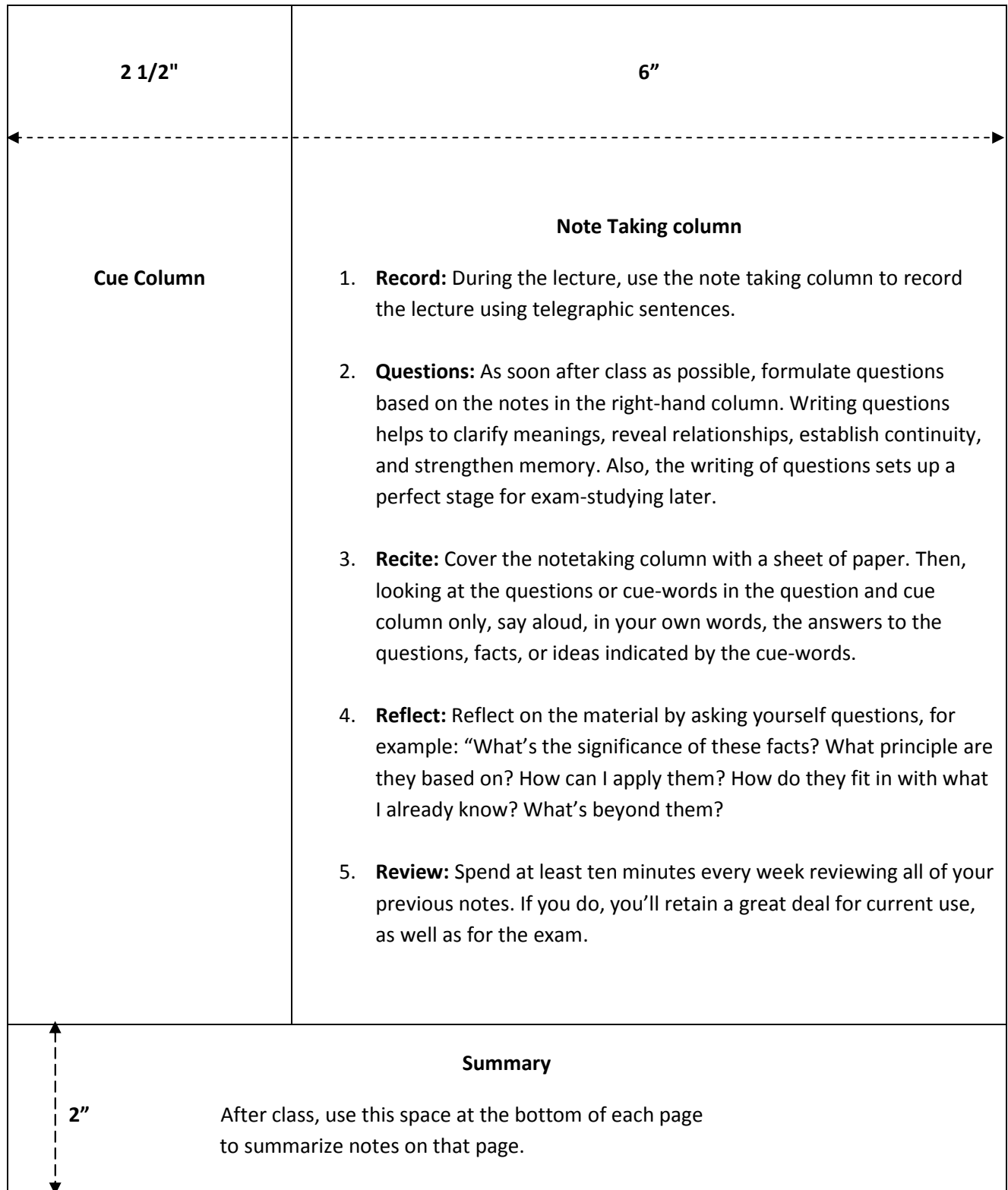


The Cornell Note-Taking System



Adapted from: Pauk, Walter. *How to Study College*. 7th Ed. New York, Houghton Mifflin Company, 2001. Print.

Cornell Notes

Cue Column	
	Note Taking Column

Summary

Surveying a Textbook

1. Note the title, author, and date of publication.
 - See if the title provides clues to the author's approach to their subject.
 - Read about the authors' backgrounds and credentials.
 - Note the date of publication, or copyright date, to determine how current the text's information is.
2. Read or skim the preface. The preface provides basic information about the contents and organization of the text.
3. Review the Table of Contents. Some texts contain a brief version of the table of contents along with a complete table of contents. For your initial survey, just review the brief version.
4. Note what the text includes in addition to the main chapters, such as the following:
 - Appendixes (note the Indexes (information may be indexed by name and/or subject),
 - A glossary, and
 - purpose of each),
 - Practice tests and answer keys.
5. Quickly skim one chapter to become familiar with the chapter layout and special features:
 - Does the chapter begin with a set of learning objective?
 - Are definitions of key terms located in the margin?
 - Which types of visual aids are used? Are there textual inserts as well?
 - Are review exercises inserted throughout the chapter?What study aids can be found at the end of the chapter (review quizzes, discussion questions, or lists of terms)?

Name:

Date/Time:

TEXTBOOK SURVEY

Directions: Select any textbook you are using in another class. Following the five steps previously described, take ten or fifteen minutes to survey the book, and then answer the following questions:

1. What is the title of the textbook?

2. Who wrote the textbook? What information is provided about the author(s)?

3. When was the book published?

4. How many major units or parts does this textbook contain? What major topics or issues will the textbook address?

5. How many chapters does the textbook contain?

6. What additional material is included at the end of the textbook, after the last chapter (for example, index or glossary)?

7. What special features does each chapter contain to help the reader learn and understand the material?

8. What do you hope to learn from this textbook?

9. What difficulties do you anticipate in working with this textbook?

10. What strategies will help you read the text most effectively?

SQ4R

Cue Column	Note Taking Column
<p>Survey</p> <p>What should I look for when I survey?</p>	<ul style="list-style-type: none"> • Survey _____ <ul style="list-style-type: none"> – title, headings, subheadings, visuals – vocabulary words and definitions • Preview <ul style="list-style-type: none"> – introduction, summary – chapter questions • Activate _____ • Turn _____ into questions <ul style="list-style-type: none"> – wh- questions (who, what, why, how)
<p>Questions</p> <p>What is an effective way to ask questions about the text?</p>	<ul style="list-style-type: none"> • Answer your heading questions • _____ if your questions didn't get answered • Annotate <ul style="list-style-type: none"> – – –
<p>Read</p> <p>How can I read actively?</p>	<ul style="list-style-type: none"> • Put it in your own words (verbally or in writing) • Create 3x5 flashcards for important concepts • Create a _____ • Re-read notes • Re-read annotations and highlights • Compare new ideas with what you already know • Ask _____
<p>Recite</p>	

Summary

Name:

Date/Time:

Chapter Survey

Fill in the blanks below as you preview the chapter from a textbook. Do not leave any blanks empty. If there are no examples, write "none" in the space provided.

Textbook Title: _____

Chapter Title: _____

Author (s): _____ Pages: _____ to _____ Number of Pages: _____

Read each boldface heading. What major topics are included in this chapter?

What do you already know about the major topics of this chapter?

Is there an introduction? _____ Page number(s)? _____ If yes, retell it in your own words.

Is there a summary? _____ Page number(s)? _____ If yes, retell it in your own words.

Are there objectives or goals listed at the beginning of the chapter? _____ Page number(s)? _____ If so, read them.

Are there study questions listed at the end of each section or chapter? _____ If so, read the questions.

Read any key vocabulary words that are listed in the chapter. List two of them, including their definitions and page number:

1. _____

2. _____

Observe all illustrations (pictures, charts, or graphs) in the chapter. Choose two, and list the page number and caption title. If there is no caption title, describe the illustration.

1. _____
2. _____

What information is located in the margins and /or footnotes?

Turn ten headings into questions. Use who, what, where, why, and how.

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



BEFORE YOU BEGIN

To register for MyReadingLab, you will need:

- Your school's zip code: 93305**

A MyReadingLab student access code (packaged with your new text your textbook, *The Effective Reader-Custom Book, Henry, 1st edition*, or available for purchase with a credit card at www.myreadinglab.com).

- A valid email address.** (TIP! Your BC e-mail address is in the following format: `firstname.lastname@email.bakersfieldcollege.edu`)

*Note – Sometimes there are numbers after your last name. If you are not sure, log on to My Ban Web to verify you are using a valid e-mail address.

