

2001

APRIL

27

Friday

May 2001	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

8:00 Thus, there are many 248/117 Week 17
 opportunities for co-operative
 9:00 sharing of resources in
 your study pursuits. You
 10:00 will gain quantitatively
 from considerable savings
 11:00 in time & Energy.

00 Diet:

1:00 'what we eat is what
 we are' is a familiar
 2:00 saying which probably stretches
 the truth somewhat. However
 3:00 the role of diet is in
 stress management is very
 4:00 important. Here are some
 pointers as to how you can
 5:00 manage your diet and
 minimise stress.

6:00

Eat well balanced meals
 at regular intervals

Notes

Care with caffeine - more
 than three cups a day
 may cause stress responses.

MAY

JUN

28

2001

APRIL

Saturday

April 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

- 8:00 Medications can be overdosed. Consult your doctor if you have any questions about the strength and/or duration of the prescribed medication.
- 11:00 At times of high stress, such as at exam time, students can frequently eat too much or skip meals.
- 1:00 Be particularly careful about your diet at these times.

Problems such as anorexia and bulimia have become increasingly common, especially amongst young people.

#6:00 Sleep:

29 SUNDAY For many, as the study load increases, sleep time decreases, but of course there is a limit to how much we can cut into our sleep time.

2001

APRIL

30

Monday

May	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 How much sleep do you need to function both comfortably and competently? The answer depends upon you. Statistically seven and three-quarter hours is the average amount of sleep which research subjects have reported they need. However, the variation is considerable, ranging from three to eleven hours.
- 2:00 No matter how much sleep you may need at night, if that rest time gets reduced by your heavy work load, try supplementing your night-time sleep with several short catnaps during the day. Most busy people have discovered the secret and depend upon getting several brief rest periods during each day. I generally take a ten to fifteen minute nap after lunch and perhaps

MAY

JUN

Notes

1

2001

MAY

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 another short n-nap either before or either dinner. That means the five or six hours of night sleep is increased during the day, at periods in the day when a brief rest is particularly helpful.
- 12:00 You might want to take the relaxation exercise described in Chapter-9 if you experience any difficulty in just shutting out the pressing matters of your day from your mind.
- 4:00 If getting to sleep is a problem, try counting from 100 backwards when you inhale (one no. per breath in) and say Relaxxx as you breath out. Visualise the numbers being drawn in your mind as you say them to yourself. You will probably not get beyond 75 in the ~~series~~ series before you've encouraged yourself to sleep.

Notes

2001

110/□

MAY

2

Wednesday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 Physical Exercise: 243/122 Week 18

9:00 One of the best ways of getting rid of tension is
 10:00 to work it out of your body with ~~your~~ regular exercise. You do not need
 11:00 to work your body into profuse sweat. In fact,
 12:00 just walking at a brisk pace for 30 consecutive minutes
 1:00 three to five times a week has been found to be
 2:00 very beneficial and therapeutic form of exercise. If you can
 3:00 arrange for some variety and fun in the exercise program so much the better. Consult
 4:00 an exercise training ~~consultant~~ specialist at your local gym
 5:00 for detailed advice, whatever form of exercise you do, be certain to warm up thoroughly beforehand and allow sufficient cooling down exercise afterwards. You can supplement any gym-based exercise

M
A
Y

Notes

Thursday

May 2001	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

242/123 Week 18

8:00 program by looking for opportunities each day to climb stairs and walk or ride a bike instead of travelling by cars, buses or trains. Your goal is to 9:00 promote good physical fitness in your body and 10:00 at the same time burn off any accrued psychological 11:00 tensions.

In Summary, managing 2:00 your time and dealing with stress are very important 3:00 goals for serious students. Be sure to plan your 4:00 time and to get to high priority jobs each day. 5:00 Know your time robbers and take preventive action. 6:00 For the stress effects, review your diet, ~~sick~~ sleep, and exercise patterns and make any adjustments which you or a stress management consultant might suggest.

2001

MAY

4

Friday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	S	M	T	W	T	F	S						
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

00 Practical Exercises:

241/124 Week 18

1. 9:00 Buy an exercise book and rule off fourteen pages with columns for Tasks, Priorities, Time and Done.
10:00 Plan your days daily and list the tasks, priorities and time estimates for completion for a two week period. Assess your personal efficiency at the end of the daily planning period.
2. 4:00 Construct a Semester Plan wall chart and record all mark earning assignments. Use dotted arrow lead up times to indicate weekly goals during the preparation period.
3. Notes
Establish a career ideal files. Cut out articles on interesting careers and follow up any serious

5

2001

MAY

Saturday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 possibilities with further reading and interviews
 9:00 with people who perform the same type of job.
 10:00

4. If your diet and sleep are of concern, keep a diary of your meals, & snatches and, as well, a note of your sleep times.
 11:00 Discuss your diary notes with your doctor or another relevant helping professional.

3:00

5. Discuss your fitness level with an exercise/training consultant at your local gym or health centre. Develop a weekly program for improving your fitness and have a follow-up assessment in six months.

Notes

(CHAPTER 3 & 4 SKIPPED)
 Read 'em Later.

2001

MAY

7

Monday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 CHAPTER - 5. 238/127 Week 19

9:00 Reading More Efficiently:-

→ 0:00 Speed Reading - the harsh realities.

→ 0:00 Scanning.

→ 1:00 Reading to learn & retain.

→ 2:00 Revision Reading for Exams.

→ 3:00 Practical Exercises:

3:00 We are faced with an information avalanche. Present-day students often find that they have say, fifteen hours of reading to do but only six hours of available time. The following week, there is another nine hours of carried over reading to add to the next lot of fifteen. For many, that ever-increasing backlog of reading is a formula for academic stress.

Tuesday

May	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

8:00 The theory of Speed Reading. 27/28 Week 19

9:00 - Speed Reading is not the definitive answer to most academic survival problems. And, even if it were, it certainly is not an easy skill to obtain or practice. Inspite of these qualifications, you may still want to know how to speed read.; Here's how it works.

Basically, speed reading is a function of the no. of eye fixations, or momentary stops, which you experience as you move your eyes across a line of writing. Even though one fixation is a very brief pause in your eye movements usually a matter of micro seconds, the cumulative total of these fixations can be immense. Most inexperienced readers will have to up to

2001

9

MAY

Wednesday

June	F	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

8:00 eight to ten eye fixations
 per average line of text.
 9:00 When you multiply the fixation
 times for each line by
 10:00 the total no. of lines to
 be read, the figure can be
 11:00 justifiably concerning. Basically,
 for most students with an
 12:00 average reading load, you
 are looking at many hours
 1:00 per week of extra reading
 time - and that's time during
 2:00 which the eyes are at a
 dead stop.
 3:00 If eye fixations are
 one of the basic problems,
 4:00 what can be done about
 them? The answer is to
 5:00 reduce them. That is, train
 your eyes to take in more
 6:00 of the line at each fixa-
 tion. Think of your eyes as
 being the end of a vacuum
 cleaner hose. Metaphorically
 speaking, more students poke
 the nozzle down on the line
 of writing eight to ten mins.

Notes

Thursday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 and suck up the letters in the immediate vicinity. Extending the metaphor, the more efficient readers use a wide approach and are able to draw in many more words and use far fewer fixations. The true masters of speed reading are reported to run their eyes down the middle of the page and suck up the essential words on both sides. While this is theoretically possible, it is extraordinarily difficult. For some types of reading matter such as technical, mathematical or logically complex material, it may not be applicable at all.

Notes

~~There are some limitations which should be mentioned~~

2001

MAY

11

Friday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 So with most general types of reading matter, the secret is to pause less frequently and to widen your visual field. Sounds straightforward, but how do you do it? Practice.

9:00 Some indication of what practice can do might be gleaned from this personal experience.

10:00 I attended a university preparation program prior to starting my first degree and we spent two one-hour sessions per day.. practicing reading acceleration. I entered the three week program with a reading speed of 350 words per minute and in three weeks increased it to 1000.

