</a>
Parking Services	4-6031	<a href="http://web.utk.edu/~pso/">http://web.utk.edu/~pso/</a>
Registrar	4-2101	<a href="http://registrar.tennessee.edu/">http://registrar.tennessee.edu/</a>
Social Work	4-3176	<a href="http://www.csw.utk.edu/">http://www.csw.utk.edu/</a>
Student Counseling Center	4-2196	<a href="https://my.tennessee.edu/pls/portal/docs/PAGE/cc/counselingcenternew/html/index.html">https://my.tennessee.edu/pls/portal/docs/PAGE/cc/counselingcenternew/html/index.html</a>
Student Disabilities Services	4-6087	<a href="http://ods.utk.edu/">http://ods.utk.edu/</a>
Student Govt. Assoc.	4-2377	<a href="http://web.utk.edu/~sga/">http://web.utk.edu/~sga/</a>
Student Health Center	4-3135	<a href="http://web.utk.edu/~shs/">http://web.utk.edu/~shs/</a>
Student Orientation	4-2435	<a href="http://web.utk.edu/~orient/so.html">http://web.utk.edu/~orient/so.html</a>

Student Success Center	6-4357	<a href="http://studentsuccess.tennessee.edu/">http://studentsuccess.tennessee.edu/</a>
University Center	4-3455	<a href="http://web.utk.edu/~univctr/">http://web.utk.edu/~univctr/</a>
University Housing	4-2571	<a href="http://uthousing.utk.edu/">http://uthousing.utk.edu/</a>
UT Police Department	4-3111	<a href="http://web.utk.edu/~utpolice/">http://web.utk.edu/~utpolice/</a>
VolCard Office	4-3430	<a href="http://web.utk.edu/~volcard/">http://web.utk.edu/~volcard/</a>
Writing Center	4-2611	<a href="http://web.utk.edu/~english/writing.php">http://web.utk.edu/~english/writing.php</a>

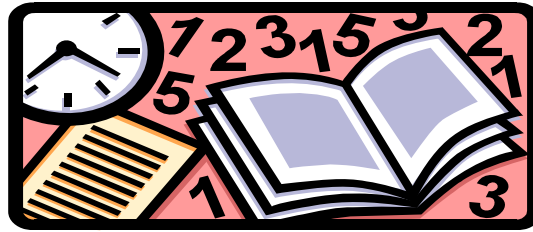


## Reducing Test Anxiety

- Approach the test with an “I CAN” attitude.
- Continually remind yourself that you are prepared for the exam, that you studied well, and that you know the material.
- Attend any reviews sessions and find out exactly what the test will cover.
- Know the grade value the test holds.
- Ask the professor what types of questions will be on the test and the type of format you can expect.
- Ask the professor for a study sheet. (It never hurts to ask.)
- Go to bed early the night before. Avoid the all-nighter!
- Try to eat a healthy meal before the test.
- Arrive at least 15 minutes early for the test. Use this time to sit back, relax, and clear your mind so you won't become nervous.
- Listen to the professor before the test begins. You may hear helpful hints!
- If allowed, chew gum or hard candy during the test. This will help you relax.
- Arrive for the test totally prepared—blue book, extra pens or pencils, calculator, and so on.
- Keep an eye on the clock. ALWAYS be aware of the time you have remaining.
- Jot down any additional information, definitions, etc, on the test so you can refer to them when necessary.
- Answer what you know first. These are the questions that are easiest for you and will take the least amount of time to answer.
- Check your answers, but remember that your first response is usually correct.
- NEVER LOOK AT ANOTHER STUDENT'S TEST OR LET ANYONE ELSE SEE YOUR TEST.



