



The  
Huntingdon College  
Time Management  
Method

or

Yes!

There *is* enough time to

Eat

Play

Go Out

Hang Out

Zone Out

Go to Class

Study

and

Make a **3.5 GPA**—or better!

(and still have a little bit of time left!)

## The Five Day Study Plan

**Start Early:** More than any other technique, the key to performing well on exams is starting early and using short, frequent study sessions. The human brain learns academic material faster and better on an exam if done in brief blocks of time spread out over longer periods of time, rather than in a few lengthy sessions. For example, you will perform better on an exam if you spend one hour studying each day for 20 days than if you spend 10 hours studying each day for two days before an exam.

**On Cramming:** If you have to cram, try to focus on remembering the information you do know rather than trying to teach yourself new information. You will typically not remember what you tried to learn the night before the exam, anyway, so it is best to make sure you REALLY know some part of the information for the test. If you do have a few days, try to spread the studying out so you are not doing it all in one night.

If you plan ahead, many students have found the Five Day Study Plan gets good results. Keys to the Five Day Plan:

1. You space out your learning over a period of 5 days.
2. During each day, you prepare a new chapter or chunk of information, then review previous material.
3. Divide material so you can work on it in chunks.
4. Use active learning strategies (writing and reciting) to study the material
5. Use self-testing techniques to monitor your learning

Eight to ten hours of studying may be required to get an A or a B on an exam. This is just a general guideline. You may need to allot more or less time depending on the difficulty of the class.

## How to Make a Five Day Plan

1. Break the material into chunks. If it can be divided by chapter, use that. If not, make up your own chunks based on the structure of the material.
2. Plan to spend about 2 hours studying on each of the five days.
3. You work on the material in 2 ways: You prepare, and you review.

Example of the Time Frame for the Five Day Plan:

Tuesday		
Prepare	1 <sup>st</sup> chunk	2 hours
Wednesday		
Prepare	2 <sup>nd</sup> chunk	2 hours
Review	1 <sup>st</sup> chunk	30 minutes
Thursday		
Prepare	3 <sup>rd</sup> chunk	1-1/2 hours
Review	2 <sup>nd</sup> chunk	30 minutes
Review	1 <sup>st</sup> chunk	15 minutes
Friday		
Prepare	4 <sup>th</sup> chunk	1 hour
Review	3 <sup>rd</sup> chunk	30 minutes
Review	2 <sup>nd</sup> chunk	15 minutes
Review	1 <sup>st</sup> chunk	10 minutes
Sunday		
Review	4 <sup>th</sup> chunk	30 minutes
Review	3 <sup>rd</sup> chunk	20 minutes
Review	2 <sup>nd</sup> chunk	10 minutes
Review	1 <sup>st</sup> chunk	10 minutes
Self-Test		1 hour

## Examples of Preparation Strategies and Review Strategies

### Preparation Strategies

Develop study sheets  
Develop concept maps  
Make word cards  
Make question cards  
Make formula cards  
Make problem cards  
Make self-tests  
Do study guides  
Re-mark text material  
Make a list of 20 topics that would be on the exam  
Define the list of 20  
Do problem  
Outline  
Summarize material  
Chart related material  
List steps in the process  
Predict essay questions  
Plan essay answers  
Write essay answers  
Answer questions at the end of the chapter  
Prepare material for study group

### Review Strategies

Recite study sheets  
Replicate concept maps  
Recite word cards  
Recite question cards  
Practice writing formulas  
Work problems  
Take self-tests  
Practice study guide info out loud  
Take notes on re-marked text  
Recite list of 20  
Do "missed" problems  
Recite main points from outline  
Recite notes from recall cues  
Recite out loud  
Re-create chart from memory  
Recite steps from memory  
Answer essay questions  
Practice reciting main points  
Write essay answers from memory  
Recite answers  
Explain material to group members or study partners

## Examples of Student's Plans

### Example 1

Saturday	1-1/2 hours
Prepare Ch. 15	
1. Review notes from reading. Reread highlighted features	
2. Make cards for cash dividends and dividend dates	
3. Make study cards for reasons for Issuing Stock Dividends	
4. Make a definition sheet	
5. Do all the examples and problems assigned.	
6. Review Study Guide	
Review Ch. 14	1/2 hour
1. Go over cards for corporation lists	
2. Self-test on definitions	
3. Review all examples and problems assigned	
4. Review Study Guide	