11:00 That was a very pleasing result, but only achieved with some pain and suffering. The twice daily practice sessions required very rigorous concentration.

12:00 There are some limitations which should be

234/131 Week 19

Notes

2001

MAY

12

Saturday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 mentioned. You will not be able to speed read everything. As suggested above, running your eyes at a blistering pace down a page of equations is unlikely to produce a clear understanding of the mathematical concepts. Any detailed subject which requires logical and progressive understanding from step to step is not going to be speed reading project. Thinking and understanding take time, so plan your reading method with both the reading material and your desired end result in mind.

13 SUNDAY

Scanning:

scanning Basically, is the process of involving running your eyes down each page and taking

2001

MAY

14

Monday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	S	M	T	W	T	F	S						
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

231/134 Week 20

8:00 note of any terms in bold-face print or italics,
 9:00 ~~section~~ section headings, graphs
 and charts and anything else
 10:00 which seems to jump off the
 page. Most textbooks and
 11:00 student resources are designed
 to be very user-friendly. That
 12:00 is, the author and editors
 make every effort to help the
 1:00 student learn from the
 resource. Some texts even
 2:00 have margin notes to tell
 you what ~~the~~ the section is
 3:00 about.

While you are scanning
 4:00 the chapter or section, your
 mind will have to be very
 5:00 alert and active. Your eyes
 act only as the collectors
 6:00 of information — your mind
 must do the registering and
 analysing. As you scan down
 the page, ask yourself the
 following questions. What
 does this term mean? What
 relationship does it have to preceding

Notes

Tuesday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

concepts? What is its importance? These types of questions help to give that specific term some discrete relevance and significance. However if you cannot provide immediate answers to the above questions, do not get bogged down. Scanning is a preliminary process, an initial exposure without expectation of thorough understanding. You just want to get the basic drift of the reading material and mentally note some of the important terms.

If it helps, you might want to make a note of the terms picked up by scanning. Remember, writing is a time consuming task. Write the term, not the definition. Just the act of writing the term will help to record it.

Notes



2001

MAY

16

Wednesday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	S	M	T	W	T	F	S						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 in your memory. 229/136 Week 20

Why should you scan your reading material? You may recall from the lecture note taking chapter that browsing through the background references prior to a lecture will help you listen and understand. The same processes are working in the scanning process. Having noted several terms and concepts during the scanning process, your mind will be primed for their presence during the reading function. When you come upon these important terms, they have a much greater impact than if you were to read the material cold.

Scanning techniques:

Perhaps the basis for this particular scanning approach is that any well written

JUN

17

2001

MAY

Thursday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 tent often tells you the message at least three times 228/137 Week 20
9:00 The introduction gives you the overview, the body provides detailed treatment,
10:00 and the finishing paragraphs generally provide a summary.
Having scanned the first
11:00 and last sections of each chapter one is able to get two out of three messages.

2:00 Another scanning technique which might be helpful
3:00 is to read the first sentence of each page. Once again, well written works often have lead sentences introducing the concept being dealt with in the paragraph. This will not always be the case, but for scanning purposes, you will generally obtain the general drift of the work.

Notes -

2001

MAY

18

Friday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

8:00 A final approach which you might have an opportunity
 9:00 to use is what I call the magnetic technique. ~~This~~ Think
 10:00 of your eyes as magnets and run them down the page. Allow
 11:00 them to be drawn to bold-face print, italics, or any other terms
 12:00 which stand out from the surrounding text. As you can
 1:00 see this is a much more cursory approach, but with practice
 2:00 you will be able to glean the essence from the text in
 3:00 very short order.

4:00 In summary, Scanning
 5:00 is a very efficient and most helpful set of reading
 6:00 techniques which allows you to get the overview of the material or to find specific facts quite quickly. You will want to use different approaches for different types of writing and for different types of reading goals.

Notes

JUN

19

2001

MAY

Saturday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 The point to be stressed
is that scanning will save
9:00 you time.

226/139 Week 20

10:00 Reading to learn & Retain information:

11:00

SQ3R Approach: Survey;
12:00 Question; Read; Recite; Review.

1:00 Let's look at each of the individual processes in turn.

2:00 The Survey function is just like the warm-up preview which was described 3:00 in the chapter on warming up to listen effectively in 4:00 your lectures. Instead of preparing your mind to 5:00 listen, you are now obtaining 6:00 20 SUNDAY an overview for increased understanding and recall of reading material.

Notes

The actual process is much the same. Take perhaps five mins to simply browse

2001

MAY

21

Monday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W	F	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

8:00 through the pages noting
 9:00 the important terms. The
 10:00 bold-face print and any
 11:00 italics, should take your
 attention. Also ponder the
 graphs, charts and other visual
 aids.

124/14 Week 21

12:00 The question process of
 1:00 the ~~SQSR~~ SQBR technique
 2:00 suggests that during the survey
 phase you turn the terms,
 which you note into questions.
 Suppose you are surveying
 3:00 a chapter on photosynthesis in
 4:00 Biology and you come across
 the terms chlorophyll and
 light and dark reactions.
 5:00 While mentally noting these
 terms construct questions
 6:00 about them. What is chlorophyll?
 How does it relate to
 photosynthesis? These questions
 will serve to give special
 prominence to the important
 terms you note during the
 survey process.

Notes

22

2001

MAY

Tuesday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 The next process is reading. 223/142 Week 1
Because you are reading to retain you will want to understand the material. Some reading matter will be straightforward and some will be extremely difficult.

When you set yourself a reading task, break it up into small pieces/bits. Reading a full chapter in one go is much more difficult than reading a series of say, seven sections. The benefit of reading section by section is that you pause after each section and consolidate your thoughts.

The consolidation process brings us to the next reading step, recite. Having just finished reading the first section of a chapter or assignment, pause and recite the major ideas. You must use the Rule of 3 here. Ask yourself what are three most important points covered.

Notes

2001

MAY

23

Wednesday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 in the section. If you cannot name any points your mind 222/143 Week 21
9:00 has probably been daydreaming and you had better reread
10:00 the section.

The recitation process helps 11:00 to fix the concept more firmly in your memory. As you proceed 12:00 through the subsequent sections, pause and recite the central points to yourself.

If noting the terms on paper 2:00 helps to make a greater impression, then do so, but 3:00 remember to limit your writing to just the key 4:00 terms. As mentioned previously, writing takes valuable time

The final step in reading for retention is 6:00 review. It might sound dreary, having to go back over the material, but Notes that is exactly how you will increase your learning. That familiar expression, "Repetition is a great Teacher"

JUN

24

2001

MAY

Thursday

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 is founded upon this process.
Go back and logically
link the central ideas from
each of the reading section
this process will not only
help you remember the
11:00 individual points, it will
also give you a more
12:00 sound and thorough under-
standing of the overall
1:00 concept.

Revising the material you
2:00 have just read should take
only several minutes. That
3:00 small amount of time will
be very well spent as your
4:00 understanding will be
expanded and your memory
5:00 will be reinforced.

6:00 Revision Reading for Exam:

Notes

With reference to your
final results, probably the
most important types of
reading will be revision
reading for your exams. As

2001

MAY

25

Friday

June	F	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

8:00 suggested in the note-taking chapter, the ideal time for revising and learning of your lecture is immediately after each lecture. At this time you will have optimal chances of recalling any missed facts or ideas.

12:00 To maximise your learning, try to read and learn your lecture notes each weekend. That sounds draconian, but the research evidence on systematic, speed learning is beyond dispute. Regrettably, most students overlook this opportunity and 4:00 cram all of their learning into the final week. As a result, many students enter their examinations knowing that they are instead inadequately prepared.

Notes Looking on the brighter side, let's assume you have been reading through your notes each weekend. By examination time, most of the central ideas and concepts will have been

26

2001

Saturday

MAY

May 2001	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

8:00 firmly embedded in your mind.
It is ~~not~~ important to
9:00 state that from learning
will have occurred because
10:00 of the opportunity of to
reinforce and use the
11:00 information. Remember information
used is information
12:00 retained.

