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The Reference Manual

This manual is created as a resource to assist all Chapman students in becoming independent learners and achieving academic success in the most strategic and least stressful way. The Tutoring, Learning & Testing Center (TLT) offers a variety of services for students such as tutoring, accommodated testing, and the Writing Center. Visit [our website](#) for more!

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Goal Setting

“So many of our dreams at first seems impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable.”

- Christopher Reeve

- Take time to evaluate your short and long term goals. Doing well in college requires goals to be set in multiple areas. Develop goals for segments which represent priorities of your daily and weekly life:



Goals which improve your problem identification and problem solving skills;

Goals which help you spend your time wisely;

Goals which help you understand the institutional structure and rules of Chapman University;

Goals which help you communicate and listen effectively in class, academic, and social situations;

Goals which help you understand your textbook;

Goals which improve your test-prep and test-taking skills;

Goals which help you control and/or reduce stress due;

Goals which help you improve self-motivation and determination; and,

Goals which help you improve your long term memory.

- Defining a goal:
 - Make sure you're very specific about your goal and how you will attain it! A poorly defined goal such as, "My goal is to improve my English marks" won't get you anywhere. Here's a good example:

Goal

To read for 15 minutes every day.

Action required

Establish a fixed time and place to read. Eliminate all possible interruptions, and set a timer for 15 minutes.

How often?

Every day.

Start date

[to be filled in]

Monitoring

Keep a daily record in your homework diary, and also on your wall calendar if you wish.

Time limit

One week.

Measure of success

If you read every day for 15 full minutes, give yourself a treat.

Revision

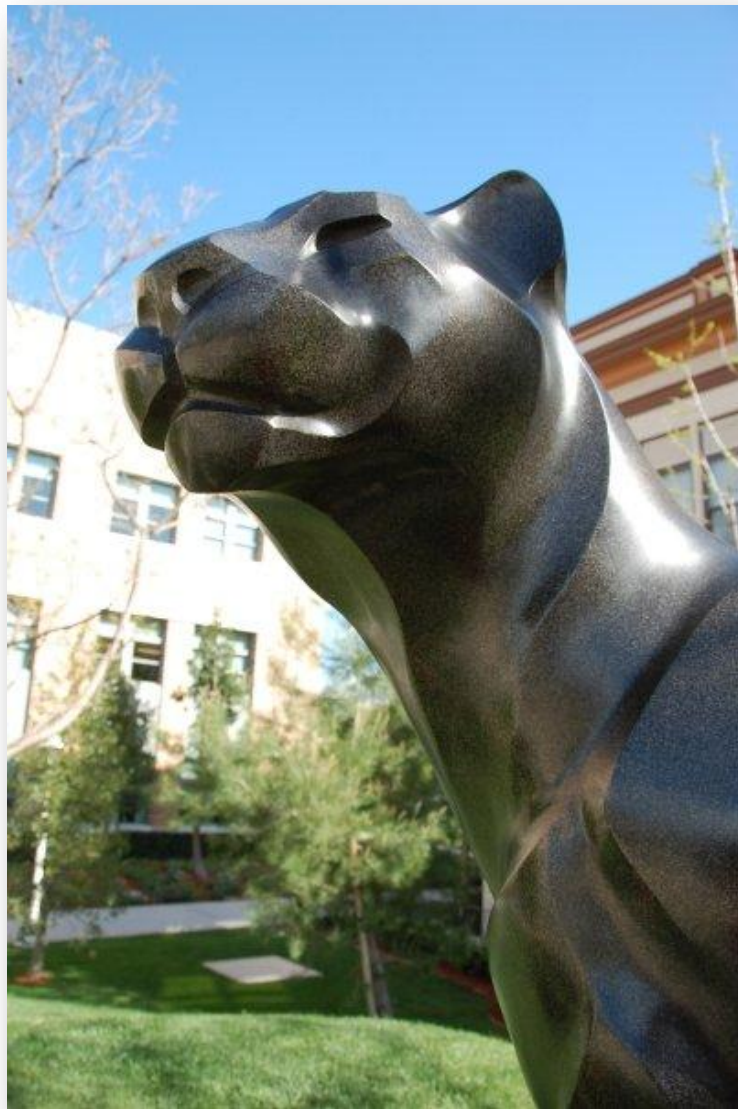
If you fell short, repeat for another week. When you read for seven straight days, give yourself that treat. Then continue, with a treat at the end of each successful week, until the reading itself is a treat. At that point-not before-increase the time to 20 minutes.