### Example 2

Sunday
<u>12:00-1:00 pm (1 hr)</u>
-Review and highlight notes on Rockefeller, Carnegie, and Morgan
-Compile summary sheets from lecture and text notes
-Write questions in the margins of text book
<u>1:15-2:15 pm (1 hr)</u>
-Recite industrial revolution questions and answers
<u>2:30-3:30 pm (1 hr)</u>
-Recite railroad questions and answers

## *Directions on how to use the Study Schedule*

**Philosophy:** We all have only 24 hours in a day, seven days in a week. It isn't the amount of time you have that makes a difference between success and failure, but how you use the time you have. Time management can help you keep control of one of your most valuable assets so that you can achieve your most important goals while you are here at Huntingdon.

### **Steps in using the Study Schedule:**

1. Make out a new schedule for each week (ideally on Sunday night), keeping your completed schedules in a three ring binder. This way you can keep a paper trail of your activities throughout the semester and better analyze the reasons for your accomplishments or disappointments after finals as you prepare for the next semester.
2. Determine a realistic GPA to strive for this semester. This should be a "stretch goal," one that you can attain if you really commit yourself to achieve it, but not one that is either unattainably high or one that is so easy to achieve that you feel no challenge in making it. Document your semester GPA goal in the lower left corner of your Study Schedule each week.
3. Determine your study goals for each class. On average plan to devote two hours of study time per academic credit hour you are taking. For example, if you're taking 15 hours, plan to study 30. This works out to a 45 hour "work week," which is no more than most professionals spend at their jobs per week. You might have to modify your study goals per class as you familiarize yourself with the study demands for each class. For example, a class that is a "no-brainer" might only require a half hour per credit hour to study for, while a really difficult class might require four hours per credit hour to study for. Document your weekly study hours goal on the bottom of your Study Schedule each week.
4. Mark off all of your classes and solid commitments (like a job) in ink. This reminds you to go to class and go to work. You cannot erase ink. Don't skip a class to catch up in another. Research consistently reveals the most important factor for success in college is class attendance.
5. Pencil in your sleeping, eating and planned open times. Do as much as you can to plan for 7-8 hours of sleep per night.
6. Pencil in the number of hours you plan to study. You will use a pencil because "things come up" that might cause a change in your study plans. If you erase four study hours on Monday, for example, then pencil in four hours elsewhere in your Study Schedule into the rest of your week. Try to schedule all of your study time so you can be done by Friday night. That way, if you don't make it by Friday night, you have Saturday and Sunday as "buffer time" to catch up. If you do make it, you then have the weekend to catch up on housework, have fun, and possibly engage in "Review-Preview."
7. Pencil in a certain amount of "fun time" during the week as well as on the weekend. Time away from studying is essential for maintaining your study efficiency. Include at least 2 – 3 hours per week for aerobic or strength training exercise. Planning for fun time and exercise reduces the temptation to "skip out" of planned study time to go have fun. It also reduces the tendency to feel guilty during the week when you are engaged in recreation, and additionally improves your concentration when you *are* engaged in study or project time.
8. If you do attain your study hours goal by Friday night, consider practicing Review-Preview.
  - a. On Saturday, get all of your books, assignments and readings all together. Do not plan to write or highlight anything down. Keep it as casual and as relaxed as possible. For 30 minutes to an hour and a half, go over all of the materials you covered the week before and casually note the areas you comprehended and the areas you still need to work on. By reviewing the materials one last time in a casual setting, you are helping further establish it in your long term memory.
  - b. For Sunday, gather up the materials you anticipate covering in the upcoming week. For 30 minutes to an hour and a half, look the materials over and note the areas that look as though you will comprehend right away, as well as the areas you anticipate having some trouble in. By previewing the materials in a casual setting, you will go through the cognitive "shock of the new" ahead of time, so that when the materials are formally presented in class the following week, you will be mentally ready to ask relevant questions at the moment the professor will be best able to answer them—rather than have the questions come to you ten minutes after class is over.
9. At the end of the week, add up the number of hours you actually studied and document them in the lower right corner of the Study Schedule. If you don't make your goal, don't try to "piggy back" them onto the next week's schedule. Make up a new Study Schedule and begin again.
10. Try not to study a given subject more than two hours at a time, as study efficiency goes down dramatically after that. Also, if you have two very similar subjects, try not to study them back to back. Instead, "sandwich" a subject that is very different from the two classes in between the two classes whose subjects are very close to each other. This improves study efficiency for all three subjects.



Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Tests/Quizzes: \_\_\_\_\_

Study Schedule

Projects Due: \_\_\_\_\_

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

Term GPA Goal: \_\_\_\_\_ Weekly Study Hours Goal: \_\_\_\_\_ Actual Study Hours: \_\_\_\_\_

## TIME MANAGEMENT IDENTIFYING YOUR PRIORITIES

Rank order the following pursuits in terms of their importance to you. in the left-hand column write 1 beside the most important, 2 beside the second most important, and so on. Next, under "Estimated Hours," record the amount of time per week you believe you spend at this pursuit. Be honest, now!

RANK	ESTIMATED HRS.	ACTUAL HRS.
___ Class Attendance	___	___
___ Relaxation	___	___
___ Volunteer Service	___	___
___ Time with Family	___	___
___ Exercise	___	___
___ Clubs/organizations	___	___
___ Studying	___	___
___ Hobbies or entertainment	___	___
___ Time with significant other	___	___
___ Religious activities	___	___
___ Shopping	___	___
___ Non-reading	___	___
___ Sleeping	___	___
___ Socializing w/ Friends (Party/out to eat)	___	___
___ Athletic commitment	___	___
___ Sports, recreation	___	___
___ Other	___	___

*Monitor the actual amount of time you spend at each pursuit over the course of one week, and record the total figures under "Actual Hours." Compare your estimates with the actual figures. Are there any important differences? If so, how do you explain them?*

## *Optimize Your Memory to Enhance Your Study Skills*

**Philosophy:** Contrary to popular belief, the purpose of studying is not to complete your homework, finish your projects or comprehend the course materials. *The purpose of studying is long-term memory retention.*