The essential goal during
1:00 the pre-exam period is to
revise your notes and other
2:00 materials at least three or
more times. If you have
3:00 been learning as you go,
then a good three revisions
4:00 will allow you to polish
your understanding of the
5:00 concepts. If, however, you
have let the revision slide
6:00 until the pre-exam period,
27 SUNDAY you will need to find
Notes time to read and revise
your notes perhaps five or
more times.

Strategically, the best
way to approach your

2001

MAY

28

Monday

June	F	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 revision is to quickly survey all materials. Look for items of prime importance - the highly examinable topics - and give them special attention.

9:00 A second strategy is to specifically adapt your revision to the individual subjects being studied. For example, arts and humanities subjects are ^{bas} revised by reading over and over the notes many times. Expect the first and second readings to be a bit of a blur, but the subsequent readings should make the concepts more understandable and memorable.

10:00 You will want to know important definitions and the relationships existing between central ideas and concepts.

11:00 Test yourself as you progress. One very helpful pointer is to think of yourself as an examiner and list the ~~most~~ three most examinable points of each lecture. That will

217/148 Week 22 JUN

Notes

Tuesday

May 2001	T	W	T	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 sharpen your perception and should also enhance

216/149 Week 22

9:00 your motivation.

Mathematics and science subjects will require a different approach. Following

11:00 a quick survey of your notes, lab reports and other

12:00 materials, read through the theory topics and learn them

1:00 thoroughly. You will want to go over the concepts so that

2:00 you not only know the topics A, B and C very well,

3:00 but also the relationships $A+B$, $B-C$, and $A-C$. Good

4:00 examiners are likely to examine the latter relationships more than the individual topics.

5:00 In addition to the theory, you will have to address the sample problems which were included in the lectures, tutorials or laboratory sessions. Most exams in mathematics and science

2001

MAY

30

Wednesday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

will have a problem-solving section and there is only one way to prepare - solve lots of practice problems, preferably correctly. Problem solving section is a much more time-consuming task and for that reason, it is important to start your revision early. Indeed, the problem solving should be carried out weekly so that the knowledge gained in week 1 is able to be used in week 2 and so on. If you strike a snag anywhere along the line, be certain to get help and sort the matter out quickly. A point of difficulty experienced in week three, for example, can produce an absolute avalanche of confusion by week six.

Notes Where do you find the time to do all ~~all~~ of this examination revision? You might

JUN

31

2001

Thursday

MAY

May 2001	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

8:00 have to make the time,
i.e., deleting something else
9:00 from your schedule and
inserting several revision
10:00 sessions. Remember, the most
important factor in exami-
11:00 nation success is through
revision. Therefore, if you
12:00 are serious about succeed-
ding in your studies,
1:00 then be certain to make
the time for examination
2:00 preparation. A systematic
approach of revising each
3:00 weekend over one term of
study will prove how
4:00 beneficial this strategy is.
5:00

Practical Exercise:

- Practice speed reading every time you read a newspaper or any other leisure reading material. Try to run your eyes as rapidly as possible down the column.

2001

1

JUNE

Friday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

8:00 columns and extract the key concepts and facts. 213/162 Week 22

9:00

- Train your eyes to look for the critical nouns in any academic reading. Filter out the ~~the~~ articles and prepositions such as, the, an, a, on, in, at etc.
- 12:00 • Rarely will these words be of any significant import to the concepts being read.
- 2:00 Before any reading exercise, scan the entire article, chapter or section which you intend to read. Warm up your mind by mentally noting the key terms and concepts.

6:00

Summary:

Notes

Speed reading is a function of taking in a wider span of words at each eye fixation point while reading across a line of text. You can generally improve your ~~the~~

JUN

2001

JUNE

Saturday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	S	M	T	W	T	F	S						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 reading speed , but you will have to practice this
 9:00 visual field expansion procedure and be prepared
 10:00 to work very hard at concentration.

11:00 Scanning is a very helpful and time saving
 12:00 reading technique. Scanning can provide an overview
 1:00 before you read in more detail. It is also useful
 2:00 when looking quickly through a chapter or book
 3:00 to find the specific material you are wanting
 4:00 to read about in detail
 5:00 You look generally for the key words and concepts.

Reading to learn and retain is hard work & best pursued using the SQ3R ~~technique~~ technique. Survey the section ; formulate questions in your mind about the key concepts and terms ; read the material

Notes

212/153 Week 22

2001

4

JUNE

Monday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 section by section; pause 210/155 Week 23
after each section and ~~read~~
9:00 recite the major points of
that section; and revise as
10:00 you go, linking the terms
and concepts of one section
11:00 to the next. The procedure
takes time and perseverance,
12:00 but it works!

Revision reading for exams
1:00 should be started at the
end of week One and ~~be~~
2:00 slotted in as a regular
weekend study task. Go over
3:00 your notes and other study
materials many times, but a
4:00 minimum of three or four
times is likely to be
5:00 required before you acquire
a sound ~~or~~ knowledge of the
6:00 material.

Notes

(Chapter 6 & 7 skipped)
(for later studying.)

5

Tuesday

JUNE

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8 : 00

209/156 Week 23

Chapter - 8 = Revision Skills.

9 : 00

Planning your revision campaign

10 : 00

Getting help when needed.

11 : 00

Learning on the run.

12 : 00

Practical Exercises

1 : 00

This chapter will describe some of ~~these~~^{the} ways in which you can organise your revision and gain the maximum marks in your exam.

4 : 00

A) Lecture Revision: As stated in the chapter on note-taking the process of taking good lecture notes starts before the actual lecture. Five to ten minutes of browsing through a relevant chapter will "oil your mental gears", & contribute to a better

Notes

2001

JUNE

6

Wednesday

July	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

208/152 Week 23

- 8:00 set of notes. If you arrive
 early for your lecture, then
 9:00 spend a few minutes revising
 the notes from the last
 10:00 lecture in that subject. These
 warming up activities are very
 11:00 important preliminary stages in
 the longer term learning process.
 12:00 Probably the most critical
 first revision is just after each
 1:00 lecture. At this point, the topics
 should be fresh in your mind.
 2:00 If time permits and no
 other classes are scheduled
 3:00 for the following hour, either
 stay seated in the lecture
 4:00 hall or move to the library.
 Read through your notes and
 5:00 make any additions or correct-
 ions which you think are
 6:00 necessary. If you are confused
 about any topic, then consult
 Notes your text or other references
 and make supplementary notes.
 You can tape ancillary notes
 into the borders of your class
 notes to produce a more

2001

JUNE

Thursday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

207/158 Week 23

8:00 comprehensive account.

Many students, especially those for whom English is a second language, tape record all of their lectures. This is done primarily because of their ability to understand and to get down into note form all of the essential information presented during lectures. They play the tapes and check their notes, but frequently stop, rewind and then play parts of the lecture to make necessary adjustments to their notes. The whole process can take a surprising amount of time. On average, it will take well over one hour to replay a 50min lecture. The best approach is to train yourself to become a more efficient note-taker.

If you have made tapes of previous lectures, then there is absolutely no harm of replaying them, but try to

Notes

2001

8

JUNE

Friday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

206/159 Week 28

8:00 do this in this in non-study non-peak study times. Ideal opportunities for these replays are when you are walking, shopping, cleaning or driving. These are times when it would be difficult, if not impossible to write, read or solve problems.

12:00 Students who revise on the run benefit in two ways. They have more opportunity for working their way through their notes and study materials; and they are increasing their time management and personal efficiency skills.

Weekend Learning:

6:00 One of the most practical and beneficial steps to increase your learning potential and to maximise your marks is to revise each weekend. Sounds like a fun killer, but revision is a necessity and the research

9

2001

JUNE

Saturday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 On learning methods is a 205/160 Week 23
 crystal clear - regular and
 9:00 spaced learning is far, far
 superior to last minute
 10:00 cramming.