In addition, your instructor will provide you with:

- A **Course ID** needed to join your instructor's course. ID Duenas-Clifft

REGISTRATION AND LOGIN

HOW TO REGISTER A STUDENT ACCESS CODE:

- Go to www.myreadinglab.com.
- Click **Students** in the “Register or Buy Access” box.
- Click ***I already have an access code.***
- ➔ Read the Pearson License Agreement and Privacy Policy and click the ***I Accept*** button.
- Do you have a Pearson Education account?
 - If **Yes** - Fill in your login name and password. (TIP! Choose **No** even if you already have an account and create a new one.)
 - If **No** - Follow the onscreen instructions to create a login name and password.
 - If **Not Sure** . (TIP! Skip this option. Choose **No**.)
- Enter your access code in the boxes provided and click **Next**.
- Enter and select the required information in the appropriate fields on the next page and click **Next**.
- Review and print your **Confirmation and Summary** page (a confirmation will also be sent to your email address).

TIP! 1) Write down your log-in name and password on the inside of your Handout Packet or a place you will not forget.

Login Name _____ (I recommend you use lastnamefirstname –
Example: washingtongeorge)

Password _____ (I recommend you use lastnamestreetaddress –
Example: washington1801)

HOW TO LOGIN:

- Go to www.myreadinglab.com.
- Click **Login** in the “Returning Users” box.
- Enter your **Login Name** and **Password** in the fields provided.
- Click **Login**.

GETTING STARTED

HOW TO JOIN A COURSE:

- Login at www.myreadinglab.com.
- Click *Join Your Instructor's Course*.
- Type the Course ID into the field provided and click **Submit**. (You get the Course ID from your instructor.)
- Click the **Start Working** button or access the “How do I use MyReadingLab?” User Guide.

NOTE! If you're not using MyReadingLab as part of a course or if you do not have your instructor's Course ID, choose **Work on Your Own**. You can join your instructor's course any time from the MyReadingLab **Settings** page.

NOTE! If you join the wrong course, while in MyReadingLab click the **Settings** button, click **Join a Different Course**, click **Join Your Instructor's Course** and enter the Course ID of the course you wish to join.

Need Help?

Go to www.myreadinglab.com and click the SUPPORT tab for additional registration information and direct links to technical support.

ASSIGNMENTS

READING SKILLS:

Each reading skills assignment will be worth 10 points. In order to receive credit you must do at least one practice and complete the mastery test with a 70% or better.

1. Main Ideas
2. Supporting Details
3. Outlining and Summarizing
4. Patterns of Organization: Simple Listing
5. Patterns of Organization: Cause and Effect

My Reading Lab Grade

This sheet is for you to keep track of your My Reading Lab assignment due dates and scores. You do not need to print out or turn in anything. Your scores are automatically sent to my My Reading Lab grade book.

Each module is worth 20 points. In order to receive the points you must complete all of the following:

- Spend at least 60 minutes on each module.
- View all of the lessons (It is okay to skip the video clips because they do not play well on all computers.)
- Complete the Recall exercises.
- Complete at least one Practice.
- Complete at least one Mastery Test.

Reading Skills:

Assignment	Points Earned	Possible Points	Due Date
Main Ideas		20	
Supporting Details		20	
Outlining and Mapping		20	
Patterns of Organization: Simple Listing		20	
Patterns of Organization: Cause and Effect		20	
Total		100	

My Reading Lab assignments are due at 11:59PM on the due date. They will not be accepted late, and they may not be made up on Amnesty Day.

SAGE – Vocabulary Strategy for defining words within context

Synonym=

The mountain climber *descended*, or climbed down, the steep mountain.

Antonym=

Instead of trying to climb up the mountain before the storm arrived, the mountain climber *descended* quickly.

General Sense=

The mountain climber, fearful that he would not reach the top of the mountain before the snow storm arrived, *descended* the mountain quickly.

Example or definition =

The mountain was steep after he had climbed it, the mountain climber needed to return along the same route he had come. As a result, he *descended* the mountain.

Basic Reading Skills Ch. 3 Vocabulary

1. amenable
2. apparition
3. attire
4. concession
5. dislodge
6. ecstatic
7. enhance
8. etymology
9. foil
10. fortuitous
11. frugal
12. Impudent
13. indolent
14. Inebriated
15. loquacious
16. morose
17. nefarious
18. ornate
19. precocious
20. protocol
21. rapport
22. ravenous
23. repulsive
24. siege
25. tenacious

Vocabulary Cards

To assist you in learning the vocabulary words from Ch. 3, you will make a collection of vocabulary cards, one for each new word. Here is how they are done.

Front

#	Part of Speech (as it is used in the text)
Word	

Back

<ol style="list-style-type: none">1) Definition or synonym2) Your own sentence which shows an understanding of the word.3) Antonym (if applicable)

Cover Card

The following information should appear on the first card:

Name
ACDV B62
Class Time
IVS Unit #

Part of Speech Hints

When determining the part of speech for your vocabulary card, keep in mind that most of the time it will be one of the following:

Noun – a person, place, thing, or idea

Example – *boondocks*

They located the sought-after young man wading through marshy boondocks on maneuvers. “Night Watch”

Verb – expresses action, describes an occurrence, or establishes a state of being

Example – *thrive*

They seem to thrive on their parents’ reasonable expectations and realistic standards. “Child Rearing Styles”

Adjective – describes a noun or pronoun

Example – *smudged*

From a smudged, oft-read letter, an emergency room nurse learned that the son was a marine stationed in North Carolina. “Night Watch”

Adverb – describes a verb, an adjective, an adverb, or an entire sentence

Example – *randomly*

Sample the text randomly. “Preview, Read, Write, Recite”

Transitions and Thought Patterns

Fill in the boxes below with transition words that might signal each pattern. Use Table 6.1 on **pg. 226** of your textbook to help you.

Definition and Example (pg. 207)

means refers to

is

Classification (pg. 209)

one kind of

another type of

classified as

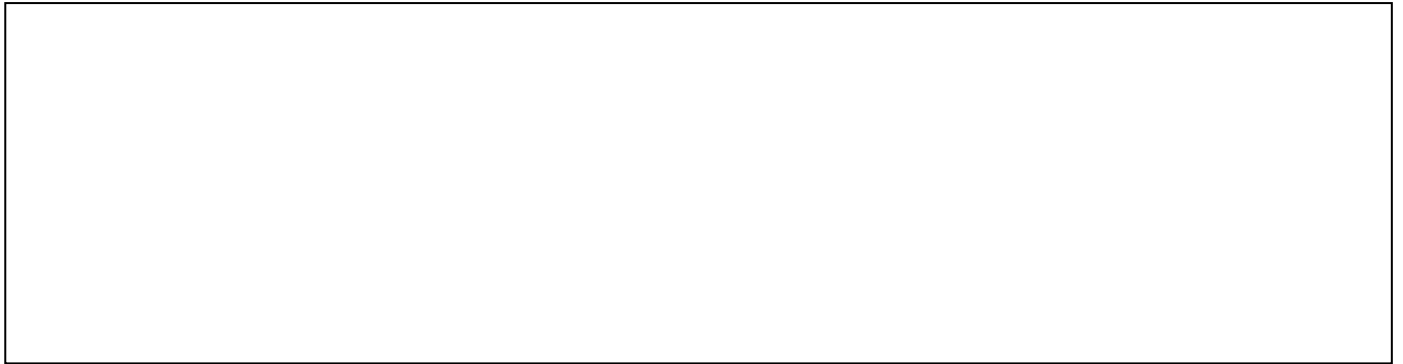
Time Order (Sequence of Events/Process) (pg. 211)

first

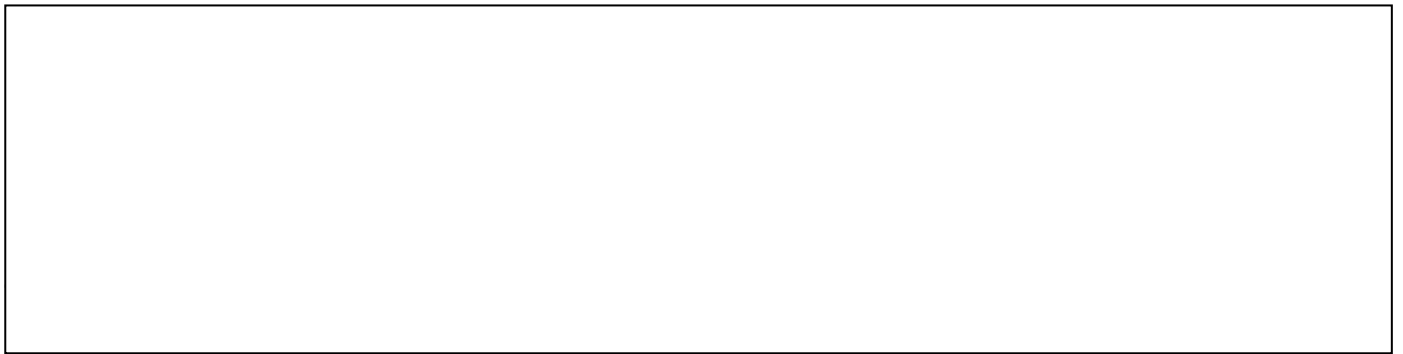
second

next

Comparison (pg. 214)