### **Important Points to Remember When Studying:**

1. There are two primary forms of long term memory relevant for academics: recognition memory and recall memory. **Recognition memory** involves simply recognizing the right answer or formula if presented with it. You use recognition memory when taking a multiple choice exam. **Recall memory** is much more difficult to achieve. You engage recall memory when you take an exam requiring you to fill in a blank sheet of paper with the information you have been required to learn. Studying involves committing as much relevant information as possible to long-term memory so as to achieve recall memory.
2. Cramming involves using short-term memory to pass a test. Most information learned through cramming extinguishes after 72 hours. Additionally, short-term memory—like RAM memory in a computer—appears to be segmented (into 2 hour blocks of experience), volatile (sensitive to immediate extinction in the presence of emotional spikes) and limited (attempt to store too much information into short-term memory and your conscious attention will “crash”: you will find yourself too mentally tired to concentrate at all until you’ve given yourself a rest period (allowed your conscious attention to “reboot”). **Cramming is a completely inadequate substitute for studying. It’s essentially a waste of time.**
3. Effective studying involves regular time spent going over the selected subject multiple times per week and sleeping well at night after each study session. While you are in REM (dream) sleep, your brain makes the transfer of information from short-term to long-term memory.
4. Understand the connection between effective long-term memory and effective sleep. If at all possible avoid drinking alcohol, taking sleeping pills or taking other non-prescription medications that interfere with REM sleep. Under your physician’s approval and guidance, consider Valerian root as a substitute for sleeping pills if you need a sleeping aid. Valerian root promotes deep muscle relaxation while at the same time it does not interfere with REM sleep.
5. Do not study a given subject more than two hours at a time. Short-term memory appears to be limited to two hour blocks of experience; therefore studying a given subject beyond the two hour limit produces rapidly diminishing returns.
6. Do not study two very similar subjects back-to-back. Instead, “sandwich” a different kind of subject in between the two similar subjects. This will minimize both the proactive and the retroactive inhibition that interferes with memory retention when studying two similar subjects.
7. Every 50 minutes or so, take a short break in your studying. Get up, drink some water, do a small amount of exercise and get some fresh air. After 50 minutes of sitting and studying, the body’s ability to oxygenate the blood diminishes quickly. By getting up and moving around, your body “recharges” and re-oxygenates for another 50 minutes or so.
8. There are a few methods of mnemonics or long-term memory encoding: rehearsal, the hierarchical organization method, the method of loci and others. **Rehearsal by far is the most effective method of long-term memory encoding.** Go over the material again and again “until you can mumble it in your sleep.” **A key element of rehearsal is overlearning.** After you have memorized your materials, continue to go over it a few more times. Your retention will be significantly greater than if you quit going over it the moment you first memorize it.
9. Consider forming a study group if you can. A week or so before a major exam, have each member of the study group compose a mock test of the materials. Your study group partners will get to know your academic weak spots, and you will learn theirs. Compose the mock tests so you can “catch” your study partners in their weak areas. After the study group takes each members’ mock test, score the test and coach each other on missed questions. This will give you a multi-modal exposure to the test materials: as a test creator, as a test taker (coming at the test from multiple angles based on your different study partners), a test corrector, and finally as a teacher and tutor of the materials to your study partners. The more “angles” you approach the learning materials from, the better your long-term memory retention will be.
10. As you take notes in class, see if you can distinguish between the professor’s “boilerplate” materials and his or her presentation of the “good stuff.” *Boilerplate* is understood as the routine materials the professor has to present in order to simply teach the class. The *good stuff* is composed of that material that also has the professor excited. Usually the good stuff is made up of controversial or cutting-edge materials. Pay attention to especially memorize the terminology and key concepts involved in the good stuff (while not ignoring the boilerplate). Inject as much of the good stuff into your conversations with the professor as possible. This will attract the professor’s attention and excitement, and as a result you are more likely to get a more thorough explanation of the material you are in question about.

## **Time Management for Right Brained People** **(Or-What to do if to-do lists are not your style)**

Ask some people about managing time and a dreaded image appears in their minds. They see a person with a 50-item to-do list clutching a calendar that's chock full of appointments. They imagine a robot that values cold efficiency, compulsively accounts for every minute, and is too rushed to develop actual relationships. Often this image is what's behind the comment, "Yeah, there are some good ideas in those time management books, but I'll never get around to using them. Too much work."

The stereotypes about time management present us with a kernel of truth. Sometimes people who pride themselves on efficiency are merely busy. In their rush to check items off their to-do lists, they might be fussing over things that don't need doing - tasks that create little or no value in the first place. If this is one of your fears, relax. The point of managing time is not to load ourselves down with extra obligations. Instead, the aim is to get the important things done and still be human. An effective time manager is the person who's productive and relaxed at the same time.

Personal style enters the picture too. Many time management suggestions appeal to "left-brained" people - those who thrive on making lists, scheduling events, and handling the details first. They may not work for people who like to see wholes and think visually. There are as many different styles for managing time as there are people. The trick is to discover what suits you. Do give the strategies a fair trial. Some may work for you with a few modifications. Instead of writing a conventional to-do list, for instance, you can plot your day on a mind map. Or write to-do's one per 3x5 card, in any order that tasks occur to you. Later you can edit, sort, and rank those cards, choosing which ones to act on. Strictly speaking, time cannot be managed. Time is a mystery, an abstract concept that cannot be captured in words. The minutes,

hours, days, and years march on whether we manage anything or not. What we can do is manage ourselves in respect to time. A few basic principles can do that as well as a truckload of cold-blooded techniques. Among those principles are the following.

### **Know your values**

Begin managing time from a bigger picture. Instead of thinking in minutes or hours, view your life as a whole. Consider what that expanse of time is all about. Write a short mission statement for your life - a paragraph that describes your values and the kind of life you want to lead. Periodically during the day, stop to ask if what you're doing is contributing to that life.