I would be naive to
 11:00 say 'forget about cramming'
 It's a time honoured
 12:00 student tradition. Just about
 every student has found that
 1:00 cramming is necessary at
 some stage of their academic
 2:00 career. Even those who are
 very well prepared usually
 3:00 spend that bit last night
 before their exams doing
 4:00 a bit of frantic revising.
 Inspite of this tendency,
 5:00 get the whole process into
 gear early in the year
 6:00 and learn as you go.

10 SUNDAY

Notes

If your weekends tend
 to follow a set routine,
 try to find a three-hour
 period which you can dedi-
 cate solely to revision.

2001

JUNE

11

Monday

July	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

- 8:00 That time is not to be used for writing essays, preparing lab reports or doing research reading. It is to be used only for revising, that is learning your notes and other materials. Pull out the lecture notes and any other resources which have been generated during the last week. Go through these notes very carefully, learning them as if you had an examination on the topics.
- 9:00 Monday morning at 9:00 am, I can hear the deafening chorus of moans and groans. Yes, isolating yourself on a sunny weekend morning to learn your notes is not exactly a fun time recipe. No one even said that all learning experiences will be joyous occasions. It is hard work, but the product of that weekend work will be surprising. Not only will you be signifi-

Notes

203/162 Week 24

12

2001

JUNE

Tuesday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 ^{202/163 Week 24} ~~continually decreasing the pre-exam stress, but you will also be gaining a far greater understanding of the concepts as you progress through each subject. The topics covered in week two become part of your knowledge for week three and for the rest of the semester and year.~~

9:00 ~~Most of your colleagues will not discover and master these topics until they retrieve their notes from those dusty folders just prior to their exams.~~

10:00 ~~11:00~~

12:00 ~~1:00~~

1:00 ~~2:00~~

2:00 ~~3:00~~

3:00 ~~4:00~~

Revision for quizzes & tests:

6:00 Your ~~staff~~ teaching staff are very aware of the difficulties in motivating students to learn progressively through the course. Therefore, they schedule periodic quizzes and tests to coerce you to

Wednesday

July	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
1981	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

201/164 Week 24

- 00 study and break any tendency to procrastinate. ~~the~~
 00 Here are some helpful suggestions to bear in mind when revising for these assessment exercises:

1:00 Consult your syllabus and
 2:00 take special note of any comments made about assessments.
 3:00 Note particularly the different types of quizzes, tests and examinations which are scheduled (or those which may be administered without prior warning)
 4:00 Ask whether there may be multiple choice sections and/or short answer questions
 5:00 mathematical problems; and major essay questions.

- If your syllabus does not specify the types of tests and examinations questions which you are likely to get then speak with former students who

18x. DIVE

14

2001

JUNE

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
2001	1	2	3	4	5	6	7	X	10	11	12	13	14	15	16	17	18	19	20	21	22	23	X	25	26	27	28	29	30

8:00 studied your subjects ^{2001 165 Week 74} last year. They will most likely
 9:00 be able to tell you what to expect and
 10:00 how to prepare for the assessments.

- 11:00 Plan for sufficient time to revise your lecture notes and other resources at least four to five times. Repetition is a great teacher, but repetition takes a lot of time!
 - 3:00 As you revise each lecture, ask yourself what are the three most examinable topics in this lecture. Note them briefly on a separate sheet for later consideration.
 - Meet with a classmate whose ability and commitment you respect and compare notes on these highly examinable topics in this lecture. Note them briefly on a separate
- Notes

2001

JUNE

15

Friday

July	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M									
2001		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 sheet for later consideration. 199/166 Week 24

9:00 Met with a ~~classmate~~ ~~about~~ ability of

10:00

Remember a good examiner will expect you to know well any basic course topics A, B and C. Particularly probing examiners will go beyond just memorised definitions and will ask about relationship issues A-B, B-C, and A-C.

3:00 Superior students will not only know about these crucial & critical relationships, but also about their implications and the assumptions upon which they are based.

6:00

Notes Early morning revision on Exam day:

Most of the revision which has been recommended above

16

2001

JUNE

Saturday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 pertains to the months, weeks and days prior to 198/167 Week 24
9:00 the assessments. Many students have asked whether they 10:00 risk burnout if they study too much just before 11:00 their examinations. The answer is generally, no.

12:00 If you have been preparing and revising on 1:00 a daily and weekly basis, then the assessments pose 2:00 only a polishing problems. Imagine that it's night 3:00 before the test and you have completed your revis- 4:00 ion. Should you get up early and run through the 5:00 material again? Yes, Assu- 6:00 ming that you have allowed sufficient time of some

17 SUNDAY

Notes

good sleep, as early morning revision will help to get your mind primed and 'pepped' for the assessment. That early morning session should be just a light

2001

JUNE

18

Monday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 scan of the notes. It certainly
is not a time to confront
9:00 a new and complex topic
which you suddenly think is
10:00 a prime exam material.

196/169 Week 25

#11:00 Revising at the exam venue:

12:00 Visit any campus during the examination period and you
1:00 will find groups of tense
students gathered at the steps
2:00 of the large lecture halls
and other examination sites.
3:00 You will see small groups of
students either debating
4:00 either contentious issues or
nervously laughing while
5:00 trying to distract themselves
with chatter about frivolities.
6:00 The astute students are
quietly thinking or reading
Notes over the major concepts from
their notes.

A cautionary note is
very relevant here. Let's assume

19

Tuesday

2001

JUNE

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 your preparation ~~were has~~ has not been exactly thorough
 9:00 and that you have been burning midnight oil
 10:00 trying to revise your notes for the first time, (tumors!)
 11:00 You arrive at the exam venue early and start talking with
 12:00 a friend who seems to be sharing your misery. Just then,
 1:00 another classmate comes up and blurts, 'What did you
 2:00 think about that article by Green and Simmons?
 3:00 Your mind goes into a whirl ... who the hell are Green
 4:00 and Simmons ??? What did they write about? Have I
 5:00 missed something which is really critical? Will this
 6:00 article be the basis for the major essay? It probably
 Notes will be. Oh, Allah, I'm going to fail!!!
 Perhaps that monologue will be very familiar to some of you. All kinds

2001

JUNE

20

Wednesday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

194/171 Week 25

of experiences and thoughts can plague a student's mind during the final hours before an exam. Even though students have equal access to positive and negative thoughts they seem to gravitate to the latter on exam days.

In order to keep calm and maintain rational thinking during this critical period, stay removed from your classmates. By all means, avoid the gloom and doom squads, devious manipulators or obnoxious know-it-alls. Hide in the bushes if you must, or ~~better~~ yet, find a classroom and sit quietly alone.

In the exam room: the last ditch opportunity:

Notes

Once you have entered the examination room, you will not be permitted to consult your notes, unless you are

21

2001

JUNE

Thursday

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 sitting for an open-book exam. However, your mind will still be capable of pondering any special points which might be lingering delicately on the brink of a cortical crevasse. You have the ability to exercise active recall or loose the idea in ~~the~~ a fogbound abyss.

9:00 After the exam papers have been distributed and 1:00 you have been given the 'go ahead' signal, jot down 3:00 quickly any notes which you think might break away from the cortical edge and plummet into 4:00 darkness. Having noted these points, you can then proceed 5:00 with a calmer mind.

6:00

Notes

End of year exam revision

The end of year exams are major events in the academic life of most students.

2001

JUNE

22

Friday

July	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

8:00 As suggested earlier, these exams will have been noted and scheduled in the subject syllabus. In spite of this warning, most students will actively repress the inevitability of these exams, mostly because of associated ~~anxiety~~ anxiety. Repression and denial become strongly developed by the time students reach upper secondary or tertiary levels. Hence, the tradition of cramming.