Contrast (pg. 216)



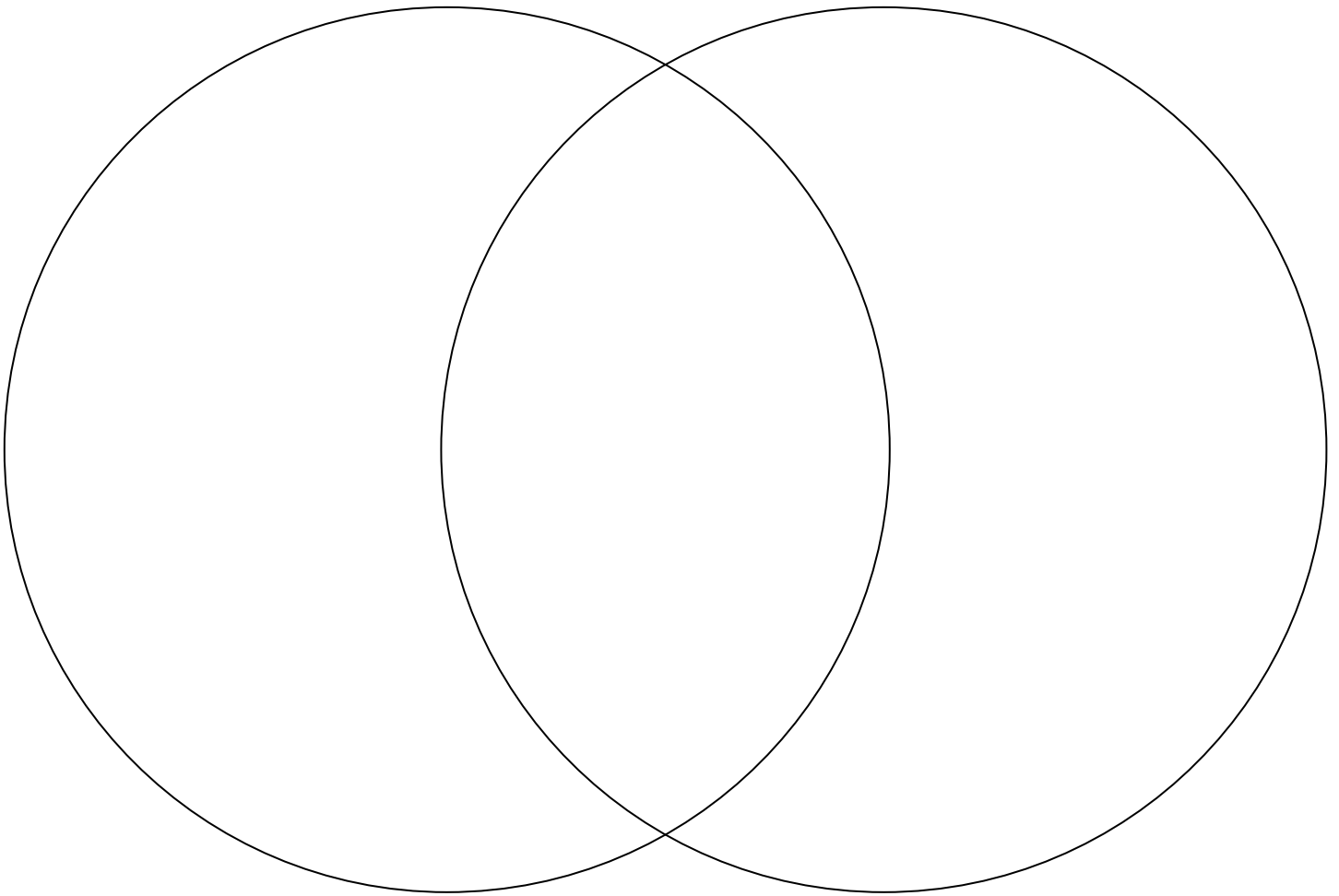
Cause and Effect (pg. 221)



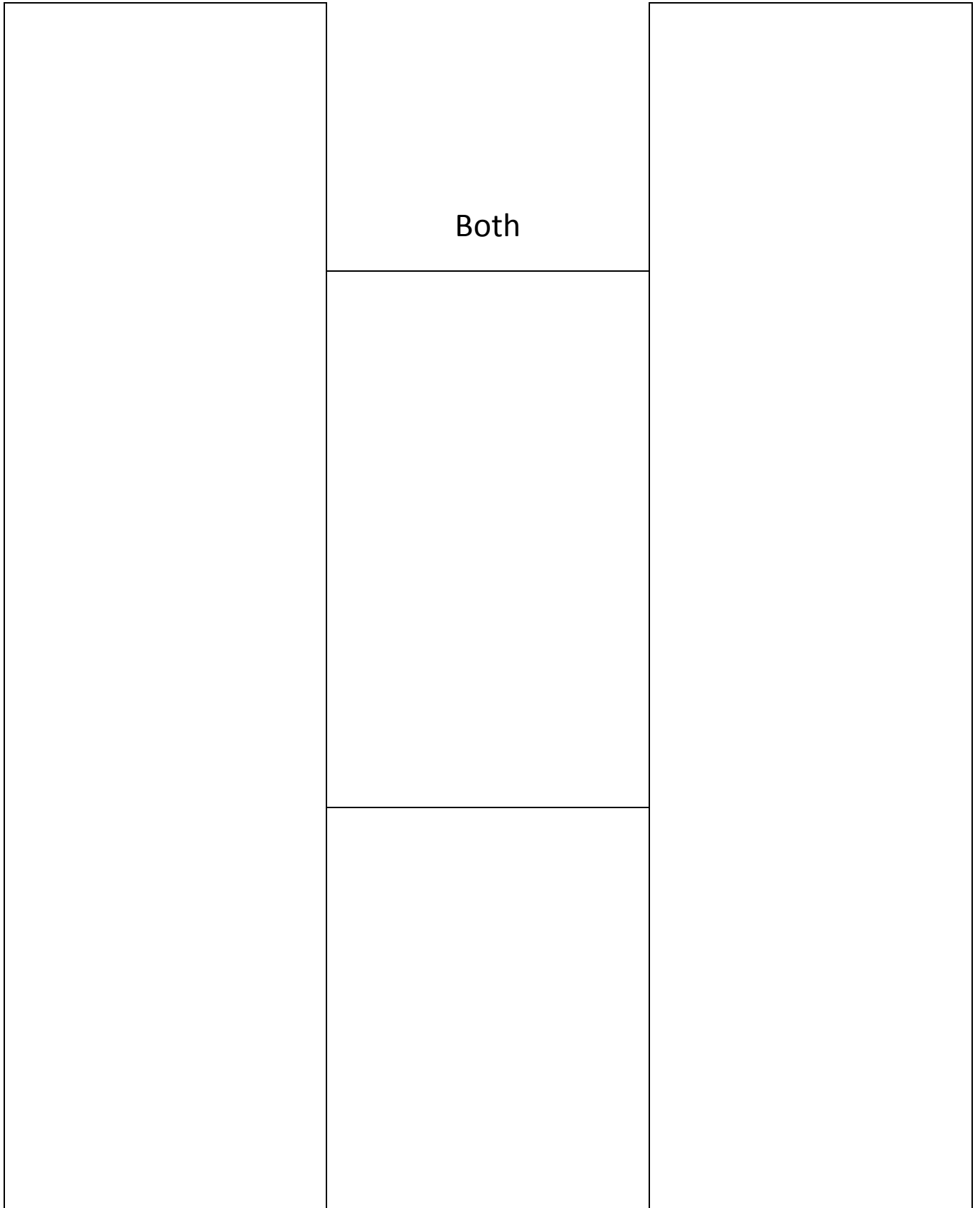
Listing or Enumeration (pg. 224)



Venn Diagram



H-Map



Country Report Grade Sheet

Name: _____ Country: _____

	Points Possible	Points Earned
Report Folder (papers <u>attached</u>)		2
Title Page		2
Table of Contents		2
Page Numbers		2
Organization		2
Description of Geographical Features		10
Outline of Land and Climate		20
Reference Guide for Everyday Information		10
Pass Code for Future Residence		10
Annotated Article Regarding Economic Situation		20
MLA Guide (citations must be included)		10
Citations in MLA format		10
TOTAL		

This project is due on _____ at _____. (If you are late to class, your project will be late.)

For each class session it is late, one letter grade (10%) will be lost.