- Tips on staying focused on your goal:
 - Instead of being in the mindset of, "I want an A on the test," try thinking in terms of, "my goal is to study 45 minutes every day until the test."
 - Keep a daily record of your progress.
 - Use a digital calendar (such as your [Chapman Gmail](#) account calendar!) that can send you email reminders or pop-up windows.
 - Find a friend who also wants to improve his or her habits so that you can keep each other on track and motivate/support each other.



Time Management

- How good is your time management? Take this short, 15-question [QUIZ](#) to find out! The results will tell you where your strengths are *and* where you need improvement (goal setting, prioritization, managing interruptions, procrastination, and scheduling).
- Be aware of how your time is spent! Download the **WEEKLY SCHEDULE*** and fill it in on your computer or print it out and color in all of your typical weekly activities (classes, work, internship, travel time, clubs, sports, gym, meals, sleep, your favorite TV shows, any other extracurricular)—this way you can have a visual of when you can study/do homework and when you can hang out with friends or have time to read a book or play video games. Here is a sample of a completed weekly schedule.
- You may find out that you have most of your free time during the weekend. Take advantage of this time to be productive. Reading for the following week's classes on the weekend can save you from being overwhelmed later.
- Keep organized! Keep separate tabs or notebooks for each class. Download this **COURSE ORGANIZER*** and fill it out in the beginning of each semester for each class to attach as a cover page



where you keep all your notes and handouts.

- Plan ahead! It's difficult to keep track of all the papers, projects, and assignments every professor gives us. Download this **ASSIGNMENT LOG***—print it out and fill in class, assignment, predicted hours to complete, and date due for each assignment. Having all your future assignments in one place will prove to be very handy in planning ahead.
- Make a *visual* of your semester. Having a one-page **SEMESTER CALENDAR*** will help you be aware of upcoming important dates in the following weeks. Looking ahead can save you the stress of having a crammed week of presentations, tests, and papers.

“Half of the troubles of this life can be traced to saying yes too quickly and not saying no soon enough.”

- *Josh Billings*

- Don't commit yourself to more things you can handle. Yes, it's good to volunteer on those extra film sets or whatnot. But your grades in other classes may suffer or you might experience burn-out if you book every weekend of the semester.



Learning Styles

- Ever wonder why you do better in some classes than others? It may be because one class caters more to your learning style making it easier for you to process the information.
- There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use *one* sense more than the others.
- It is important to be familiar with your learning style so you may use your time learning class material in the most efficient way:



Visual Learners—learn best by seeing (watching a movie, looking at pictures, etc.) Things to try: sit in the front of class where you can see your professor better; visualize or imagine what the lecture would look like.

Auditory Learners—learn best by hearing (like listening to audio books rather than reading it on page) Try: studying/reading out loud at home.

Kinesthetic Learners—learn best by doing. Try: instead of sitting behind your desk for four hours straight when studying, take short breaks every half hour to get up and do something.

- Learn more about learning styles and other suggestions for your learning style [here](#).
- If you're not sure what your learning style is, take this [QUIZ](#) to help you identify it.



Learning Strengths & Weaknesses

- There are several Multiple Intelligences that you may have strengths or weaknesses in:
 - Language—for those who enjoy saying, hearing, and seeing words. You like telling stories and are motivated by books, records, dramas, opportunities for writing.
 - Spatial—for those who remember things visually, including exact sizes and shapes of objects. You like posters, charts, and graphics. You like any kind of visual clues and may enjoy drawing.
 - Logic/math—for those who enjoy exploring how things are related. You like to understand how things work. You like mathematical concepts and puzzles/ manipulative games. You are good at critical thinking.
 - Body movement—for those who like to move, dance, wiggle, walk, and swim. You may be good at sports and have good fine motor skills. You like to take things apart and put them back together.
 - Musical—for those who like the rhythm and sound of language. You may enjoy humming/singing along.
 - Social—for those who like to develop ideas and learn from other people. You have good social skills.
 - Self—for those who like personal reflection. You are skillful at deciphering your own feelings and motivations and therefore you know what makes you unique and you can predict your own reactions.
 - Nature—for those who enjoy interacting with the outside world. You are adept at noticing patterns in nature and can easily distinguish between different species of flora and fauna.
- Find your learning strengths with this [ASSESSMENT](#).





