

Goal Setting

When your goal is specific, you have a better chance at achieving it! Make sure each of your goals are specific and measurable

My Semester Goal:

Steps to Achieve this Goal:

- 1.
- 2.
- 3

Potential Obstacles to this Goal

- 1.
- 2.
- 3.

Solutions to those Obstacles

- 1.
- 2.
- 3.

Before Graduation Goal: _____

Steps to Achieve this Goal:

- 1.
- 2.
- 3

Potential Obstacles to this Goal

- 1.
- 2.
- 3.

Solutions to those Obstacles

- 1.
- 2.
- 3.

My Long-Term Goal: _____

Steps to Achieve this Goal:

- 1.
- 2.
- 3.

Potential Obstacles to this Goal

- 1.
- 2.
- 3.

Solutions to those Obstacles

- 1.
- 2.
- 3.

WEEKLY SCHEDULE WORKSHEET

- Begin by marking off the hours of each day you are in class in **GREEN**
- Schedule about 15-30 minutes as soon as possible after the class for reviewing material covered in **PURPLE**
- Record on your schedule time for studying and completing assignments in **BLUE**
 - Study 2 hours per credit hour for an easy class
 - Study 3 hours per credit hour for an average class
 - Study 4 hours per credit hour for a hard class
 - Example: (Calculus 4 class credits x 4 hours of study = 16 hours of outside of class studying/work per week)
- Then list times you are in meetings, recreation, eating, travel, and work in **RED**

Keep your schedule in a place that is noticeable (put it on your desk, wall, or make a copy to keep with you).

Week of _____

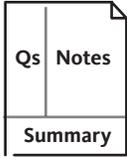
TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7am							
7:30am							
8am							
8:30am							
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NOTE TAKING 101

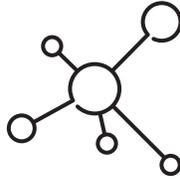
In the university, taking notes and using notes later is a key part of learning and remembering information from lectures, class discussions, and other activities. Because note taking is such an important part of the learning process, it's a good idea to take time to evaluate your processes and experiment to find what note taking strategies work for each of your courses.

There are some common ways to take notes, and you've likely tried a few of them already. Keep in mind that how you take notes in different classes can—and should—vary. Here are a few note-taking strategies to try:

CORNELL:



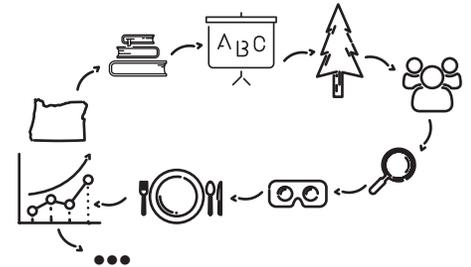
MIND-MAP:



LECTURE SLIDES:



FLOWCHART:



OUTLINE:



MATRIX:



NOTE TAKING IS A PROCESS THAT HAPPENS BEFORE, DURING, AND AFTER CLASS

BEFORE

- ☆ Print out and review any lecture notes or slides



- ☆ Look for and connect your notes to learning outcomes

- ☆ Identify main concepts and terms you expect to learn

- ☆ Write questions you hope the lecture will answer

- ☆ Be sure notes include information from all other assigned work for the week (Canvas or online content, readings, upcoming homework, videos, etc.)

- ☆ Try a few of the week's assigned practice problems

DURING

- ☆ Take notes in your own words

- ☆ Use consistent abbreviations and symbols

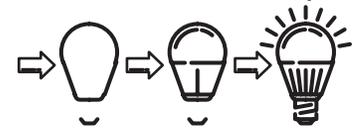
- ☆ Include notes for all aspects of the class (lecture, discussion, student questions/answers, visuals)

- ☆ Add depth and detail to the notes you bring to class

- ☆ Answer any questions you wrote before class

- ☆ Note new questions or areas of confusion from the lecture so you can review those concepts later

- ☆ Capture main ideas and sufficient detail (definitions, examples, images)



- ☆ Make and visualize connections between concepts

AFTER

- ☆ Make time to return to your notes after class

- ☆ Add to your notes at moments you marked confusing

- ☆ Relate your notes to the week's learning outcomes

- ☆ Compare notes with a classmate to catch missed info

- ☆ Transform your notes into a new format (e.g., visual, mind map, quiz questions, study guide)

- ☆ Summarize your notes in writing, verbally, or—better yet—both!

- ☆ Connect current class notes to concepts from the previous classes/weeks

- ☆ Use your notes to self-test on key concepts

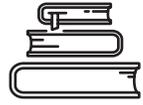
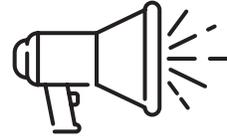


BUT WHAT IF...



MY INSTRUCTOR TALKS TOO FAST

- Use abbreviations so you can capture information faster
- After class, share and compare notes with friends
- Mark moments you want to return to or add detail to later when studying
- If the lecture is recorded, revisit it later and fill in detail

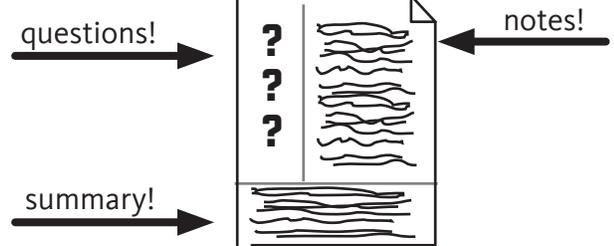


I'M HAVING TROUBLE UNDERSTANDING MY PROF BECAUSE OF AN ACCENT

- Write questions you hope will be answered in class
- Listen for main ideas, key terms, or answers to your questions
- Listen and watch for cues to important information
- Visit office hours to speak with the professor. The more you converse and listen to someone, the better you get at understanding features of their speech

THE LECTURE SLIDES ARE SPARSE

- Write questions you hope will be answered in class
- Look for connections and try to find additional information in your text, online, through work with a study group, etc.
- Use lecture slides as a starting point and add detail from other course content (textbook, videos, etc.)



I'M NOT SURE WHAT TO WRITE DOWN



- Listen and watch for references to concepts you read about
- Listen for repetition - often instructors will say things multiple times or in different ways to emphasize what they want you to know
- Listen for numbers (E.g., "There are 2 ways to think about..."), cues, and specific examples of a concept. All of these can all signal important information.
- Watch and listen for big ideas or how examples relate to a main point

IN ALL SCENARIOS, IT'S A GOOD IDEA TO PRACTICE THE FOLLOWING:

- **Prepare before class.** Complete the reading and come with your own set of notes so you know what concepts that will be discussed
- **Mark moments** you want to return to or add detail to later when studying
- **After class,** share and compare notes with friends
- **Visit office hours** to ask questions you had about the lecture



SOURCES



Much reading and research and consideration went into the development and design of this packet. For information on our sources, and examples of the note taking techniques mentioned here (and a few extras, too!), visit <http://success.oregonstate.edu/note-taking-101>.

Want to talk more about your note taking and how it can work even better? Swing by **Waldo 125** and talk with one of our **ASC Strategists!** Or make an **Academic Coaching** appointment for yourself to think aloud with the coach and return to your learning with fresh ideas.



The **Academic Success Center** • Waldo 125 • 541-737-2272 • success.oregonstate.edu • bit.ly/getcoachedOSU.com