Country Profile

Rationale:

I hope as a result of this assignment you will (1) gain sufficient knowledge about conducting research in the library as well as online, (2) learn how to correctly cite a variety of sources, and (3) and come away with a good base knowledge of a foreign country.

Setting:

You are hired as a new agent for the Witness Protection Program by the Central Intelligence Agency (CIA). Upon graduation from BC and completion of a three-month training program in Washington, D.C., you will move to a secret location in a foreign country assigned to you. Your first training assignment is to analyze various aspects of that country and its prospects for possible relocation of citizens that are part of the Witness Protection Program (WPP). You will present this report to the CIA's management, so they can decide on your level of expertise and, therefore, your salary and benefits package.

Your supervisor informs you that your report must be presented in a professional manner compiled in a folder, with a typewritten title page and table of contents. This comprehensive report has to be accompanied by relevant evidence. To ensure its accuracy, complete the MLA Guide at the end of the report and include it in your folder.

Management is requesting you to supply the following information:

1. Description of Geographical Features

Use an atlas to find a map of your country. First, clearly write the name of the continent where your country is located on the copy. Next, identify and highlight the names of the neighboring nations or bodies of water. If those are not provided, you must add them to the map. This will allow supervisors to decide whether these are allies or foes. Do not neglect to mention adjoining bodies of water (oceans) since those might also pose a threat by means of naval attacks. Identify the geographical features of your country. Briefly describe the terrain, including major mountain ranges and rivers; based on this information, management will be able to carefully prepare those families that will be relocated to your country. Do not type more than a paragraph since superiors will be considering hundreds of reports.

2. Outline of Land and Climate

Your supervisor is especially interested in the report generated by the Mormon Church and published in *Culturegrams*. This book is especially valuable and is under continuous supervision of specially trained agents, also referred to as librarians. *Culturegrams* can only be found at the Reference Desk, which is located on the 2nd floor of the library. You must copy all of the four pages about your country and briefly outline the information found under the title "Land and Climate". (Tip: To use this resource, you must already know the continent the country occupies).

3. Reference Guide for Everyday Information

Use information from the *World Almanac and Book of Facts* (Note: Look up the country in the index at the back and use the page number listed in **bold** type) and either the *Worldmark Encyclopedia of Nations* **OR** *Worldmark Encyclopedia of Cultures and Daily Life* to complete the chart below. Use the information recorded in the chart to create a quick reference guide. Witnesses will depend on the correctness of these facts to begin a new life in a strange world. Make sure to include information from both books. Attach original proof (copies of the pages where you found the information) to ensure the comprehensiveness of your report. [Our skilled negotiator will point out the location and how to find the call numbers for these books during one of your training sessions.]

World Almanac and Book of Facts:

a) Location: _____

b) Call Number: _____

Worldmark Encyclopedia of Nations **OR** *Worldmark Encyclopedia of Cultures and Daily Life*

a) Location: _____

b) Call Number: _____

Monetary Unit:	Common Cuisine:	Major Holiday:

4. Pass Code for Future Residence

Find an interesting book (of your choice) from the library’s general collection about the country to provide witnesses with the entrance code to their new residence. These books are kept in the secret stacks of the library and can only be found by conducting a “Subject Search” using the library catalog on the BC Library webpage. Once you find a book, make a copy of page 15 and highlight the 6th word in the 4th line. This is the pass code, which will provide entrance to the new quarters. Their future is in your hands, so be careful with your choice.

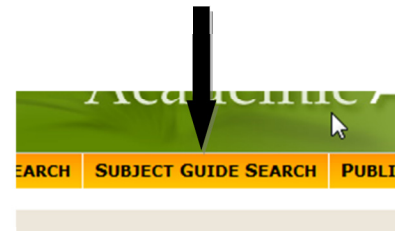
5. **Annotated Article Regarding Economic Situation**

Most witnesses will be accompanied by their families. To ensure employment opportunities, it is imperative that we have a good understanding of the current economic situation in the country. Find and print a magazine article about the country's economic conditions. Make sure it is no older than three years since the economy of a nation can change quickly. Use our top secret database called **Gale Expanded Academic ASAP** and follow the code below to get accurate results. Under NO CIRCUMSTANCES should you share this code with anyone as it is top secret. On your copy, HIGHLIGHT and record (ANNOTATE) the topic, main idea, and major supporting details, and include it in your report.

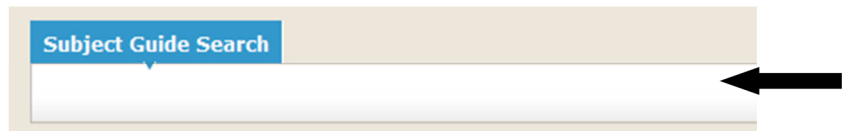
a. Click on **Gale Expanded Academic ASAP** on the BC Library website.



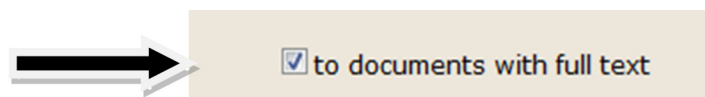
b. Click on Subject Guide Search



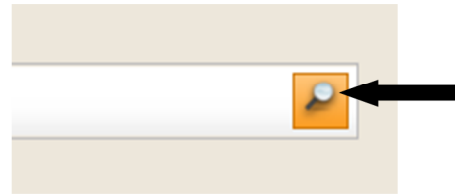
c. Type the name of the country in the search box



d. Put a check mark in the to documents with full text box



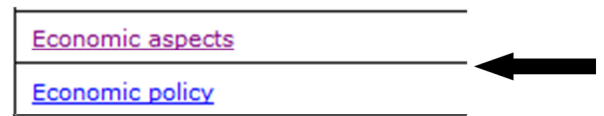
e. Click on the magnifying glass



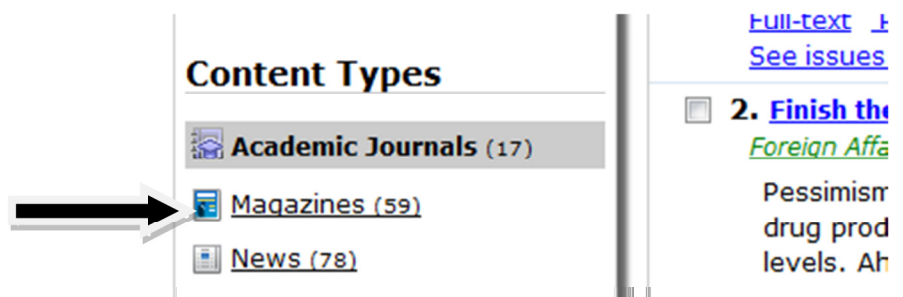
f. Choose Subdivisions under the name of your country



g. Choose Economic aspects or Economic policy



h. Select Magazines in the left pane called Content Types.



i. Pick an article that is less than three years old.

[1. Afghan pounds: the cost of waqing war in a country full of complexities runs into billions.](#)
[New Statesman \(1996\)](#). 140.5060 (July 4, 2011) p28. Word Count:241.

Country List

Algeria	Mauritania
Argentina	Mongolia
Australia	Morocco
Austria	Netherlands
Bahamas	Nicaragua
Brazil	Nigeria
Cambodia	Norway
Chile	Oman
China	Pakistan
Colombia	Panama
Costa Rica	Paraguay
Denmark	Peru
Egypt	Poland
Ecuador	Portugal
Finland	Romania
France	Russia
Gambia	Rwanda
Germany	Senegal
Ghana	Singapore
Greece	South Africa
Guatemala	Spain
Hungary	Sweden
India	Switzerland
Israel	Thailand
Italy	Turkey
Jamaica	Uganda
Jordan	Ukraine
Kenya	Venezuela
Liberia	Vietnam
Mali	Zimbabwe

Country Report MLA Guide

Atlas (Book):

Name of author: _____

Title: _____

Place of publication: _____

Publishing company: _____

Publishing Year: _____ Publication Medium (Print or Web): _____

Format:

Last name, First name, and First Name Last Name. *Title*. Place of Publication: Publisher, Publishing Year.
Publication Medium.

Citation:

CultureGrams (Article from an Encyclopedia):

Title of Article (Country Name): _____

Title of Book: _____

Edition: _____

Place of publication: _____

Publishing company: _____

Publishing Year: _____ Publication Medium (Print or Web): _____

Format:

Author(s). "Title of Article." *Title of Collection*. Edition. Ed. Editor's Name(s). Place of Publication: Publisher, Publishing Year. Pages. Medium.

Citation:

World Almanac and Book of Facts (Well-Known Reference Work):

Title of article: _____

Title of book: _____

Publishing Year: _____ Publication Medium (Print or Web): _____

Format:

"Title of Article." *Title of Book*. Publishing Year. Publication Medium.

*Note - For well-known reference works, it is not necessary to include full publication information. Include only the title of the reference source, edition, and date of publication.