Note-taking

- It's difficult to keep up with some professors when taking notes. To take notes efficiently:
 - Don't write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the "meat" of the subject and forget the "trimmings"
 - Think a minute about your material before you start making notes. Don't take notes just to be taking notes! Take notes that will be of real value to you when you look over them later.
 - Have a uniform system of punctuation and abbreviation that will make sense to you. Use a skeleton outline, and show importance by indenting.
 - Omit descriptions and full explanations. Keep your notes short and to the point. Condense your material so you can grasp it rapidly.
 - Leave lots of white space for later additions. Don't worry about missing a point. Leaving space will allow you to pick up the material you miss at a later date—either through reading, questioning, or common sense.
 - Keep notes in order and in one place.
 - Review your notes periodically so the information can stay in your longer term memory.
- When writing notes:
 - CAPS or use exclamation points (!) to emphasize important words or phrases.
 - If the instructor says, "This is important" get it exactly and (*) mark it. Get a reference to the text or other source if you can.
 - Don't erase a mistake and don't black it out completely. Draw a single line through it. This saves time and you may discover later that you want the mistake.
 - Abbreviate! Commonly used symbols and abbreviations:

&	and
No. or #	number
=	equal to, is the same as
b/4	before
ref.	reference
w/	with
>	greater than
<	less than
i.e.,	that is
vs.	versus, as opposed to

e.g.,	for example
etc.	et cetera
Q.	question
b/c	because
w/o	without



Reading Strategies

- How to Mark a Book
 - Underlining of major points, of important or forceful statements.
 - Vertical lines at the margin to emphasize a statement already underlined
 - Star (*) or asterisk at the margin to be used sparingly to emphasize the ten or twenty most important statements in the book.
 - A fold (dog-ear) on the bottom corner of a page which has especially useful information.
 - Numbers at the margin to indicate the sequence of points an author makes in developing his argument.
 - Numbers of other pages in the margins to indicate where else relevant points have been made to; tie the ideas together.
 - Circling of key word or phrases.
 - Writing in the margin, or at the top or bottom of the page for the sake of recording questions and perhaps – answers which a passage may have raised in your mind; reducing a complicated discussion to a single statement; recording a sequence of major points, etc. You may use the endpapers of a book for a similar purpose.
- SQ4R Method
 - Advantages of the SQ4R Method:
 - Helps concentration
 - Increases reading efficiency and interest
 - Relates new knowledge to previous knowledge
 - Helps build confidence in ability to recite and take tests
 - Try out the **SQ4R METHOD***!



Memory Techniques

- Creating a Studying Environment
 - Find a place to study and keep it for study only.
 - Gather together all materials needed for studying
 - Control noise level and the visual environment to acceptable levels.
 - Avoid relaxing while working, create a work atmosphere. When you take a break, leave your study place, and then come back to work.
- When to Study
 - Determine your "up" times. You may be a "morning person" or an "evening person."
 - Study when there are the fewest competing activities in progress.
 - Study is most effective when adequate rest periods are provided.
 - Stop studying when fatigue or lack of attention occurs.
- How to Study and Concentrate
 - When distractions are present, "tune them out," become intensely focused on your project.
 - Keep a pad of paper handy and jot down extraneous thoughts that cross your mind while studying, get them out of your mind and onto paper.
 - Set study goals before you begin each period of study (number of pages, number of problems, etc.)
 - Give yourself adequate rewards after specific goals are attained.
 - Break up the monotony of study by changing the order of the subjects you study.
 - Make the most of rest period do something quite different.
 - Don't try to mix work and play.



- Start with short study periods and slowly build to longer periods only as fast as you maintain concentration.
- If necessary, make a calendar of events to clear your mind of distractions.
- Realize that you won't lose friends, respect, or a "good time" just because of your studying.
- Plan the length of your study period by the amount of material you decided to cover, not by the clock. (Often the clock can be a serious distraction.)
- Memorization Techniques—useful for studying lists
 - Create an acronym for the list
 - Associating the list with one word (the SQ4R Method, for example) will help you remember the list for years to come.
 - Sing it
 - Be silly! Create a song for what you want to remember. The sillier the song, the easier it is to remember!
 - Practice, practice, practice!
 - The oldest technique in the book works for a reason.
 - Remember by using flash cards
 - Effective to learn a large amount of concepts in a short amount of time.
 - Create sentences with the terms
 - The sentences will help you to better understand the term AND help you better recall it.
 - Chunking
 - When studying lists—such as the Presidents of the U.S.—a more effective way of studying is memorizing five to eight at a time instead of trying to study the entire list.
 - Use patterns to remember a set of numbers or words
 - Are there any patterns to the list? If so, try to pinpoint an item that's first in the set of pattern to help you remember the rest of the set.