In order to do full justice to your final exams, you will really need to schedule your revisions over a six-week period. Yes, that is also the time when many essays, reports and other assessable projects are due, but examinations will count for the majority of your final marks. Thus, it is best to allocate your time in proportion to the distribution of these marks. If tests, essays

192/173 Week 25

23

2001

JUNE

Saturday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 and reports are worth 191/174 Week 25
40% and your final
9:00 exam is worth 60%, then
be sure your preparation
10:00 time correctly ~~refers~~ reflects
this ratio.

11:00 As suggested earlier, learning anything well will take multiple repetitions. The no. 5 is 1:00 a conservative index to guide your revision planning.
2:00 That means trying to organise the six weeks before 3:00 your exams so that you can read over and learn 4:00 your notes five times. That might sound impossible or 5:00 unappealing or both, but revisions and learning are functions of repetitions,
24 SUNDAY You might want to

Notes chart the revision period and post it in a prominent place where you can easily see it.

2001

☆☆☆☆

JUNE

25

Monday

26

Tuesday

2001

JUNE

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 P.s.r. From this chart, you will see that different subjects require different revision times. In scheduling your revision periods, choose times when you are fresh and alert. Remember you can revise (on the ~~run~~ run) by carrying flash cards or other materials for use on buses and trains and while standing in a queue. Try to focus your revision on topics which you believe to be highly examinable. If you strike difficulties, contact a person who can explain the topic(s) to you.

→ 6:00 Summary:

Notes

Revising for your exams is best done from the early weeks of the semester. Revise your class notes within 24 hrs of each lecture.

2001

JUNE

27

Wednesday

July	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
2001	1	2	3	4	5	6	7	X	X	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	X	26	27	28	29	30	31

8:00 and then learn them
 in a dedicated revision
 9:00 session each Saturday or
 Sunday morning. When going
 10:00 through your notes, try to
 anticipate highly examinable
 11:00 topics. Make a list of these
 items and then compare your
 12:00 list with the topics gleaned
 by several classmates. Be certain
 1:00 to start your revision for your
 final exams sufficiently early to
 2:00 allow for many (five or more)
 repetitions through your notes.
 3:00 The crucial motto for good
 exam candidates: be prepared!

Practical Exercises

1. Prepare a schedule for the
 2:00 weekends during the present
 semester and include a dedicated
 three-hour period at the same
 time each weekend for exam
 revision. Give that time
 period high priority. It will
 win you many marks in the

28

2001

JUNE

Thursday

June	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

8:00 final examination.

186/179 Week 26

- 2,00 Organise a weekly lunch meeting with two or three committed classmates in your most difficult subject. Agree to discuss/review the examinable topics raised in the lectures over the last week.
- 3,00 Prepare a revision chart for the six weeks preceding your final exam period.
- 4,00 Revise your lecture notes and other materials and write a list of three most examinable topics for each lecture or reading assignment.

Notes

2001

JUNE

29

Friday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

185/180 Week 26

8:00 CHAPTER-9 : Dealing with academic and exam anxiety.

9:00 Academic Anxiety - thinking more positively.

10:00 11:00 Participating in classroom discussions.

12:00 1:00 Learning how to relax and function better.

2:00 Practical Exercises.

00 This chapter will deal with academic anxiety, a common difficulty for many students who panic at the mere thought of speaking in class or getting down to effective work on a difficult assignment. As the latter is more prevalent, let's start there first.

30

2001

JUNE

June 2001	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	X	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

184/181 Week 26

#

8:00 Academic Anxiety:

Academic Anxiety can be described as a grit in your mental gears. The high-performance machine within your cranium is fuelled and fired up, but grit in the gears can grind down your performance. Metamorphically speaking, the grit causes negative versus positive thoughts. Fear of failure or low performance cause you to become reticent in certain academic situations. For example, getting started on major projects and speaking in class are some of the most common problems experienced by students.

#

6:00 Anxiety & Fear of Failure:

1 SUNDAY

Notes Academic Anxiety is always due to negative thoughts, especially about the possibility of failure or poor performance. Let's look at speaking in the

2001
JULY

August
2001

	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F	
	1	2	3	4	5	6	7	X	X	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

2

Monday

JUL

AUG

SEP

OCT

NOV

DEC

1:00 classroom for example. It 182/183 Week 27
would be safe to say that
2:00 few in any classroom hold
any life-threatening risks,
3:00 yet many students experience
feelings of high anxiety when
11:00 sitting in their classes. These
feelings are fundamentally
12:00 attributable to negative thoughts.
If these thoughts can be
1:00 turned around to become
either neutral or better yet,
2:00 positive, then the student can
sit more ~~as~~ comfortably in
3:00 the classroom and learn.

4:00 We might look at
the anxiety situation as an
5:00 A, B, C cycle where A represents
a negative thought, for
6:00 example, 'what if I can't
answer a question correctly?'.
Notes B for nervous feelings;
and C, for avoidance of
the threatening activity -
sitting very quietly and
inconspicuously in class. As the

2001

JULY

3

Tuesday

July	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M										
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 whole system hinges upon A, that's the best place to start in dealing with the problem.

181/184 Week 27

10:00 If classroom speaking is your Achilles' heel and you
 11:00 choose the back rows in class to minimise the chance
 12:00 of being called upon to speak, then look at the
 1:00 types of thoughts you are entertaining. Yes, you might have
 2:00 had ~~pain~~ some painful experiences in the past
 3:00 such as being grossly embarrassed when struck speechless in front of the class while trying to
 4:00 present a report. Or, perhaps a teacher ridiculed you in class because
 5:00 of a particularly poor effort on some project. There's no getting around these situations — they do hurt.
 But, it is very important for you to note that

2001

JULY

4

Wednesday

August	WT	F	S	SMT	WT	F	S	SMT	WT	F	S	SMT	WT	F
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14

180/185 Week 27
8:00 these are historical events

and your present classrooms
9:00 bear no cause-effect relationship
with them. It is directly
10:00 up to you to influence
the present so that these
11:00 historical events are not
repeated.

12:00 Acknowledge the painful
experience from the past,
1:00 but then add, "I am in
control of my present behaviour".
2:00 It is up to you to take
steps to prevent the anxiety
3:00 from recurring. With thorough
4:00 preparation for your classes,
5:00 you can assure yourself
that you can handle the
classroom situation. You want
6:00 to put the present situation
into a realistic perspective
and certainly not allow yourself
Notes to emotionally erode
in the shadow of some
past event. It will take
some practice, but putting it
into direct action is

Thursday

JULY

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
	1	2	3	4	5	6	7	X	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	X	29	30	31

8:00 rational approach to 179/186 Week 27
your academic challenges
9:00 will certainly bear more
fruit than defaulting from
10:00 trying.

11:00 The Role of Being Well Prepared:

As noted above, preparation is very important. Anxiety about classroom participation breeds upon uncertainty. If you know that you are not well prepared for a class, a speech or a project, then it's quite understandable that your mind might be entertaining some catastrophic thoughts about possible embarrassment or failure. The secret is to be well prepared so that you have every possible chance of performing to the best of your ability.

Notes

2001

JULY

6

Friday

August	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

178/187 Week 27

The TUF approach:

- 9:00 Getting tough with yourself is often necessary, but that
- 10:00 might sound daunting. As an alternative, try the TUF approach, where T, U, F stand for try, use and fun.
- 11:00 Instead of putting off things and avoiding threatening
- 1:00 but harmless situations, get into the habit of trying
- 2:00 particular skills everyday. If you ~~had~~ have had ~~the~~ a
- 3:00 fear of speaking in class, then practice the skill but
- 4:00 in smaller bites. When you arrive in the classroom,
- 5:00 make a point of greeting the classmates on either
- 6:00 side of you. That's speaking in class, but in a less threatening way. If you know that a topic is going to be discussed tomorrow, then read about the topic tonight

Notes

AUG

SEP

OCT

NOV

DEC

2001

JULY

Saturday

July 2001	S	M	T	W	T	F	S	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

188/177 Week 27

8:00 and prepare three questions which you might ask in
 9:00 the class. It takes less courage to ask a question than to offer an answer.
 10:00 When the opportunity arises,
 11:00 get straight into action and ask one of the
 12:00 relevant questions. You will be surprised how much easier the task is when you are well prepared
 1:00 and you know what to say. Thus, trying to participate in class is an important step to overcoming anxiety about classroom discussion.