Citation:

Worldmark Encyclopedia of Nations or Cultures and Daily Life (Article from an Encyclopedia):

Name of author(s): _____

Title of article: _____

Title of the book: _____

Edition: _____

Editor's Name(s): _____

Place of publication: _____

Publishing company: _____ Publishing year: _____

Pages: _____ Publication Medium (Print or Web): _____

Format:

Author(s). "Title of Article." *Title of Collection*. Edition. Ed. Editor's Name(s). Place of Publication: Publisher, Publishing Year. Pages. Medium.

Citation:

Book in General Collection (Book):

Name of author: _____

Title: _____

Place of publication: _____

Publishing company: _____

Publishing Year: _____ Publication Medium (Print or Web): _____

Format:

Author's Last name, First name. *Title*. Place of Publication: Publisher, Publishing Year. Publication Medium.

Citation:

Gale Expanded Academic (Online Magazine Article):

Name of author: _____

Title of article: _____

Magazine title: _____

Publishing date: _____ Pages: _____

Name of database: _____

Database provider: _____

Medium: _____ Access date: _____

Format:

Author's name (if given). "Title of Article." *Name of Magazine* Publishing Date: Pages. *Name of Database*.
Database Provider. Medium. Day Month Year of Access.

Citation:

My Completed Packet Checklist

- My documents are neatly organized and secured in a folder.
- I have a typed Title Page.
- I included a typed Table of Contents.
- I numbered the pages throughout the entire folder.
- I included a description of geographical features.
- I included an outline of land and climate.
- I included a reference guide for everyday information.
- I included a pass code for future residence.
- I included an annotated article regarding the economic situation.
- My MLA Guide is filled out completely including citations.

SAMPLE

Romania

Place report title about one third of the way down your paper.

Michael Melendez

Place your name about two inches below the title.

ACDV B62

Mrs. Dueñas-Cliff

Place your class information about two inches below your name.

April 7, 2010

Double space the information. The date should be the due date.

Sample Table of Contents

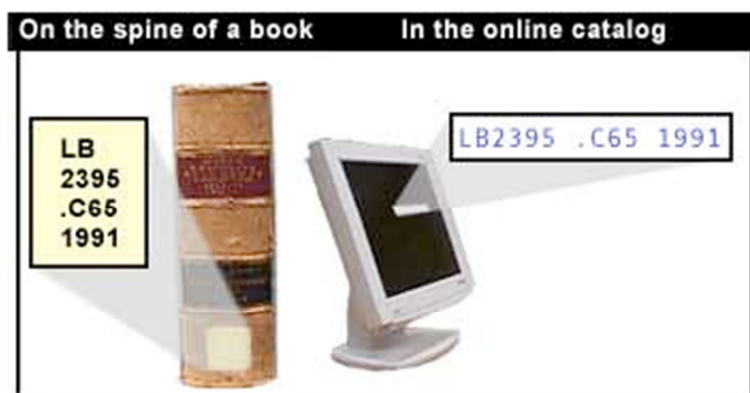
Description of Geographical Features	1
Outline of Land and Climate	2
Reference Guide for Everyday Information	4
Pass Code for Future Residence	5
Annotated Article Regarding Economic Situation	6
MLA Guide	9

Library of Congress Call Numbers

Libraries use classification systems to organize the books on the shelves. A classification system uses letters and/or numbers (call numbers) to arrange the books so that books on the same topic are together.

From the Online Catalog to the Shelf

Libraries in the United States generally use either the Library of Congress Classification System (LC) or the Dewey Decimal Classification System to organize their books. Most academic libraries use LC, and most public libraries and K-12 school libraries use Dewey.



Anatomy of a Library of Congress Call Number

Book title: Uncensored War: The Media and Vietnam

Author: Daniel C. Hallin

Call Number: DS559.46 .H35 1986

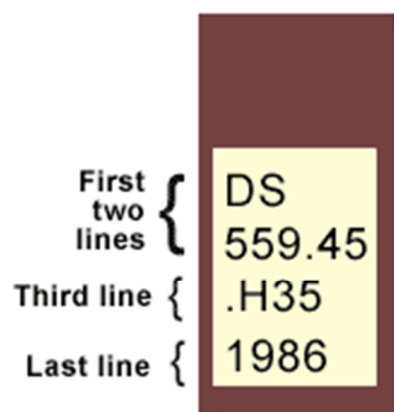
The first two lines describe the subject of the book.

DS559.45 = Vietnamese Conflict

The third line often represents the author's last name.

H = Hallin

The last line represents the date of publication.



Tips for Finding Books on the Shelf

Read call numbers line by line.

LB

Read the first line in alphabetical order:

A, B, BF, C, D... L, LA, LB, LC, M, ML...

2395

Read the second line as a whole number:

1, 2, 3, 45, 100, 101, 1000, 2000, 2430...

.C65

The third line is a combination of a letter and numbers. Read the letter alphabetically. Read the number as a decimal, eg:

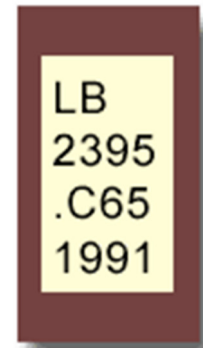
.C65 = .65 .C724 = .724

Some call numbers have more than one combination letter-number line.

1991

The last line is the year the book was published. Read in chronological order:

1985, 1991, 1992...



Here is a shelf of books with the call number order explained.



Using the Library

Put the following “books” in order.

1.

KF 5200 .S78 1973	KD 501 .S78 1973	KF 5011 .S78 1974	K 52 .S78 1980	KD 45 .S78 1981
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2.

PG 520 .M57 1965	PB 23 .N51 1961	PB 230 .C53 1962	PG 4320 .G55 1963	PG 520 .P56 1964
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

3.

BT 2502 .L101 1995	B 6549 .L1 1993	BT 99 .L1 1994	BT 2502 .L1 1995	BT 2502 .L1 1998
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4.

PZ 101 .D1 2000	PZ 23 .D1 2007	P 780 .L1 1999	PZ 101 .D13 1994	P 780 .Q1 1995
Book A	Book B	Book C	Book D	Book E

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ S

Marking the Textbook

Underlining is a skill that is developed through thought and practice.

Effective underlining: (1) helps you attend, while reading, to the distinction between main ideas and details, (2) enables you to identify important ideas for later review

Suggestions for Effective Underlining

1. Read and recite before underlining. Read a whole paragraph or short section and mentally review the key points before attempting to underline. This helps you distinguish important points from details.
2. Limit your underlining. If you mark too much, it will do little good when you return to the book later for further review and study. Good rule – underling no more than 25% of material you have read.
3. Underline complete thoughts. Read over what you have marked to ensure that it will be clear on later rereading.
4. Avoid repetition. Authors often repeat important ideas. Don't underline the same idea more than once.
5. Enhance underlining with annotation. Annotation = additional marking and writing in the textbook (in margins). Develop your own set of annotation symbols, and add brief explanatory comments when need. Examples: * or [] for important ideas, ex. Example.

Useful Symbols and Abbreviations for Annotating Textbooks

- * Use asterisk for key concepts
- ()[] Use to parentheses or brackets to distinguish main ideas and other important functions
- (1), (2),... Use numbers to show a listing or sequence of details.
- ? Use question marks to identify unclear sections or statements.
- → Use arrows to connect related ideas.
- Ex. Use Ex. To label examples
- Def. Use Def. to label important definitions.

PRACTICE – Select a one- to two-page section from a textbook you are using for another class. Mark the text, using the guidelines from the previous pages. When you are finished, be sure to reread what you have marked to judge how useful your markings would be for later study.

PIRATES Strategy

(Prepare-Inspect - Read, Remember, Reduce - Answer or Abandon - Turn Back-Estimate - Survey)

Prepare to succeed: Students begin taking the test using the steps *PASS*:

- P: Put your name and PIRATES on the test,
- A: Allot time and order to the sections of the test,
- S: Say your affirmations and
- S: Start within two minutes

Inspect the instructions:

- R: Read the instructions,
- U: Underline what to do and where to do it,
- N: Note any special requirements.

Read, Remember, Reduce: *READ* the whole question,

- REMEMBER what you've studied, and
- REDUCE your choices, marking out the choices that you know aren't applicable.

AnsWER or Abandon: *Answer* what is known and *abandon* if you don't know. If you *abandon* it, place a mark next to and come back to it.

Turn Back: When you get to the end of the test, *turn back* to those abandoned questions using the ACE guessing techniques described below.

Estimate: Using the *ACE* guessing techniques students follow the sequence of:

- Avoiding absolute words, (never, always)
- Choosing the longest and most detailed answer and
- Eliminating similar choices.