Preparing for the Exam

“Don't waste your life in doubts and fears: spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.”

-Ralph Waldo Emerson



- Before your first test in a class, review the class outline, see what is required of you, determine what the course objectives, and ask yourself... what will be covered in this test?
 - How does this instructor test? Objective, essays or in another way?
 - What topics will the instructor cover in the exam? Main ideas? Details?
 - What does this instructor emphasize? (How many questions on each topic?)
 - Is the information from the textbook, lectures, handouts, etc?
- Don't wait to cram the night before. This is the least efficient way because it would take more time to remember information than if you had spread out the studying.
- A typical study session:
 - Prepare the materials
 - First find and put into one pile all the material you will be tested on (e.g. lecture notes, cognitive maps, questions and answers, books articles, instructor handouts, study guides, etc.).

- Keep asking question and searching until you know for certain that you have all the materials in front of you.
- Find out what type of test is to be given. Usually more detail has to be learned for objective tests. Essay test usually require you think with ideas you've been given in class.
- Make cognitive maps to see the topics and main ideas. Also, to see the topics and their major supports.
- Make flash cards on technical terms and main ideas you need to know. Main ideas, terms, and topics are often called by other names such as:

- Definitions
- Structures
- Functions
- Theory
- Important People/Places
- Controversial Issues
- Postulates
- Exceptions to the Rule
- Opinions held by various authorities
- Most to least
- Trends
- Principles, Assumptions, etc.

- NOTE: When looking for supporting details, locate information that explains who, what, where, when, why and how of the topic. Put this material on flash cards, too.
- Make up your own test. Predict exam questions. Make up questions that you think will be on the test. Take the role of the instructor – what would you test on if you were that person?
- Develop memory cue devices to help you remember lists of dates, names, etc.
- Attend the Exam Reviews that the tutor or instructor will schedule in advance.
- Practice with the materials
 - Use the flash cards to memorize all material that you will have to recall during the test. Recall means that if you are given a cue you will remember a word or idea. Carry the flash cards with you. Run through them in spare moments; possibly between classes.
 - Test yourself on the materials using the questions you predicted. Take the test under the same conditions as you will take the actual test.
 - Have a friend test you using your flash cards, your questions and answers from the text or the exam questions that you predicted.
 - Post visual cue cards around your room, so that you will come into contact with the material.
 - Use the tape recorder to give yourself questions or to hear material over and over until it sinks in. Speak along with the tape recorder until you can say it without the help of the recorder.
 - Seminar with other students in your class. Take turns explaining ideas to each other. Have them ask questions as if they didn't know anything, while you explain the idea to them as if it is brand new.
- Get a good night's rest and eat a good breakfast/meal before the exam!



During the Test

- Here are some tips to avoid panicking during the test:
 - Don't swap questions or cram at the door
 - Take a few breaths before you begin your exam to relax
 - As you take the test, check your time
 - Plan out the time you need to answer as many sections as you can
 - Answer easy questions first (this will help you relax)
 - Don't panic if others finish the exam before you do.
- If you finish early, read over and check your answers.





After the Test

- To start preparing for the next exam, look over the test you just completed:
 - Check your performance on the returned examination
 - Note the errors you have made.
 - Check to see what happens when you change answers. Do you tend to get more right or wrong, or what? Remember this for next time.
 - Check to see how many questions you predicted accurately.
 - Analyze the examination
 - Note the type of questions the instructor asked.
 - Note what topics were stressed, omitted, etc.
 - Are there any patterns to the questions? To the answers?
 - Does the number of exam questions on any topic reflect the amount of time spent in class on that topic?