2:00

3:00

4:00

5:00 The use part of the formula means literally using the skills frequently

6:00

8 SUNDAY To increase their strength in your behaviour repertoire.

Notes It is well established that skills which are frequently used will strengthen. Those

2001

JULY

9

Monday

August 2001	WT	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

8:00 which are ignored and 175/190 Week 28

allowed to become idle are
9:00 likely to weaken and possibly
disappear. By using these

10:00 participation skills most days,
you can move from fear

11:00 to confidence and from
hesitation to fluency, a

12:00 situation which would be
very appealing to most of

1:00 the students.

Fun is something we

2:00 we all like and it will
certainly lubricate your learning

3:00 when trying to increase

your classroom speaking skills,

4:00 look for amusing stories

and anecdotes which relate

5:00 to topics being discussed in
class. Practise telling these

6:00 as anecdotes to ~~three~~ two or

three friends or perhaps several
family members. Enjoy the

humorous situations and be

prepared to laugh, especially
at yourself. The principle is to

Notes

AUG

SEP

OCT

NOV

DEC

10

2001

JULY

Tuesday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	X	10	11	12	13	14	15	16	17	18	19	20	21	22

- 8:00 start out in a small way and progress gradually
9:00 to larger groups.

174/191 Week 28

#

10:00 learning how to Relax:
Some people might say that
11:00 their anxiety level is just too high to ever expect these lighter approaches to have any effect. Whether you are an anxious person or not, 12:00 relaxation training can produce a very positive result. The following steps should be practiced twice 1:00 a day for a period of about three months. 2:00 After 180 practice sessions or thereabouts, you will 3:00 have conditioned yourself to respond to word 'relax' with a strong and productive relaxation response.

Notes

- 1, Be sure to practice twice daily, especially on

2001

JULY

11

Wednesday

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 busy days — that's when you will need the relaxation 173/192 Week 28
 9:00 and benefit most from its effects.

10:00

2) Develop the expectation that you will relax, but don't try too hard. Relaxation is a passive process. In the early practice sessions, your mind will tend to wander off onto other thoughts. Expect this to happen and when it does, just bring your attention back onto the relaxation procedure.

4:00

3) Find a quiet setting where you will not be disturbed.

6:00

4) Make yourself as comfortable as possible. It's best not to lie down in bed as you are likely to drift off into sleep.

AUG

SEP

OCT

NOV

DEC

Thursday

July	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
2001		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

- 5, 8:00 Focus upon your breathing.
 Just breathe comfortably and
 9:00 notice how pleasant it
 feels to listen to the
 10:00 air flowing in and out.

- 6) 11:00 Over the next ten breaths
 count to yourself successively
 12:00 from one to ten as
 you breathe in and say
 1:00 'Release' to yourself as
 you breathe out. If your
 2:00 mind is still quite active and
 strays from the procedure,
 3:00 then trace the no.'s
 in your palm to fix your
 4:00 mind more strongly onto
 the relaxation process.

- 7) Now, concentrate upon the
 6:00 body muscles and move
 from head down to feet,
 relaxing the muscles of
 your body. Simply, focus
 your attention on the
 following muscle groups and

Notes

2001

JULY

13

Friday

August	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 and then say, 'Relax'. Feel the tension flowing out

9:00 and systematically relaxing your body. Start by

10:00 relaxing your forehead and then move downwards:

11:00 eyebrows, eyelids, cheeks, mouth, jaws, neck, shoulders, back;

12:00 upper and then lower arms, chest, abdomen, thighs, and

1:00 calves, ankles and feet.

8:00 To deepen the relaxation effect, imagine now that you are descending a staircase to a warm and

4:00 quite beach. As you see

5:00 yourself stepping slowly

downwards from step to

6:00 step; associate the familiar

feeling of stepping down

one step with a stronger

Notes feeling of relaxation. When

you reach the bottom

of the staircase, see yourself walking out onto the beach and even ~~short~~ stretching

AUG

SEP

OCT

NOV

DEC

2001

JULY

Saturday

July	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

170/175 Week 28

- 8:00 out on a beach towel.
- If you have difficulty visualising this scene, ask yourself the following questions. What do I see? (the blue water, breaking waves, the yellow white sand); what do I hear? (the breaking waves, the whistling of the gentle wind in the palm fronds); what do I feel? the fine texture of the sand, the warmth of the sun); what do I smell? (the salty aroma in the air, the sweet smell of flower blossoms); what do I taste? (the salty taste on my lips). By focusing upon your five senses, you shall be able to keep the scene actively in the front of your mind.
- When fully relaxed, say

2001

JULY

16

Monday

August	WT	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T									
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 to yourself & I can relax
 my mind and my body.
 9:00 I am in control !.

168/197 Week 29

10:00 After you have enjoyed
 the feeling of relaxation
 for a few minutes, then
 slowly count from one
 to five, open your eyes
 and come back to your
 previous state of functioning.
 Stay in the same position
 sitting and then slowly
 stretch your arms and legs.
 3:00

4:00 You can experience a
 mini-relaxation effect by
 briefly pausing any
 time during your day
 and taking a comfortable
 deep breath and then
 slowly letting the air out
 while you say 'Relaxxx'.
 To yourself. To remind yourself
 to take these brief breaks,
 place small stickers with a
 word like 'relax' on them.

17

2001

JULY

Tuesday

July 2001	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

167/198 Week 29

8:00 large 'R' on them in
 your telephone receiver,
 9:00 your car dashboard,
 or at any ~~stress~~ other
 10:00 place where stress can
 be a problem.

11:00

Reducing Exam Anxiety:

12:00

Scene One: It is week One of the year and I am sitting in the class. The course coordinator is discussing the syllabus and the various exercises which will determine the final mark. The final exams are nine months away.

6:00

Scene two: It is week four and I am sitting at home at my desk looking at the schedule of papers, tests and exams which are posted on my planning chart. If I note

Notes

2001

JULY

18

Wednesday

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 that there are several 166/199 Week 29

mid-year exams coming up
in about ten weeks.10:00 Scene three: It is week
seven and I am sitting
11:00 at my desk preparing for
my mid-term exams. I
12:00 have covered the material
thoroughly and feel confident
1:00 about my preparation.2:00 Scene four: It is the night
before my first mid-term
3:00 exams and I am lying
in my bed ready to
4:00 go to sleep. My mind is
still buzzing with thoughts
5:00 about the exams, I start
the relaxation series and
6:00 find myself drifting quickly
off to sleep feeling much
more calm and confident
about my preparation.

Notes

9 Scene five: It is the
week before my final

AUG

SEP

OCT

NOV

DEC

2001

JULY

19

Thursday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 exams. I have been obtaining quite good results through the year and I want the same trend to continue into the exams. I am stilling confidence about myself and I am saying, 'I can do it' & I feel much more confident about my abilities.

2:00 Science Six: It is the day of the first final exam and I awake early after a surprisingly sound sleep. I browse through my notes, knowing that my preparation has been thorough, except for one topic which I will reinforce now. I feel calm and confident. You will have noticed that the scenes become more positive in orientation.

Notes

2001

JULY

20

Friday

August	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 That is what you want
 to build into your response
 9:00 so that by the time
 the final exams arrive,
 10:00 you are feeling calm, con-
 fident and in control. I
 11:00 suggest to exam anxious
 students that they use
 12:00 those three C's (calm, confident
 in control) as prompts
 1:00 for a positive mental
 attitude.

Practical Exercises:

- 3:00
1. Take the role of the Examiner and write your own examination paper
 4:00 Examine the syllabus and then write five essay
 5:00 questions which will address the major concepts dealt with in the syllabus. For notes ~~sober lecture short answer~~
 6:00 an multiple choice question write three questions of either styles immediately

2001

JULY

Saturday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 following your revision
of the notes from each
lecture.