### **Do Less**

Managing time is as much about dropping worthless activities as adding new ones. The idea is to weed out activities that deliver little reward. One tool for purging your schedule is a "not-to-do" list. On this list include the notorious time-wasters in your life tasks that are just as well left undone. Examples are activities motivated only by obligation, such as compulsively keeping up with the latest fashions or television shows. Decide right now to eliminate activities with a low payoff. When you add a new activity of your schedule, consider dropping a current one.

### **Slow Down**

Sometimes it's useful to hurry, such as when you're late for a meeting or about to miss a bus. At other times, haste is a choice that serves no real purpose. If you're speeding through the day like a launched missile, consider what would happen if you got to your next destination a little later than planned. Gaining a few minutes might not be worth the added strain.

### **Remember People**

Few people on their deathbeds ever say, "I wish I'd spent more time at the office." They're more likely to say, "I wish I'd spent more time with my family and friends." The pace of daily life can lead us to neglect the people we cherish. Efficiency is a concept that applies to things - not people. When it comes to relationships, we can often benefit from loosening up our schedules. We can allow extra time for spontaneous visits, free-ranging conversation, and conflict resolution.

### **Focus on Outcomes**

You might feel guilty if you spend two hours napping or watching soap operas. But if you're regularly meeting your goals and leading a fulfilled life, there's probably no harm done. When managing time, it's the overall goal of personal effectiveness that counts - more than the means we use to get there. There are many methods for planning your time. Some people prefer a written action plan that carefully details each step leading to a long-range goal. Others just note the "due date" for accomplishing the goal and assess their progress as the date approaches.

Either strategy can work. Visualizing the desired outcome can be as important as a detailed action plan. Here's an experiment. Write a list of your goals for the next six months. Then create a vivid mental picture of yourself attaining them. Do this several times in the next few weeks. File the list away, making a note on the calendar to review it in six months. At that time, note how many of your goals you have actually accomplished.

### **Handle it Now!**

A backlog of unfinished tasks can result from postponing decisions or procrastinating. An alternative is to handle the task or decision immediately - to answer that letter now or make that phone call as soon as it occurs to you. You can also save time by graciously saying no to projects that you don't want to take on. Saying "I'll think about doing that and get back to you

later" may only mean that you'll take more time to say no later.