In-class Essay Tests

- Before the essay test, review the course outline in your syllabus. Be able to list all the major points to be covered and all first level detail points under each major point *from memory*. This will help insure that you remember all the major points you need to discuss in the essay question. If you write a great amount of detail about one major point and leave out two major points, your grade will still be only 33%. You must remember to touch on all the major points!
- Review the text for:
 - Major topics
 - Sub topics under each major topic
 - Technical vocabulary
 - Concepts, issues
 - Relationships
 - Cause and effect
 - Principles, issues
- Consider potential exam questions. Try brainstorming ways to draw on lectures, notes, and readings to answer the question.
- When the test is given to you:
 - Read all the questions *before* you begin to work in any one of them. If you have options or choices, choose those you know best.
 - Check the numbers of points for each question and allot your time accordingly. If you spend 20 minutes on a 5- point question and have only 10 minutes for a 50 - point question, you may not be allotting your time effectively.
 - Read the question carefully. (Many essay tests are failed because the student did not read the question carefully.)
 - Identify what is asked for
 - Identify the aspects of the topic asked for
 - Identify the kind of activity required to answer the question, i.e., comparison, contrast, evaluation, etc.
 - *Budget your time!* Check the clock to make sure you're on track and giving yourself enough time for the other questions/parts!
 - Make a quick outline before you begin to write, jotting it down in your free space or holding it as a mental checklist.



- Begin the essay with a sentence which directly answers the question. For example:
 - Question: What were the effects of the Santa Barbara oil spill on the wildlife and the legislation?
 - Answer: The Santa Barbara oil spill resulted in the death of various forms of wild life and stimulated both the local and national groups to seek preventative legislation.
This is only your beginning sentence. Now, you go into detail about each aspect of the question. Re-writing the question in your answer's opening sentence helps you remember the major ideas to be included. Including the question in your answer lessens the tendency to ramble, also.
- If you have time, re-read your answers. Make corrections.



Deciphering Key Terms in Essay Prompts

- Professors word their prompts carefully. When different words are used, different thinking is required. Here is a list of terms commonly used in essay prompts and a few suggestions on how you might go about answering these types of essays.

“Efficiency is doing things right. Effectiveness is doing the right things.”

- Peter Drucker

- ANALYZE
 - Find the main ideas and how they are organized. Use information from cognitive maps.
 - Tell how the main ideas are related to each other.
 - If the main ideas are in a cause effect relationship, tell what happens.
- COMPARE
 - State *similarities*. You may point out differences, but emphasize similarities.
 - Must say "They both ...are... or have...etc."
 - Statements of similarities are abstract, i.e. Not "This is red and that is red." but instead "They are both the same color. They are red." Use cognitive map information for this.
- CONTRAST
 - State *differences*. Find abstract categories (i.e. color method, content, etc.) Again use cognitive map information for this.
 - Must say "They differ incolor, method, content, etc. not, "One is red and one is black." This is description.
 - Objects or ideas may be similar and different on the same dimension or continuum, i.e. maybe same color (green) but is different in degree or shade of green.
- CRITICIZE, CRITIQUE, or EVALUATE
 - This is your judgment or reasoned opinion. What are the good and the bad? Make the goal statement, e.g. "I want to show that..."
 - Select a criterion or a standard to use to make the judgment. Ask yourself, "What am I using as a basis for comparison?"
 - Make the comparison. Follow steps for compare and contrast. But, state the similarities and differences in judgment terms, i.e. "How does this measure up to the standard or criteria?"
 - Judge how well the criteria are met and state your opinion based on how closely the criteria are met.
 - One criterion may be critical, if so, state this.
 - Usually, rank the criteria in terms of importance.

- DEFINE
 - Give the technical (formal) meaning of a word distinguishing it from related terms.
 - Finally, enrich by writing descriptive phrases giving uses, functions, structures, appearances, setting, etc.
- DESCRIBE
 - Write down what you see, hear and touch. Facts and details are important here. Write as if your reader could not see, hear or touch a thing.
 - Use words in a way that will create a picture in the reader's mind.
 - For complete descriptions write statements from each sense. For example, write what you see, what you hear, how it smells, how it touches (these are perceptions.) Also state how it makes you feel and what it means to you.
- DISCUSS or COMMENT ON
 - Describe giving the details. Select relevant issues (main ideas) related to the topic. State them and state also causes influences, effects, etc.
 - State the pros and the cons. If there are different points of view (several authorities) state each different one. Follow steps for DEFINE and DESCRIBE. Then compare and contrast.
 - Support your statements by referring to authority and/or reason.
 - Draw conclusions and/or state your opinion.
 - *Note that the word "comment" is a more general term and so gives you the freedom to do any number of things. Because of this you need to make sure to tell your reader early in your answer what you plan to do.
- EXPLAIN
 - State how to do it or how it happens and/or why.
 - Use verbs, i.e. "Do this, do those...." or "This happened and that caused that and that..."
 - Usually organized chronically. Write the steps, i.e. first ... next...and finally....
- ILLUSTRATE
 - Write a concrete example. It is important to find examples that clearly show the point you are making.
 - Use sensory categories - see "Describe."
- JUSTIFY or PROVE
 - Show by argument or logic that it is true.
 - Put the statements in an "If - then" (causal) sequence. Say, "If ..., and if ..., then..." (give a conclusion).
- LIST or ENUMERATE
 - Produce a numbered list of words, sentences, or comments.
- SUMMARIZE
 - Give a brief, condensed account of the main ideas. Omit details and examples.
 - The key to this task is to *simplify*.
- TRACE or SKETCH
 - Write statements similar to the ones written for "Summarize."
 - Put the statements in chronological order. Say "First....second....third....etc."
 - Trace usually means to be thorough or complete – leaving out no important steps or events.