163/202 Week 29

10:00 Have lunch on a set day each week with a classmate or two & prepare five questions from the last week's notes for your colleagues to answer. They should prepare five questions as well and they then exchange questions during quiz/lunch.

4:00 If the past exam papers are available, revise these well before the examination period and note specifically any similarities in question orientation. Prepare a one page summary for essay questions which appear in two or more of the past papers.

Notes

2001

JULY

23

Monday

August 2001	WT	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

8:00 Chapter - 10. 161/204 Week 30

Preparing for Specific Exams :-

9:00

- Multiple choice.

10:00

- Short Answer.

11:00

- Essay Questions.

12:00

- Open book .

1:00

- Laboratory Exams.

2:00

- Auditions.

3:00

- The medical Viva.

4:00

- Practical Exercises.

5:00

Multiple - choice Exams :

Notes M-C questions exams have become very popular with teaching staff. You will want to know everything possible

AUG

SEP

OCT

NOV

DEC

24

2001

JULY

Tuesday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 about the multiple choice exams you are scheduled to take. Ask ~~for~~ your teaching staff for information about the types of questions which you can expect. It is perfectly reasonable to ask about: the no. of questions, the different types of questions (problem solving, comprehensions, etc) any differential weightings for the various sections of the exam; and of course date, venue and starting and finishing times of the exam. If you find that multiple choice questions will be a prominent part of the exam, then a considerable part of your preparation should be geared specifically for this form of question.
- Notes

2001

JULY

25

Wednesday

August 2001	WT	F	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

service

159/206 Week 30

7:00

Preparing for multiple questions

9:00 The best preparation for MC question exams is to

10:00 read over your refined notes - your class notes

11:00 which have been supplemented with additions,

12:00 corrections and slide flaps.

Repeated readings of your notes will help to fix the broad themes and

2:00 specific details in ~~out~~ your mind. You may be wondering how many times you should go through your notes before a

4:00 M-C exam. Basically, it depends on your understanding of the concepts dealt with in the lectures, but for most students, five times would be a reasonable target

Notes

AUG

SEP

OCT

NOV

DEC

26

2001

☆☆☆☆

JULY

Thursday

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

158/207 Week 30

8 : 00 Practical pointers:

- 9:00 Be certain to correctly fill in the identification block. Check that the answer space corresponds to the question number.
 - 10:00 11:00 12:00 Do all of the easy questions first; return to the more difficult ones for reconsideration.
 - 2:00
 - When reading the questions, underline the key terms to focus your attention on the specific issue(s) being questioned. Make marginal notes on the question sheet if that helps you to clarify your thinking.
 - Notes
 - Be careful in your interpretation of ~~the~~ critical words such as many, some

2001

JULY

27

Friday

August
2001

	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 none, always, sometimes, never
more, less, best and least.

208/157 Week 30

9:00 These words give specific meanings to the question content.

10:00 11:00 Make certain your answer marks fully fill the answer space and do not make stray marks on the answer sheet. The optical scanning equipment might misread these marks as answers.

12:00 1:00 2:00 3:00 4:00 5:00 Notes

If you have been told that there is no penalty for guessing, then be certain that one answer is recorded for every question. If on the other hand, guessing is penalised, then record an answer if you can narrow the choices down to two possibilities.

• When trying to choose the

AUG

SEP

OCT

NOV

DEC

Saturday

JULY

July 2001	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 two remaining options out of the five , ask yourself how would your lecturer answer this question Putting yourself in the shoes of a knowledgeable person should help you to make a more informed decision .
- 156/209 Week 30
- 1:00 As you work your way through the examination, make a mark on the question sheet of the items you would like to reconsider, if time is available in the end.
 - 5:00 Do not change an answer unless you know that the recorded answer is definitely wrong.
 - 6:00
- 29 SUNDAY Notes Studies have shown that your first answer is more likely to be correct, barring the situation where new ~~situational~~ information

2001

JULY

30

Monday

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00

comes to light.

154/211 Week 31

- 9:00 Creating is definitely not advised. Many nationally administered exams have built in devices which can detect similarities in answering patterns amongst the candidates.

1:00

Short - Answer questions:

- 2:00 Of all ~~possibilities~~ possible types of exam questions, some of the most predictable are those requiring you to write just a sentence or perhaps one paragraph. These questions will frequently ask you to define critical terms or give some interpretation.
- 3:00
- 4:00
- 5:00
- 6:00
- Notes The best way is to prepare and to make a list of important definitions and then to learn them. Consider using flash cards with the

AUG

SEP

OCT

NOV

DEC

31

2001

JULY

Tuesday

July
2001

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 term written on one side
and the definition written
9:00 on the other. When answer-
ing short answer questions,
10:00 be certain to be concise -
hence the name. Get
11:00 right to the point;
12:00 don't waffle. If necessary
use bullet points to
cover any details which
1:00 you believe to be
essential to your answer.

Essay Questions:

The most common type of
4:00 exam question is essay. This
5:00 type of question is designed
5:00 to test your knowledge of
the concepts and to assess
6:00 your ability to write
logically & concisely. In
order to succeed in essay
questions, apply the following
practical pointers to
improve your responses.

2001

AUGUST

1

Wednesday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

- 8:00 Be sure to read the question carefully. Underline the topic terms (the word(s) dealing with the concepts which are the focus of the questions) in red ink and operative terms in blue. The latter terms tell you what ^{you} operations are to carry out, such as describe, analyse, critically analyse, trace the development of, evaluate, justify, etc.
- *. Tot down any initial ideas. Even while reading the question if you have an idea, write it down straightaway. Some of these initial ideas could well be helpful in triggering further thoughts or in helping to structure your essay. If they are not written down they could be lost, a cause of considerable frustration.

AUG

SEP

OCT

NOV

DEC

Thursday

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 Having read the question and underlined the terms as suggested above, organise your ideas using an outline approach. You might start with the structural headings introduction, body and conclusion. Under each of these headings write any topical ideas which you think are relevant. As part of your mark will be based upon how well you organise and then develop your ideas, it is important for you to understand very clearly the functions of your essay sections.

6:00 The introduction to the essay:

Notes - The introduction is strategically a very important section as it will establish a set of either

2001

AUGUST

3

Friday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

- 8:00 positive or negative expectations in the mind of
 9:00 the marker. Place yourself in the marker's role.
 10:00 what is foremost in your mind as you start
 11:00 to read yet another exam essay? The prime concern
 12:00 for the marker is to determine where on the
 1:00 marking scale the writer of the present essay
 2:00 seems to be located. Your job is to start off very
 3:00 strongly so the marker is thinking, "Yes, this
 4:00 is good - clear, logical,
 5:00 and well organised!"
 6:00 If the introduction is written well, you are
 off to a good start. If it is handled poorly,
 Notes then the marker's impression of your work will probably
 be a negative one. Thus, make your introduction clear, concise and spot on target.

Saturday

August	WT	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T									
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 If you are fogbound and befuddled about the question, try using what I call the TIM approach.
 9:00 This is an acronym for topic, standing importance and method - three functions you can carry out in the introductory paragraph(s) to get off to a positive start. The first task is to state what the topic is about, choose the topic terms which you have underlined in the question and define them. Having defined the terms, then state why they are important. The assumption is that the essay questions on a major exam will focus upon important issues in the course. Finally tell the marker how you will be dealing with, or structuring
- 149/216 Week 3
- 1:00
 2:00
 3:00
 4:00
 5:00
 6:00
- 5 SUNDAY
- Notes

2001

AUGUST

6

Monday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

8:00 your response.

147/218 Week 52

Remember to make the job easy for the marker. Making many, many essays is no fun; in fact it's a lot of very hard work. If the marker picks up the final essay (yours!) at 1:00 am after a very long and tiring evening and ready a first paragraph of rubbish, then your essay is in trouble. You are in even more trouble if your handwriting is indecipherable!