### **Buy Less**

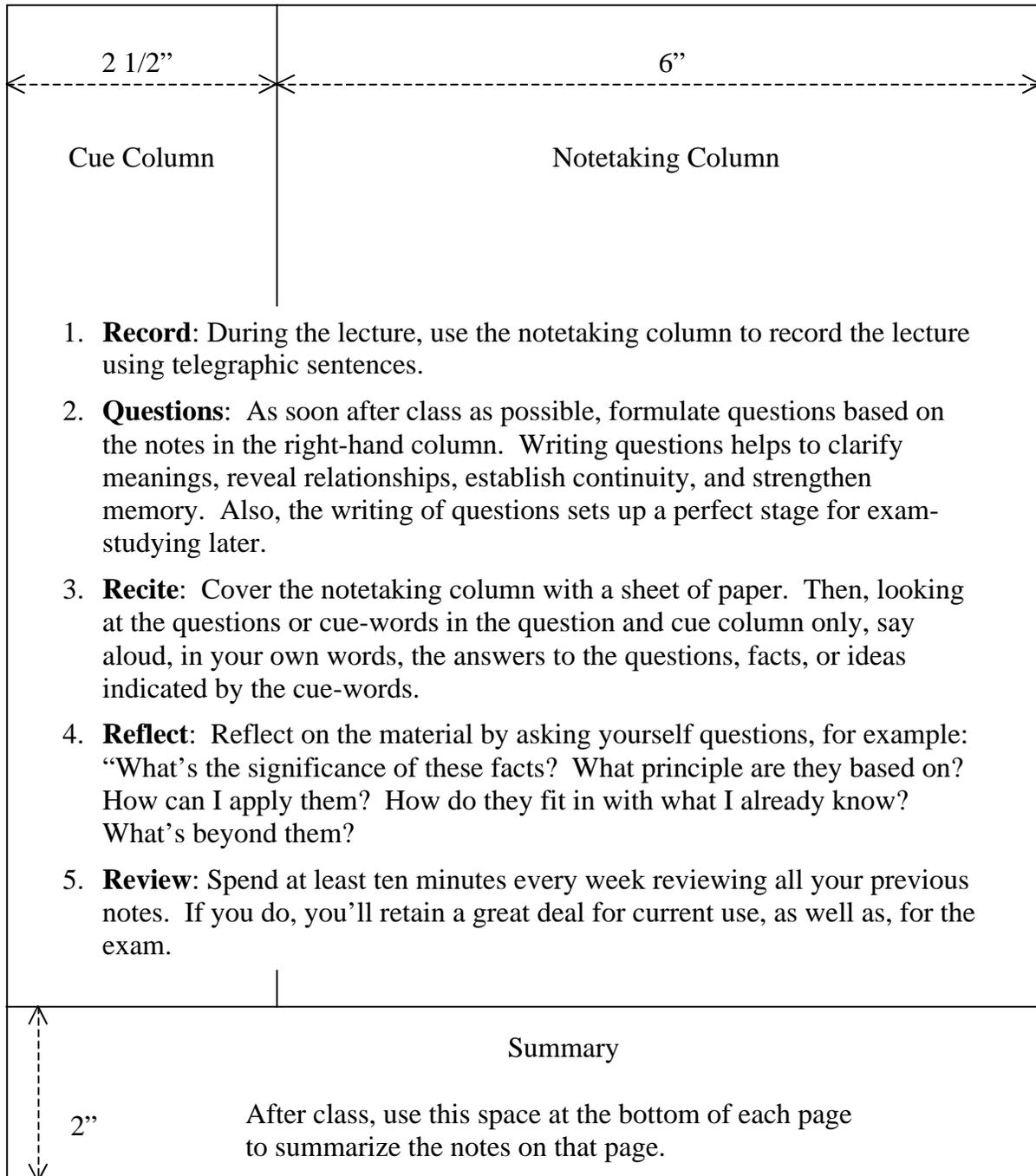
Before you purchase an item, ask how much time and money it will take to locate, assemble, use, repair, and maintain. You might be able to free up hours by doing without. If the product comes with a 400-page manual or 20 hours of training, beware. Remember that inexpensive, "low-tech" tools can actually save time. Keeping track of your appointments and to-do lists on a computer might actually take more time than using a pencil, paper, and the old-fashioned appointment book. Before rushing to the store to add another possession to your life, see if you can use or adapt something you already own.

### **Forget About Time**

Schedule "down time" every day - a period when you're accountable to no one and have nothing to accomplish. This is time to do nothing, free of guilt. Even a few minutes spent this way can yield a sense of renewal. Also, experiment with decreasing your awareness of time. Leave your watch off for a few hours each day. Spend time in an area that's free of clocks. Notice how often you glance at your watch and make a conscious effort to do that less. If you still want some sense of time then use alternatives to the almighty, unforgiving clock. Measure your day with a sundial, hourglass, or egg timer. Or synchronize your activities with the rhythms of nature - for example, rising at dawn and going to bed at sundown. You can also plan activities to harmonize with the rhythms of your body. Schedule your most demanding tasks for the times when you're normally most alert. Eat when you're hungry, not according to the clock. Scrap schedules when it's appropriate. Sometimes the vest-laid plans are best laid to rest. In summary, take time to retreat from time. Create a sanctuary, a haven, a safe place in your life that's free from any hint of schedules, lists, or accomplishments. One of the most effective ways to manage time is periodically to forget about it.