# Study Tips



**REVIEW FREQUENTLY**

**KEEP A RECORD OF ALL ASSIGNMENTS IN A SPECIAL PLACE**

**TIME YOUR ASSIGNMENTS**

**DON'T CRAM THE NIGHT BEFORE A TEST**

**TRY TO STUDY IN THE DAYTIME**

**SET A STOPPING TIME AT NIGHT**



**AVOID DISTRACTIONS**

**STUDY WITH A FRIEND**

**PREPARE SUMMARY AND REVIEW SHEETS**

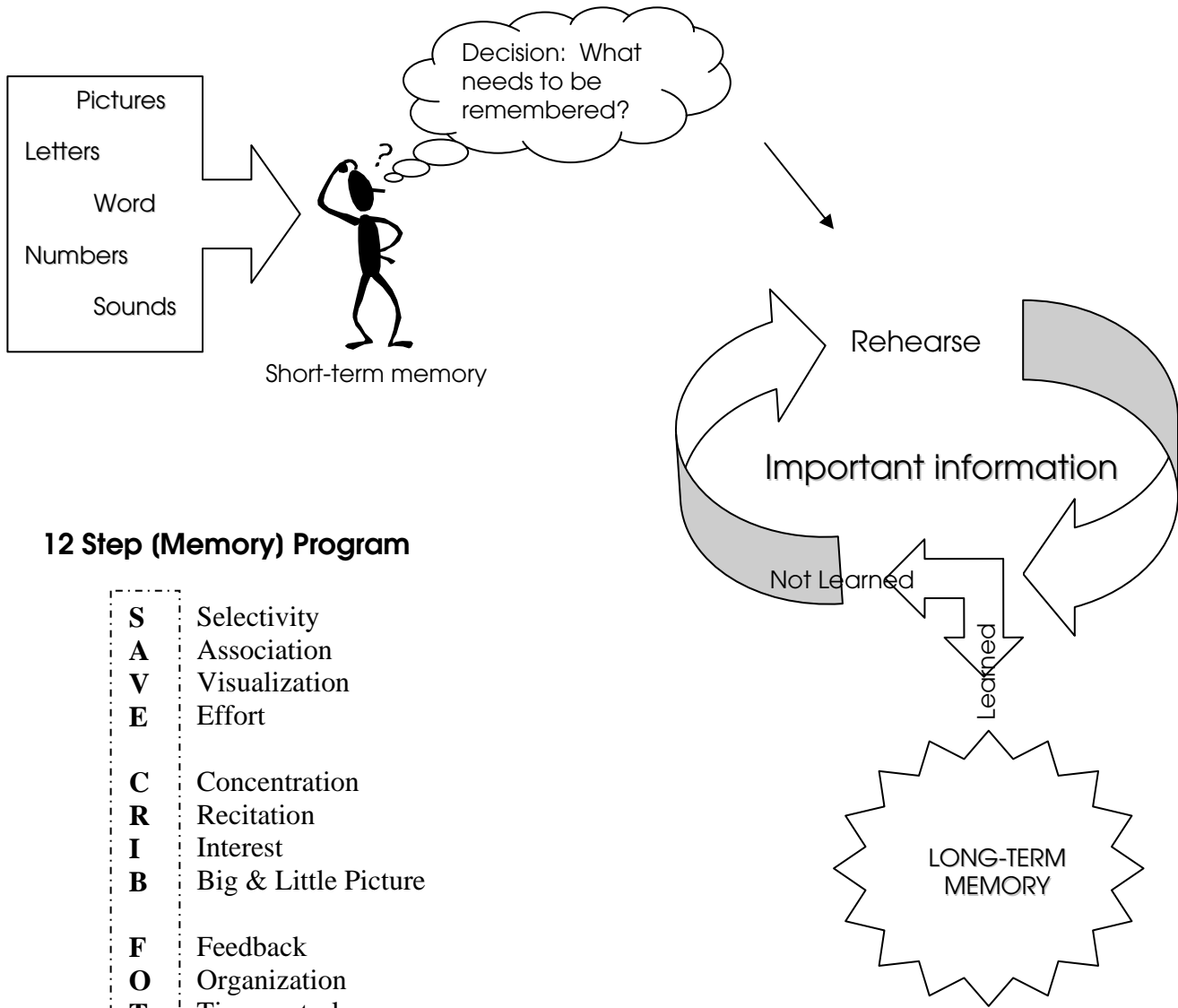
**STOP STUDYING WHEN YOU BECOME BORED OR UNPRODUCTIVE**

**TEST YOURSELF**



# MEMORY

1. Information is taken in through the senses.
2. Short-term memory receives the information and *briefly* holds it.
3. What needs to be learned is rehearsed.
4. Information being rehearsed but not learned goes back through the feedback loop.
5. Information being rehearsed *and learned* moves into long-term memory.
6. Information stored in long-term memory is accessible through long-term retrieval.