Survey: After you have completed all the steps, look over the test one more time to *survey* if you have answered all the abandoned questions and change your answer if you have a good reason to do so.

Additional Test Taking Tips

A. Multiple choice

1. Read the stem separately with each option to hear how they sound together.
2. Be alert to the presence of words like **not**, **except**, **but**, and **all but** in the stem; they will affect the answer.
3. Look for answers that allow you to combine options.
4. If you have four choices of answers, and you must rely on guessing alone, choose B. If you have five choices of answers, and you must rely on guessing alone, choose C.

B. True/False

1. Don't over interpret true or false statements!!
2. After considering ACE and still in doubt, choose **TRUE**.

C. Matching

1. Reading both columns before you choose any answers.
2. Cross out options as you use them.
3. Pay Particular attention to direction for matching items.

D. Other general tips.

1. After completing and reviewing the test, change answers if any of the following are true:
 - You have rethought and conceptualized a better answer
 - Other parts of the test lead you to believe your original answer is wrong
 - You are making clerical corrections
 - You remembered more information
 - You used clues.
2. If there is no penalty for wrong answers, guess.
3. If there is a penalty, if one or more alternatives can be eliminated, guess.

Pre-Test

Section 1. In the blank provided, write the letter of the most appropriate.

- ___ 1. Christmas occurs in
a. Spring b. Summer c. Winter d. Fall
- ___ 2. Television and radio are
a. Used by animals c. means of communication
b. Used by fish d. means of visual communication
- ___ 3. Architects stopped using agronimum in construction because
a. It was too expensive c. It wasn't strong enough
b. It was too heavy d. It weighed too much
- ___ 4. Legs and arms are part of the body. Which of the following is not?
a. Branch c. Twig
b. Nose d. A and C
- ___ 5. The most common use of bason solutions is
a. Fermentation c. As a cleaning compound
b. As the organic catalyst found in oil solvents d. Pigmentation
- ___ 6. When the preservative monoglate is added to food
a. The food rarely spoils c. The food never changes color
b. The food always changes color d. The food never spoils.
- ___ 7. The Cadmos family fought with the Justins because they wanted
a. Their money back c. Their food back
b. Their land back d. Their clothes back

Section II. Write the letter in the blank next to the appropriate word

- ___ 1. boy a. A young cow
___ 2. minite b. A young gerbil
___ 3. calf c. A young male
___ 4. girl d. A young female

Section III. Briefly discuss three of your favorite television shows in the space below.

Section IV. Place a (+) in front of each sentence that is true. Place a (-) in front of each sentence that is false.

- ___ 1. Prisoners in Paduan prisons are usually allowed to use library facilities.
- ___ 2. Only farmers who grew alfalfa made money during the drought of 1956.
- ___ 3. Radio thermography is seldom used to diagnose apranorma
- ___ 4. It is important to learn to read.
- ___ 5. All doctors agree that aspirin is the best way to treat phrenitis.
- ___ 6. The Justins, who were land thieves, always got away with their thefts.
- ___ 7. Christmas always falls on December 24th.

Section V. Fill in the blanks with the appropriate word

- 1. Red, green and blue are _____.
- 2. Ketomite is made up mainly of _____.
- 3. If sendium is added to phosphorus, it forms _____.
- 4. Two plus two equals _____.

Practice Test

Section I. Draw a line through the number next to those statements that are completely true.

1. Many colleges have football teams.
2. Tennod is often found in aloid solutions.
3. None of the elements used as primocatalysts are inert.
4. The kresh tree is found only in southern Paraguay.
5. Most monopods found in Asia migrated from Europe.
6. The seed of the oak tree is the acorn.

The symbol for Menlo City is the Big Pear.

Section II. Write the most appropriate word from Column II in the blank provided.

Column 1	Column II
1. Genetic Zenoplast. _____	sun
2. Commonly drunk liquid. _____	water
3. Food from animals. _____	blood
4. Bright object in the sky. _____	meat

Section III. In the space provided, write a short essay on the following topic: My two most favorite things to do when I have free time.

Section IV. Draw a square around the letter of the best answer.

1. The United States was interested in purchasing the island territories
 - a. in order to build a strategic defense base
 - b. for tourism
 - c. for the sugar crop
 - d. for oil rights
2. Pens and pencils are both
 - a. made of glass
 - b. used for writing
 - c. made of wool
 - d. food
3. After the government banned the use of the insecticide paracene
 - a. it was never used again
 - b. all the crops died
 - c. most farmers used deoxyene
 - d. no insect died
4. The Big Pear, Menlo City, has
 - a. the Eiden Tower
 - b. The Powley State Building and the Johnson Statue
 - c. The Golden Gate Bridge
 - d. The Arch of Victory
5. Scientist seldom use agronium in fusion because it
 - a. costs too much
 - b. is unstable
 - c. is too expensive
 - d. is impure
6. To keep away insects, campers
 - a. wear red hats
 - b. use insect repellent
 - c. yell loudly
 - d. sing camp songs
7. To be able to legally drive a car you need all the following except
 - a. a car
 - b. a driver's license
 - c. being 16 years old
 - d. a and c

Section V. Write a word in the blank that makes the sentence correct.

1. Red, green, and _____ are all colors
2. Pennies, _____, and dimes are all coins.
3. Trunks and _____ are both crystalids.
4. Remington, James, and _____ are 19th century extentionalists.

Name:

Date/Time:

TC Ch. 5 SQ4R Worksheet

Fill in the blanks below as you preview the chapter from a textbook. Do not leave any blanks empty. If there are no examples, write "none" in the space provided.

S-Survey

Textbook Title: _____

Chapter Title: _____

Author (s): _____ Pages: _____ to _____ Number of Pages: _____

Read each boldface heading. What major topics are included in this chapter?

What do you already know about the major topics of this chapter?

Is there an introduction? _____ Page number(s)? _____ If yes, retell it in your own words.

Is there a summary? _____ Page number(s)? _____ If yes, retell it in your own words.

Are there objectives or goals listed at the beginning of the chapter? _____ Page number(s)? _____ If so, read them.

Are there study questions listed at the end of each section or chapter? _____ If so, read the questions.

Read any key vocabulary words that are listed in the chapter. List three of them, including their definitions:

3. _____

4. _____

5. _____

Observe all illustrations (pictures, charts, or graphs) in the chapter. Choose three, and list the page number and caption title. If there is no caption title, describe the illustration.

3. _____
4. _____
5. _____

What information is located in the margins and /or footnotes?

Q-Question

Turn the first heading into a question. Use who, what, where, why, and how.

What is stress?

R-Read

Read the material following the first heading looking for the answer to your question.

R-Recite

Reread the heading and recall the question you asked. Briefly answer this question in your own words without looking at the section. Check to see if you are correct.

Continue using the question, read, and recite steps until you have finished each part of the chapter. Then complete the review step. You may want to include definitions in your notes.

You may also format your textbook reading notes like Cornell Notes.