## The Cornell Note-taking System



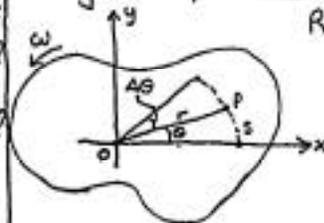
# Examples of the Cornell Notetaking System

## Example of the Cornell Notetaking System

<p>How do psychologists account for remembering?</p> <p>What's a "memory trace"?</p> <p>What are the three memory systems?</p> <p>How long does sensory memory retain information?</p> <p>How is information transferred to STM?</p> <p>What are the retention times of STM?</p> <p>What's the capacity of the STM?</p> <p>How to hold information in STM?</p> <p>What are the retention times of LTM?</p> <p>What are the six ways to transfer information from STM to LTM?</p>	<p>Psych.105-Prof. Marlin - Sept. 14 (Mon.)</p> <p><u>MEMORY</u></p> <p>Memory tricky - Can recall instantly many trivial things of childhood; yet, forget things recently worked hard to learn &amp; retain.</p> <p>Memory Trace</p> <ul style="list-style-type: none"><li>- Fact that we retain information means that some change was made in the brain.</li><li>- Change called "memory trace."</li><li>- "Trace" probably a molecular arrangement similar to molecular changes in a magnetic recording tape.</li></ul> <p>Three memory systems: sensory, short-term, long-term.</p> <ul style="list-style-type: none"><li>- <u>Sensory</u> (lasts one second) Ex. Words or numbers sent to brain by sight (visual image) start to disintegrate within a few tenths of a second &amp; gone in one full second, unless quickly transferred to S-T memory by verbal repetition.</li><li>- <u>Short-term memory [STM]</u> (lasts 30 seconds)<ul style="list-style-type: none"><li>• Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds.</li><li>• S-T memory - limited capacity - holds average of 7 items.</li><li>• More than 7 items -- jettisons some to make room.</li><li>• To hold items in STM, must rehearse -- must hear sound of words internally or externally.</li></ul></li><li>- <u>Long-Term memory [LTM]</u> (lasts a lifetime or short time).<ul style="list-style-type: none"><li>• Transfer fact or idea by:<ol style="list-style-type: none"><li>(a) <u>Associating</u> w/information already in LTM</li><li>(b) <u>Organizing</u> information into meaningful units</li><li>(c) <u>Understanding</u> by comparing &amp; making relationships.</li><li>(d) <u>Frameworking</u> - fit pieces in like in a jigsaw puzzle.</li><li>(e) <u>Reorganizing</u> - combing new &amp; old into a new unit.</li><li>(f) <u>Rehearsing</u> - about to keep memory trace strong</li></ol></li></ul></li></ul>
<p>Three kinds of memory systems are sensory, which retains information for about one second; short-term, which retains for a maximum of thirty seconds; and long-term, which varies from a lifetime of retention to a relatively short time.</p> <p>The six ways (activities) to transfer information to the long-term memory are: associating, organizing, understanding, frameworking, reorganizing and rehearsing.</p>	

- What is the equation for angular displacement?
- What are the units of angular displacement?
- What does  $s$  represent?

Review of Rotational Kinematics  
 Rotational Motion of Rigid Objects  
angular displacement

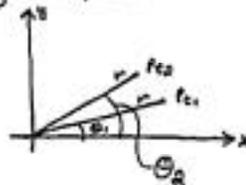


Rigid Object rotating about fixed axis  $O$  in  $z$ -direction

$\theta = 0$ , when  $\vec{r}$  is along  $x$ -axis  
 $\theta > 0$ , CCW rotation  
 $\theta = s/r$ , where  $s$  is arc length  
 $[\theta] = \text{radians}$   
 $\Delta\theta = \text{angular displacement}$

- What is the eq'n for average ang. speed?
- What is the eq'n for instantaneous ang. speed?

angular speed



avg. angular speed  
 $\bar{\omega} = \frac{\theta_2 - \theta_1}{t_2 - t_1}$   
 instantaneous ang. speed,  
 $\omega = \frac{d\theta}{dt}$   
 $\omega > 0$ ,  $\theta$  increasing in CCW direction  
 $[\omega] = \text{rad/s}$

- How do we define instantaneous angular acceleration?

angular acceleration

avg. ang. acc,  $\bar{\alpha} = \frac{\omega_2 - \omega_1}{t_2 - t_1}$   
 inst. ang. acc,  $\alpha = \frac{d\omega}{dt}$   $[\alpha] = \text{rad/s}^2$   
 $\alpha > 0$ ,  $\omega$  increases w/ time  $\alpha < 0$ ,  $\omega$  decreases w/ time