## 12 Step (Memory) Program

- |          |                      |
|----------|----------------------|
| <b>S</b> | Selectivity          |
| <b>A</b> | Association          |
| <b>V</b> | Visualization        |
| <b>E</b> | Effort               |
| <b>C</b> | Concentration        |
| <b>R</b> | Recitation           |
| <b>I</b> | Interest             |
| <b>B</b> | Big & Little Picture |
| <b>F</b> | Feedback             |
| <b>O</b> | Organization         |
| <b>T</b> | Time on task         |
| <b>O</b> | Ongoing review       |

# Twelve Step Program

**Selectivity**

Select what is important to learn.

**Association**

Associate new information to something familiar. Use acronyms.

**Visualization**

Visualize the information you learn.

**Effort**

Effort on your part is necessary for learning.

**Concentration**

Concentrate when you study.

**Recitation**

Recite information in your own words.

**Interest**

Show **I**nterest in the subject you are studying.

**Big**

Recognize the **B**ig picture in the levels of information.

**Feedback**

Check your progress from **F**eedback. Quiz yourself.

**Organization**

Organize the information logically.

**Time**

Schedule and dedicate **T**ime for learning.

**Ongoing**

Continuous or **O**ngoing review promotes information retrieval.

# SQR3: Method for Quick Study

## SURVEY



- ✓ A survey is a quick overview of an entire textbook or a single chapter.
- ✓ Survey a text for content and organization before you even begin a class. You will know ahead of time the topics that will be covered in the class and whether or not the class will be of interest to you.
- ✓ Read the **title**. This helps your mind prepare for the subject at hand, and it also lets you know what the chapter/text will be about.
- ✓ Read the **introduction and/or summary**. This helps you focus on the main points that will be discussed in the chapter. You can also determine what the author wants you to understand or be able to do after you read the chapter.
- ✓ Pay attention to **headings and subheadings**. These indicate the details to come and will reveal the author's method of organization and development of topics.
- ✓ Pay attention to **charts, graphs, maps and diagrams**. These provide lots of information in an easy to read/understand format.
- ✓ Note whether **key words or terms** are italic, boldface, defined within the text, or listed at the beginning or end of the chapter. Know what these terms or key words are and how they are used.
- ✓ Look for any **problems or questions for discussion** at the end of chapters or sections. These will help you determine which concepts the author wants you to apply.



## QUESTION

- ✓ Questioning helps your mind engage and concentrate on what you are reading.
- ✓ Turn boldface headings and subheadings into as many questions as you think will be answered in the section you are reading.
- ✓ Turn headings into questions. This directs your reading so that you can find the details and examples that support major points.

**READ**

- ✓ Read slowly and carefully, concentrating on one section at a time. Don't worry about how long you take because you are trying to absorb ideas, not become a speed-reader.
- ✓ Read each section with questions in mind.
- ✓ Don't skip unfamiliar words or technical terms. If you cannot infer their meanings from context, look them up. Be sure to reread the sentence in which each new word appears to ensure you understand it.
- ✓ Try to determine the main point of the section. Summarizing the main point in your notes or in the margin of your text will aid your recall when you review.
- ✓ Always read through the section again, especially if it seems particularly technical or complex. Be sure to underline main ideas and/or key thoughts.
- ✓ Write down the author's ideas in your own words.

**RECITE**

- ✓ Recitation is an essential aid to memory and comprehension.
- ✓ At the end of each section that you read, state the important points covered.
- ✓ If you have trouble doing this, then you probably have not understood the section and you need to reread it. Don't move on to the next section until you can recite.
- ✓ If the central idea comes easily to mind, then you can be confident that you understand what you have read.

**REVIEW**

- ✓ Review a chapter immediately after you finish reading it.
- ✓ Review by skimming back over the chapter looking over any notes you made in the margin. Do they still make sense?
- ✓ Reread any passages that you underlined or highlighted.
- ✓ Go back over all the questions from all the headings, and see if you can still answer them. If not, refresh your memory and continue.

# How To Take Good Notes

## LISTEN ACTIVELY



- Be a positive, active listener. Resist distractions, emotional reactions, or boredom.
- Do not read or talk while the instructor is lecturing.
- Pay close attention to the information. Your notes will be more accurate for it.
- Look at the speaker. The closer attention you pay, the less distracted you are likely to become.
- Come to class with the intention of listening.
- Most importantly, pay close attention to the first and last 20 minutes of class. This is typically when the most valuable information is given.