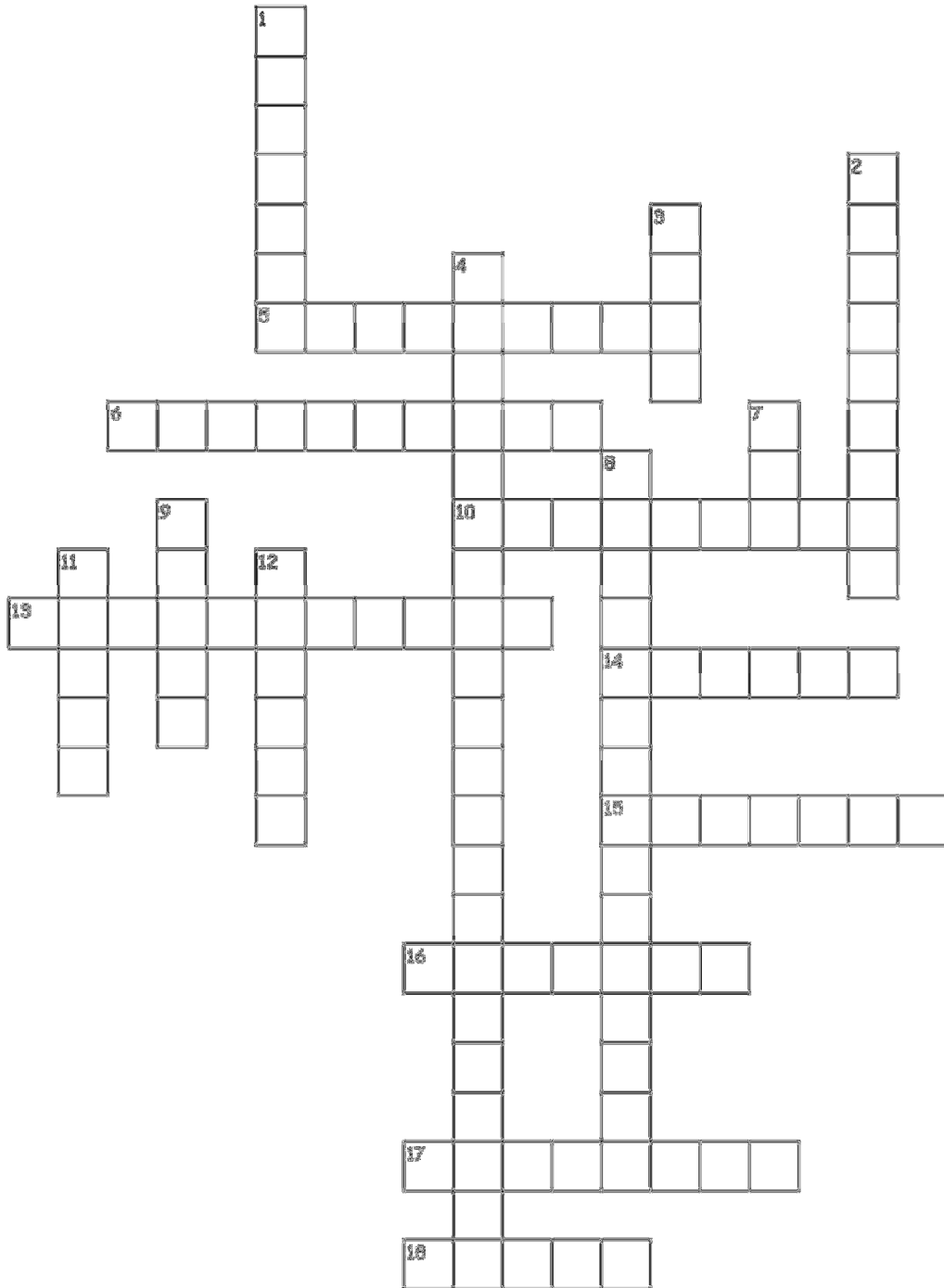
Cornell Notes

	<i>TC Ch. 5: Psychology - Health & Stress (pgs. 217-227)</i>
Cue Column	Note Taking Column
<p><i>Q. 1 What is stress?</i></p> <p><i>pgs. 217</i></p>	<ul style="list-style-type: none"> • <i>Physical and mental response to an event that threatens or challenges a person and requires some form of adjustment</i>
<p><i>Q. 2 What is the fight-or-flight response? pg. 217</i></p>	<ul style="list-style-type: none"> •
<p><i>Q. 3 What are stressors? pg. 217</i></p>	<ul style="list-style-type: none"> •
<p><i>Q. 4 What is the Social Readjustment Scale?</i></p> <p><i>pgs. 217-218</i></p>	

Name

Date/Time

CROSSWORD PUZZLE
Textcerpts Chapter 5 – Psychology: Health and Stress



CROSSWORD PUZZLE

Textcerpts Chapter 5 – Psychology: Health and Stress

Across

5. events that cause a stress reaction
6. model that views illness as the result of biological factors alone
10. people who expect positive outcomes
13. white blood cells
14. physiological and psychological response to a condition that threatens or challenges a person and requires some form of adaptation or adjustment
15. daily annoyances of everyday life
16. lack of energy, exhaustion, and pessimism that result from prolonged stress
17. being pulled toward or drawn to two or more desires or goals, only one of which may be attained
18. behavior pattern marked by time pressure, impatience, hostility, anger

Down

1. positive events that neutralize the effects of hassles
2. combination of commitment, control, and challenge that helps individuals manage stress
3. prolonged response to traumatic event or chronic stress
4. the study of the effects of psychological factors such as stress, emotions, thoughts, and behavior on the immune system
7. the three stages of the body's physiological reaction to stress, including alarm, resistance, and exhaustion
8. model that focuses on health as well as illness
9. behavior pattern marked by relaxed approach to life
11. behavior pattern marked by chronic distress
12. efforts through action and thought to deal with stressors

stress

stressor

Holmes and Rahe

Social Readjustment Scale (SRRS)

Lazarus

hassles

uplifts

three types of conflict (explain and provide examples)

unpredictability and lack of control

post-traumatic stress disorder (PTSD) (definition, symptoms, examples)

general adaptation syndrome (GAS) (three stages and what happens at each stage)

primary appraisal

secondary appraisal

three coping strategies (definitions and examples)

coronary heart disease (risk factors)

Type A and Type B behavior patterns

lymphocytes

four personal factors that reduce the impact of stress

gender and health

ethnicity and health (African Americans, Hispanic Americans, and Native Americans)

benefits of exercise

alternative medicine (definition and reasons people use it)

Your TC Ch. 5 Final Exam will be worth **50 points**, and it will consist of:

- 10 multiple choice questions (1 point each)
- 5 matching (1 point each)
- 5 true/false (1 point each)
- 5 fill in the blank (1 point each)
- 5 short answer (5 points each) – These must be answered in complete sentences and be at least three sentences long. I recommend that you make a small outline of your ideas before you write.

1. Review TC Ch. 5 – Psychology: Health and Stress and your notes using your study guide to assist you.
2. There are twenty-one topics on your study guide. Divide up the questions with your partner or group.
3. Write at least three questions of each type. Be sure that you cover all of the topics assigned to you.
4. Make **an answer key** that includes the **page number** where the answer can be found. The key also needs to include a paragraph (at least three sentences) for the short answer questions.

This assignment is worth 25 points!

Part 1. Multiple Choice

1)

- a.
- b.
- c.
- d.

2)

- a.
- b.
- c.
- d.

3)

- a.
- b.
- c.
- d.

Part 2. Matching.

_____1.

a.

_____2.

b.

_____3.

c,

Part 3. True or False.

_____ 1.

_____ 2.

_____ 3.

Part 4. Fill in the blank.

1.

2.

3.

Part 5. Short Answer Questions

1.

2.

3.

Name:

Date/Time:

Analyzing Test Results

Spend at least five minutes reviewing your graded test. Put an x in the appropriate box for the questions that you missed.

Number	It wasn't in my notes.	I did not review the notes.	I did not understand the concepts.	I did not understand the question.	Test anxiety interfered with my thinking.	I did not read the directions /question carefully.
1						
2						
3						
4						
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12						
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25						
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28						
29						
30						

ACDV B62 Final Exam Study Guide

Your final exam is worth **50 points** and will consist of 25 questions. Each question is worth two points. The breakdown of the questions is the following.

Part 1: Using the Library

- Finding a book on the shelf using the Library of Congress system (2 questions)
- Finding a book when you only know the subject in the BC Library Catalog (1 question)
- Finding a specific book when you know the title in the BC Library Catalog (1 question)
- Finding an online magazine article on the BC Library webpage (1 question)

Part 2: Literary Elements (5 questions)

Part 3: Vocabulary in Context (5 questions)

Part 4: Reading Skills (two paragraphs to read)

- Finding the topic (2 questions)
- Finding the main idea (2 questions)
- Distinguishing major details from minor details (3 questions)
- Determining the pattern of organization within a paragraph (2 questions)
- Determining relationships between sentences (1 question)

Practice

Part 1:

Finding a book the BC library shelf

1. Which of these call numbers should come first?

- A. EA165 .24.B52 2006
- B. E184 .15 .D86 2004
- C. E184 .36 .W64 2002
- D. E104 .98.X88 2001

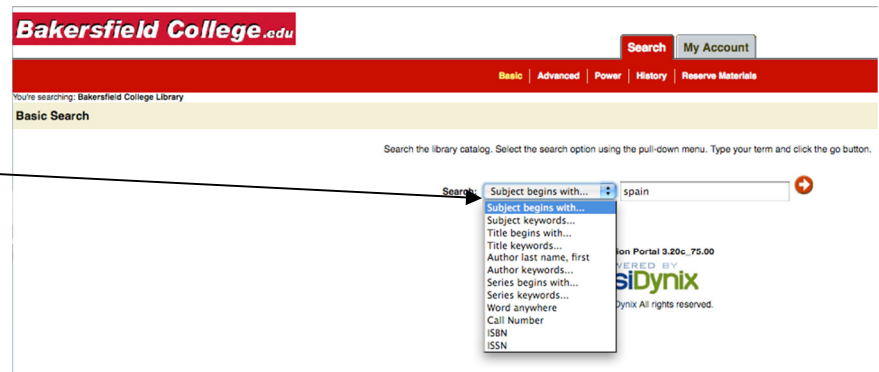
2. Which of these call numbers should come first?