Angular displacement is  $\Delta\theta$ , where  $\theta = s/r = \text{arc length}/\text{radius}$   
 $[\theta] = \text{radians}$

Angular velocity is  $\omega$ , where  $\omega = \frac{d\theta}{dt} = \frac{\text{change in displacement (angular)}}{\text{change in time}}$   
 $[\omega] = \text{rad/s}$

Angular acceleration is  $\alpha$ , where  $\alpha = \frac{d\omega}{dt} = \frac{\text{change in angular speed}}{\text{change in time}}$   
 $[\alpha] = \text{rad/s}^2$



## A Simple, Effective Time Management System

### 1. Getting the big picture: The semester calendar

This provides an overview of the semester. Fill in all significant events and due dates. This includes: papers, exams, presentations, organizational meetings, job or internship interviews, etc...

Filling in this information will give you a sense of when the “crunch” times are likely to be, allowing you to plan ahead. It will also ensure that you know when papers are due, the dates of exams, and when major projects are due.

### 2. Knowing your schedule: The weekly calendar

a) Determine the hours of the day that are not flexible or available for work. Write these down on the weekly calendar.

- class times, meetings, standing appointments
- eating, sleeping, exercising
- work, organizations, church, volunteer activities
- family time, social time

b) Determine how many hours each class takes in study / preparation time. List each class and estimate how many hours you need to devote each week (a good rule of thumb is to allow for 2-3 hours outside of class for every 1 hour spent in class).

Class \_\_\_\_\_ Hours/week \_\_\_\_\_

Class \_\_\_\_\_ Hours/week \_\_\_\_\_

Class \_\_\_\_\_ Hours/week \_\_\_\_\_

Class \_\_\_\_\_ Hours/week \_\_\_\_\_

c) Now begin filling in the available study time until you have accounted for all of the hours you estimated for each class. Keep in mind the principles of time management on the previous page, and create a weekly schedule for yourself.

### Semester Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Jan. 22							
Jan. 29							
Feb. 5							
Feb. 12							
Feb. 19							
Feb. 26							
March 5							
March 12							
March 19	 <b>SPRING BREAK</b> 						
March 26							
April 2							
April 9							
April 16							
April 23							
April 30							
May 7							
May 14							

### Weekly Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
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11:00							
12:00							

**Follow these time management guidelines:**

**Plan a schedule of balanced activities.** College life has many aspects that are very important to success. Some have fixed time requirements and some are flexible. Some of the most common that you must consider are:

Fixed: eating, organization, classes, work, church

Flexible: sleeping, recreation, study, relaxation, socializing

**Study at a regular time and in a regular place.** Establishing habits of study is extremely important. Knowing what you are going to study and when saves a lot of time in making decisions and retracing your steps to get necessary materials, etc.. Avoid generalizations in your schedule such as “study”. Commit yourself more definitely to “study history” or “study chemistry” at certain regular hours.

**Study as soon after lecture class as possible.** One hour spent soon after class will do as much as several hours a few days later. Review lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.

**Use odd hours during the day for studying.** Scattered 1-2 hour free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation at other times in the week.

**Limit your blocks of study time to no more than 2 hours on any one course at a time.**

After 1 1/2 to 2 hours of study you begin to tire rapidly and your ability to concentrate decreases rapidly. Taking a break and then studying another course will provide the change necessary to keep up your efficiency.

**Provide for spaced review.** That is, a regular weekly period when you will review the work in each of your courses and be sure you are up to date. This review should be cumulative, covering briefly all the work done thus far in the semester.

**List according to priorities.** By putting first things first, you are sure to get the most important things done on time.

**Eat well-balanced meals and get regular exercise.** Take time for good meals and exercise. Healthy eating and exercise can dramatically improve your concentration, mood, and increase your energy level.

**Double your time estimates.** Most people tend to underestimate how much time a particular activity / assignment will take. A good rule of thumb is to estimate how much time you realistically think something will take and then double it. More often than not, this doubled estimate is accurate.

**THE WEEKLY SCHEDULE**

<b>THIS WEEK'S PRIORITIES</b>		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>Today's Priorities</b>						
		<b>Appointments/Commitments</b>						
	8:00							
	9:00							
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