## SIT AS CLOSE TO THE FRONT OF THE CLASSROOM AS YOU CAN

- Your vision and hearing are better the closer you are to the front.
- This helps you avoid distractions, such as other classmates, doorways, windows, etc.

## ASK QUESTIONS ABOUT INFORMATION YOU DON'T UNDERSTAND



- If appropriate, raise questions if you are not following the lecture. Don't fall behind in the lecture.

## TAKE AND KEEP NOTES IN A LARGE NOTEBOOK

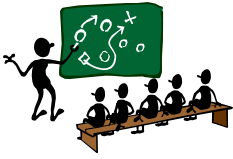
- A large notebook allows you to indent and use outline form in your notes. It also provides the space to later expound your previous notes.

## SKIP SPACES BETWEEN YOUR NOTES

- If you leave lots of room, then you will be able to add notes at a later time.
- Extra spaces make it easier for you to find material when you are studying.
- These also can indicate the end of ideas or thoughts and the beginning of new topics.
- Spacing in your notes makes them easy to follow and much more helpful when sitting down to study the material.

**DON'T TRY TO TAKE DOWN EVERYTHING THE INSTRUCTOR SAYS**

- First, this is absolutely impossible!
- Second, not every bit of information the instructor provides is of equal importance.
- Try listening for the main points and discriminate with the information you write down. Do realize that in some instances, it will be more important for you to write than to think.

**LISTEN TO YOUR INSTRUCTOR FOR SPECIFIC CUES**

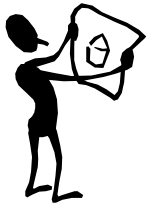
- Watch for transitions the instructor makes from one point to the next.
- Pay attention to repetition of points for emphasis.
- Changes in voice inflections can indicate importance of material.
- Enumeration

**COPY DOWN ALL INFORMATION WRITTEN ON THE BOARD**

- In some instances, blackboard scribble can provide exam questions.
- Information may be useful to you later.
- Even if the information does not later serve as useful, you still haven't wasted anything.

**BE CONSISTENT IN YOUR USE OF FORM**

- Jot down notes and phrases, not entire sentences.
- Develop some system of short hand, and be consistent in its use.
- Use contractions and abbreviations.
- Use symbols: &, +, @, w/
- Try using outline form.
- Leaving wide left margins, so that you can write comments, questions, or make connections.
- Take notes only on the front of your paper. With the back page blank, you can fold the page, cover your notes, and answer questions when studying.
- Date your notes.
- Write legibly.



# Strategies for Different Test Formats

## **MATCHING:**

- ❑ Matching usually consists of dates, people, places and vocabulary.
- ❑ Read the directions carefully.
- ❑ Read each column before you answer.
- ❑ Determine whether there are equal numbers of items in each column. Many times, instructors will include more items than necessary.
- ❑ Match what you know first.
- ❑ Cross off what you have already used, so that you no longer look toward it as an option.
- ❑ Use the process of elimination for the answers you might not be sure of.

## **TRUE-FALSE:**

- ❑ Typically this is the trickiest of the testing formats.
- ❑ Read each statement carefully to determine whether it is true or not.
- ❑ Pay attention to words that could make a statement true, such as *few*, *some*, *many* or *often*.
- ❑ Pay attention to words that could make a statement false, such as *never*, *all*, *every*, or *only*.
- ❑ Pay attention to double negatives, such as *not unlawful*.
- ❑ Remember that if any part of a statement is false, then the entire statement is false.
- ❑ Answer every question, unless there is a penalty for guessing.
- ❑ At least, there is a 50/50 chance of answering the question correctly.

## **MULTIPLE CHOICE:**

- ❑ Read every question and try to answer it before you read the answers provided.
- ❑ Look for similar answers; one of them is usually the correct response.
- ❑ Answers that contain extreme modifiers, such as *always*, *every*, and *never*, are in most cases incorrect.
- ❑ Cross-off answers that you know are incorrect.
- ❑ Even if you know that A is the correct answer, be sure to read all the options before selecting your answer.
- ❑ When the options are all numbers, usually the highest and lowest are incorrect.
- ❑ A joke is typically wrong.