- A. LB778 .P58 2000
- B. LB875 .D3 1999
- C. LB875 .B5 1978
- D. LB85 .P7 1998

Finding a book using the BC library catalog

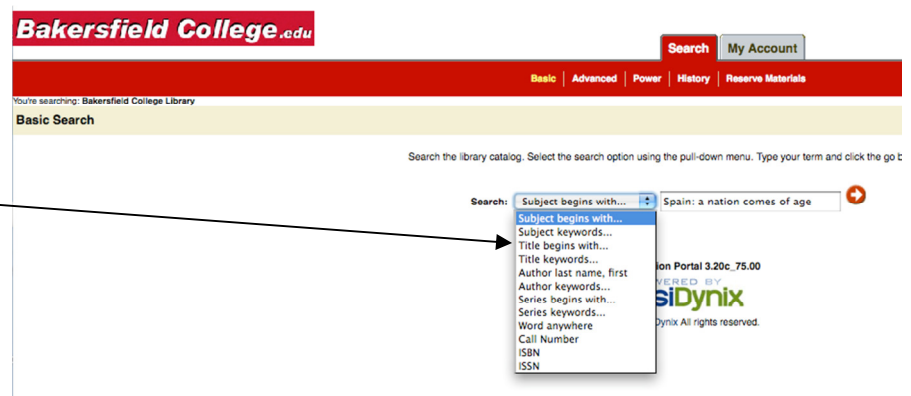
3. If you wanted to find a book about Spain, what type of search would you use?

Hint: These are the types of searches.



4. If you wanted to find a book titled “Spain: a nation comes of age“, what type of search would you use?

Hint: These are the types of searches.



5. If you wanted to find a full-text online magazine article on the BC library homepage, where would you look?

Hint: Which of the links on this page might you click?

The screenshot shows the Bakersfield College website. At the top is a red navigation bar with the college name and logos for 'My BanWeb' and 'insideBC'. Below this is a secondary navigation bar with links for Home, Admissions & Records, Student Services, Programs & Classes, Community Resources, Employee Services, and Alumni. The main content area is titled 'Student Services' and features a sidebar with a list of services including Assessment Center, Athletics, Bookstore, Career Center, Child Care, Counseling, Culture, Disabled Students Programs & Services, Discounts, EOPS, Financial Aid, Fitness Center, Health Center, International Students, Library, MESA, Parking Permits, Student Employment, Student Government, Student Handbook, Student Organizations, Transfer Services, Veterans Services, and Wireless Access. The main content area is titled 'Grace Van Dyke Bird Library' and is organized into several sections: 'Find a Book...' with links to BC Library Catalog, BC eBooks Collection, and Other Libraries; 'Search the Internet ...' with links to Useful Internet Resources, Quick Reference Links, Search Engines, and Websites for Classes; 'Research Guides...' with links to Cite it Right - MLA, APA, AAA, ASA, Chicago/Turabian Style, Format a Word 2007 Paper, and Format a Word 2010 Paper; 'Services & Information...' with links to Hours and Phone Numbers, Library Staff Directory, Policies & Community Access, and Library Etiquette; 'Find an Article ...' with links to EBSCOhost (Mobile Version), EBSCO Newspaper Source Plus, Gale Expanded Academic ASAP, Gale Biography In Context, Gale Literature Resource Center, Gale Opposing Viewpoints, and Free Online Periodical Databases; 'Improve Your Research Skills...' with links to Research Workshops, English B34 - Research Methods Class, English B34 -- Instructors Links, and Online Research Tutorials; 'What's New?' with links to 'Bird's Eye View' Library Newsletter and Leo Pierucci Historical Photo Collection; and 'Grace Van Dyke Bird' with links to Biography and Bakersfield College Archives.

Bakersfield College My BanWeb Programs & Departments ...
insideBC

Home Admissions & Records Student Services Programs & Classes Community Resources Employee Services Alumni

Student Services

- Assessment Center
- Athletics
- Bookstore
- Career Center
- Child Care
- Counseling
- Culture
- Disabled Students Programs & Services
- Discounts
- EOPS
- Financial Aid
- Fitness Center
- Health Center
- International Students
- Library**
- MESA
- Parking Permits
- Student Employment
- Student Government
- Student Handbook
- Student Organizations
- Transfer Services
- Veterans Services
- Wireless Access

Home > Student Services

Grace Van Dyke Bird Library

Find a Book...

- BC Library Catalog
- BC eBooks Collection
- Other Libraries

Search the Internet ...

- Useful Internet Resources
- Quick Reference Links
- Search Engines
- Websites for Classes

Research Guides...

- Cite it Right -**
- MLA Modern Language Assn. |
- APA American Psychological Assn. |
- AAA American Anthropological Assn. |
- ASA American Sociological Assn. [Cal State LA]
- Chicago/Turabian Style |
- Format a Word 2007 Paper |
- Format a Word 2010 Paper
- Great Reads Book List
- Evaluation of Websites
- Evaluation of Print Sources

Services & Information...

- Hours and Phone Numbers
- Library Staff Directory
- Policies & Community Access
- Library Etiquette

Find an Article ...

- EBSCOhost | (Mobile Version)
- EBSCO Newspaper Source Plus
- Gale Expanded Academic ASAP
- Gale Biography In Context
- Gale Literature Resource Center
- Gale Opposing Viewpoints
- Free Online Periodical Databases
- Is this Journal Available Full-Text Online?*
- Serials Solutions
- Off-Campus Connections Problems

Improve Your Research Skills...

- Research Workshops
- English B34 - Research Methods Class
- English B34 -- Instructors Links
- Online Research Tutorials

What's New?

- "Bird's Eye View"
Library Newsletter
- Leo Pierucci Historical Photo Collection

Grace Van Dyke Bird

- Biography
- Bakersfield College Archives

Part 2: Literary Elements

Write a definition for each term.

1. setting

2. plot

3. conflict

4. climax

5. resolution

6. point of view

7. antagonist

Part 3: Vocabulary in Context

1. Anissa, an **avid** reader, enjoys nothing more than a good science-fiction novel.

- a. likable b. devoted c. poor d. helpful

2. "Because I'm **ambivalent** about marriage," Eric said, "I keep swinging back and forth between wanting to set the date and wanting to break off the engagement."

- a. meaning well b. experienced c. excited d. having conflicted feelings

Part 4: Reading Skills

¹ If you have ever stayed up late, say, studying or partying, and then awakened early the next morning, you have probably experienced sleep deprivation. ² In fact, you may be sleep-deprived right now. ³ A study on sleep deprivation showed that there are several consequences of sleep deprivation. ⁴ The young adults who volunteered for the study were allowed to sleep for only five hours each night, for a total of seven nights. ⁵ After three nights of restricted sleep, volunteers complained of mental, emotional, and physical difficulties. ⁶ Moreover, their abilities to perform visual motor tasks declined after only two nights. ⁷ Hormones are also affected by sleep deprivation. ⁸ For example, the loss of even one night's sleep can lead to increases in the next day's level of cortisol. ⁹ Cortisol helps the body meet the demands imposed by stress. ¹⁰ Finally, going without sleep for long stretches of time, such as 4 to 11 days, causes profound psychological effects. ¹¹ Long-term sleep deprivation can lead to feelings of losing control and anxiety.

—Adapted from Kosslyn & Rosenberg, *Psychology: The Brain, The Person, and The World*, p. 138.

1. The topic of this paragraph is...

- A. sleep
- B. lack of sleep
- C. the effects sleep deprivation
- D. psychological effects of sleep deprivation

2. The main idea of the paragraph is...

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 11

3. Sentence 9 is a...

- A. major detail
- B. minor detail
- C. main idea sentence
- D. central point

4. Sentence 10 is a...

- A. major detail
- B. minor detail
- C. main idea sentence
- D. central point

5. The relationship between sentence 5 and sentence 6 is one of...

- A. addition
- B. comparison
- C. contrast
- D. cause and effect

6. The main pattern of organization is...

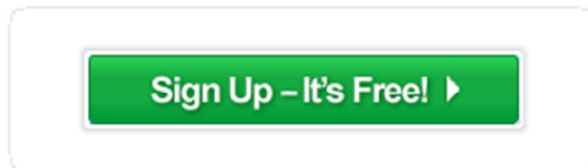
- A. listing
- B. classification
- C. time order
- D. cause and effect

Engrade

You are expected to monitor your grade throughout the semester to keep track of your progress and make sure that you do not get behind. Engrade will enable you to do so.

To register, go to www.engage.com/students

Click



Use the code you received from your instructor to complete the registration process. Write down the code in the box below:

mrsduenasclifft-_____ - _____ (Your Student ID Number) (4 digits)

If you are struggling with any of the concepts we are learning in class, please see me during my office hours, get extra practice in the Student Success Lab (SS 143), and/or visit peer tutoring (SS 203).

I usually enter grades within a week after receiving an assignment. Please do not ask me questions about a missing grade unless more than a week has lapsed. In addition, please read all comments I may have made on a particular assignment before inquiring why you received the grade that you did.