The marker wants clarity and certainty, just like a traveller who is seeking directions in a foreign country. If you provide a clear set of instructions with signposts to look for on the way, the traveller will feel more relaxed &

Tuesday

AUGUST

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 confident. The marker is taking a journey through your essay. Tell the marker how your essay is organised and ~~was~~ structured. Then specify the parts to look for during the reading process. Here is a sample question and an introductory paragraph using the TIM approach.

2:00 Question: Compare the economic theories of Marx and Keynes with reference to the national economic situation over the past two years.

→ TIM introduction: The writings of two economic philosophers, Marx and Keynes, have continued to have an impact upon current economic situations / conditions. This essay will firstly present a brief synopsis of Marxist

2001

AUGUST

8

Wednesday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 and keynesian theories and
then discuss how each
9:00 theory relates to three
national economic situations
10:00 which have strongly influenced
this country over the past
11:00 two years: inflation, unem-
ployment, and the national
12:00 trade balance.

Having read this
1:00 introductory paragraph,
the marker should feel
2:00 confident and comfortable
about the essay. That is,
3:00 a positive set of expect-
ations has been established
4:00 and gives every indication
5:00 of being fulfilled as the
marker progresses to the
body of the essay.
6:00

→ Body: Any exam essay is
Notes going to be time limited.
You will have only a
short time to write, so
try to organize the body so
that no more than three

Thursday

AUGUST

August
2001

	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 major ideas are dealt with, for convenience you might apply the rule of 3. That is, try to generate three ideas or concepts which are logically related to each other and very importantly to the central focus of the question.

144/221 Week 32

9:00

10:00

11:00

12:00

1:00 In the examples above, having defined the theories of Marx and Keynes, each of these theories was then to be applied to three economic situations: inflation, unemployment and the national trade balance. Structurally the body might look like this:

Notes

Definitions:

Marxist theory.

Keynesian theory.

Applications:

2001

AUGUST

10

Friday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

143/222 Week 32

8:00

Inflation:

Marxist interpretation.

9:00

Keynesian interpretation.

10:00

Unemployment:

Marxist interpretation.

11:00

Keynesian interpretation.

12:00

National trade balance:

Marxist interpretation.

1:00

Keynesian interpretation.

2:00

In actual practice, you would not use the headings, definitions and applications, but would move slowly from paragraph to paragraph and from section to section with appropriately worded transitions. For example, having discussed the inflationary aspects in terms of Marxist and Keynesian theories, you might say something like

Notes

2001

AUGUST

11

Saturday

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

142/223 Week 32

Having dealt with inflation, the first of the three economic situations, I would ~~not~~ now like to return to unemployment and compare the implications of Marxist and keynesian theories. The marker will know exactly where you are in the essay and where you are heading. Once again, deal with the topics in a organised and logically developed pattern and make the marker's job easy. You may want to check with your teaching staff to see whether preference is given to the use of either first or third person in your responses.

Conclusion:

Aside from creating positive

001

AUGUST

	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S							
September 2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

13

Monday

expectations during the introduction and guiding the marker step by step through the body, it is very important to leave the reader with a positive impression of your work at the end. the conclusion should wrap up the essential features of your logically constructed arguments and move on to a statements of what you conclude. You might want to return to the original question and draw from it the wording of the key terms, so that the conclusion actually reflects the essence of the questions. Using the traveller's analogy, we tend to feel more comfortable with others who speak our own language. In the exam conclusion, you want to establish max. confidence and comfort in

SEP

OCT

NOV

DEC

Notes

14

2001

AUGUST

August	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 the examiner just before [39/226 Week 33]
the mark is written on
9:00 your paper. Seeing the
key terms of the question
10:00 applied to logically developed
conclusions will certa-
11:00 inly go a long way
towards winning winning
12:00 you high marks on your
essay.
- 1:00 Before leaving this section
it is important to mention
2:00 that writing good examination
articles is a chall-
3:00 enging and difficult
skill and will require considerable
4:00 practice. Ask your teaching
staff if you could write
5:00 several sample essays under
time limited conditions and
6:00 have them give you their
quick impressions of your
Notes responses. Practice and
relevant feedback will
hasten the development of
your skills.

2001

AUGUST

15

Wednesday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	S	S	M	T	W	T	F	S	S				
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

- 8:00 Be certain that you
run over your essay
9:00 quickly and correct only
errors in spelling and
10:00 grammar so that your
mark reflects the quality
11:00 of your thinking, not
the carelessness of hasty
12:00 writing.

138/227 Week 33

(Open book Exams - skipped).

(Laboratory Exams - skipped).

Auditions in the performing Arts -

4:00 Contact the theatre, agency,
school or institution for
5:00 whom you intend to
audition to obtain as early
6:00 as possible the relevant
details (date, time, and place
of the auditions and the
Notes work(s) to be prepared.

SEP

OCT

NOV

DEC

16

Thursday

2001

AUGUST

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- 8:00 their background? what 127 218 Week 33
are their likes and dislikes
9:00 Any information about the judges will help you in
10:00 your preparation.

- 11:00 If time permits talk to friends and colleagues who are established in the relevant field and ask for their advice on your work and audition material.
- 3:00 Visit the place where your audition is to be held so that you are familiar with the surroundings and any problems posed by the space (for eg, a small stage, background noise, poor lighting). Try to accommodate these limitation when rehearsing for your audit.
- Prepare and practice your

2001

AUGUST

17

Friday

September	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

8:00 audition material very 136/229 Week 33

thoroughly. The more prepared

9:00 ~~your~~ you are, the more relaxed and confident you

10:00 are likely to be.

01:00 Prior to the audition day, perform your work in front
 12:00 of several knowledgeable friends and experienced
 1:00 colleagues. Ask ~~your~~ for detailed and constructive
 2:00 criticism on your performance.

3:00 Make any adjustments
 4:00 to your performance which
 5:00 you think are ~~un~~ justified
 6:00 on the basis of feedback from your friends &
 Notes ~~co~~ colleagues.

Following your intensive and thorough preparation period, get a good night's rest before the day of the audition. However, expect that you may toss

SEP

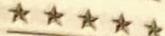
OCT

NOV

DEC

18

2001



AUGUST

August 2001	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

8:00 and turn quite a bit
the night before. ~ 135/230 Week 33

9:00

- Arrive sufficiently early before your audition so that you have plenty of warming-up time. Doing some vigorous exercises can help loosen your body and release nervous tension.
 - Don't make unjust comparisons b/w yourself and the ~~pre~~ performers who precede you. Think positively. Close your eyes, and see yourself performing well. Say repeatedly to yourself - "I can do it!!"
 - When called to perform, pause briefly and say to yourself, "I can do it". Take a comfortable breath and then rise to the occasion and do it.
- Notes 19 SUNDAY

2001

AUGUST

20

Monday

September	S	S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	T	F	S	S	M
2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

232/133 Week 34

8:00 In some auditions, you may be stopped midway through your performance. The comments offered during the interview might be tactful, but they could also be abrasive. Accept the remarks objectively and do not take any criticism personally.

1:00
0 If you are unsuccessful in your audition, contact the auditioning authority or agency a few days later. Ask for feedback, specifically, how could you improve your performance and / or auditioning skills.

6:00
Medical Viva Examination (skipped)

Notes

21

2001

AUGUST

Tuesday

August 2001	WT	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

132/233 Week 34

#. 8:00 Practical Exercises:

9:00 Performing well in examinations is mostly a function of knowing your material very well. However, 10:00 there is also the element 11:00 of being able to perform 12:00 under pressure. Here are some exercises which you 1:00 might practice in order 2:00 to help you to perform to your highest potential.

#. 3:00 Prepare Mini Essays:

4:00 Practice thinking and writing quickly by 5:00 composing a one page mini essay on one of 6:00 the items on the TV evening news. Have the mini essay completed before the finish of the news broadcast. Give your response to a family member or flatmate for feedback.

Notes