- ❑ The most comprehensive answer is often correct.
- ❑ The longest answer is often correct.
- ❑ Don't linger on any questions. Sometimes other questions or answers can trigger the questions you missed.
- ❑ If you must, make an educated guess, and answer all questions unless there is a penalty for guessing.

### **SHORT ANSWER AND FILL-IN-THE-BLANKS:**

- ❑ You are to supply the answer to a question or statement yourself.
- ❑ Read each question carefully, and be sure that you know what is being asked.
- ❑ Be brief in your response.
- ❑ Give the same number of answers as there are blanks.
- ❑ Don't assume that the length of the blank indicates the length of the correct answer.
- ❑ Your initial response is usually correct.
- ❑ Pay close attention to the word immediately preceding the blank. For example, if it is *an*, then your response will begin with a vowel.
- ❑ Look for key words in the sentence that may trigger your response.
- ❑ Be sure to reread the sentence with your response to decide whether your answer fits the statement.

### **ESSAY QUESTIONS:**

- ❑ Essay tests can be the easiest of the test formats to take, because they provide you with the chance to show your instructor what you really know.
- ❑ Essay tests require you to supply an answer.
- ❑ Try to be as concise and informative as possible. Sometimes more is not always better. Your professor would rather see 1 page of intelligent and well-organized material than 5 pages of fluff.
- ❑ Always write a thesis statement for each answer.
- ❑ Be sure to outline your thoughts before you write.
- ❑ Watch spelling, grammar and punctuation.
- ❑ Use specific details, such as dates, places, people, where appropriate.
- ❑ Answer all parts of the question.
- ❑ When you conclude your answer, try to summarize your main points for clarity.
- ❑ Write neatly.
- ❑ Always proofread your answer.
- ❑ Stick to the facts; try to avoid overly opinionated answers.

# HOW TO CALCULATE YOUR GPA

1. Calculate your total grade points. For each class separately, multiply the grade earned by the number of credit hours for that class. Then add the grade points together.

*For example, a B earned in a 3-credit class would be worth 9 grade points (3 x 3); an A in a 1-credit class would be worth 4 grade points (4 x 1); and a D in a 3-credit class would be worth 3 grade points (1 x 3).*

Grade	*	Credits	Grade points
A	4		
B+	3.5		
B	3		
C+	2.5		
C	2		
D	1		
F	0		

2. Add all of your grade points together.

Total grade points: \_\_\_\_\_

3. Divide this number by the total number of hours attempted, not earned. Subtract from this number any s-grade credits, such as Counseling Education 205.

/ \_\_\_\_\_ hours attempted

= Grade Point Average (GPA)

4. What is your target GPA? Work backwards to determine what grades you need to earn in order to reach your target. The following website can help you determine the number of hours you need to raise your current GPA to your desired GPA: <http://registrar.tennessee.edu/records/grades.shtml>

## ACADEMIC STATUS



If your cumulative GPA falls below 2.0 or if you earn less than 2.0 for two consecutive semesters, you will be placed on Academic Review.

If, while on Academic Review, your semester GPA: (1) Is high enough to raise your Cumulative GPA to 2.0 or above, you will resume Good Standing; (2) Is at least 2.0, but not high enough to raise your Cumulative GPA to the minimum, you will continue on Academic Review; (3) Falls below 2.0, you will be placed on Academic Review Pending Academic Dismissal and you could be released from your College and/or dismissed from UT.

If you have been dismissed from UT, you can petition to be readmitted. If you are readmitted to the University, your academic standing will be Academic Review Pending Academic Dismissal). While on AR PAD, if your next semester GPA is: (1) High enough to raise your Cumulative GPA to the minimum or above, you will resume Good Standing; (2) At least 2.0, but not high enough to raise your Cumulative GPA to the minimum, you will continue on Academic Review; (3) Falls below 2.0, you will be Dismissed.

You may appeal for readmission after you have been Dismissed. If the appeal is denied or if you choose not to appeal, you must sit out one full year. At that point you may apply for readmission. Once readmitted after being Dismissed, you will again be placed on Academic Review Pending Academic Dismissal.

For questions regarding the appeals process, contact the Student Success Center 946-HELP or visit their website at <http://studentsuccess.tennessee.edu/academicreview/>.