- Sketch usually means to be brief and giving only the highlights. Think of an art sketch where a complete picture is made with just a few well placed lines.



Stress Reduction



- Every college student is stressed at some level by the all of the commitments we all have. Dealing with stress can be a difficult thing, but it important that we deal with it instead of brushing it aside.
- Tips to reduce stress:
 - Exercise. Spending half an hour on a workout can do the body good. Chapman has two places you can have a great work out without paying the price of a gym membership fee: the basement of [Henley Hall](#) in the residence center or the Hutton Sports Center on campus next to the football field where there's a large selection of fitness machines at the gym. But you might not want to follow this [workout](#) while you're there...
 - Music. They say music is a great stress reliever, and it's scientifically proven! (Read more [here](#).) Listen to your favorite band, or the [soundtracks](#) of your favorite movies while studying or to take a break.
 - Talk about it. Don't keep it bottled in. Call up a sibling or parent or tell your friends at school how stressed you are. You may be surprised with the results!
 - Meditate. Spending ten minutes every day on meditation is a proven way to combat stress. Find somewhere quiet and focus on your breathing. Go through each body part, starting with your feet, concentrating on relaxing each one. There are plenty of resources on the web that can teach you the [basics of meditation](#).



Additional Resources on Campus



- The [Student Psychological Counseling Services](#) (SPCS) have licensed psychologists and therapists ready to help you function successfully in this academic environment with counseling. There is no additional cost to undergraduate full-time students.
 - Location: Entrance on the side of Smith Hall
 - Phone: (714) 997-6778
 - Hours: Mon-Fri 9am-12pm & 1pm-5pm
- Stay healthy with [Student Health Services](#) (CUSH)—staffed with professionally licensed nurses, nurse practitioners and physicians. Feel free to consult Student Health Services if you are uncertain about any health matter.
 - Location: On the corner of Sycamore and Glassell, across from the Law school
 - Phone: (714) 997-6851
 - Hours: Mon-Fri 8:30am to 4:30pm. Walk-in hours 8:30am-12:30pm during regular semesters.
 - Call 911 for any life-threatening emergency.

- The [Career Development Center](#) (CDC) is committed to helping students with identifying, developing, and implementing their career goals. Find out how to receive credit for an internship, request counseling on [choosing a major/minor](#), drop in for a resume critique, [schedule](#) an appointment for career counseling, and more.
 Location: Argyros Forum 303
 Phone: (714) 997-6942
 Email: career@chapman.edu
- Services for students with disabilities are available to help students acquire skills essential to achieve academic and personal success. You can register with the [Center for Academic Success](#) (CAS) on a voluntary, self-identifying basis.
 Contact Jason McAlexander, Disability Specialist
 Location: Entrance at the SPCS, on the side of Smith Hall
 Phone: (714) 744-7971
 Email: jmcalex@chapman.edu
- Make an appointment or drop-in at the [Academic Advising Center](#)—providing academic counsel for Undeclared students and answering all students’ questions about changing programs or majors, academic policy, transfer credit, registration, and general education.
 Location: Hashinger Science Center 130
 Phone: (714) 744-7959
 Email: advising@chapman.edu
- Visit the [Fish interfaith Center](#), located at the crossroads of the campus, reflecting the rich spiritual diversity of the Chapman community. There are fifteen groups representing nine different religious traditions engaging in over thirty activities weekly.

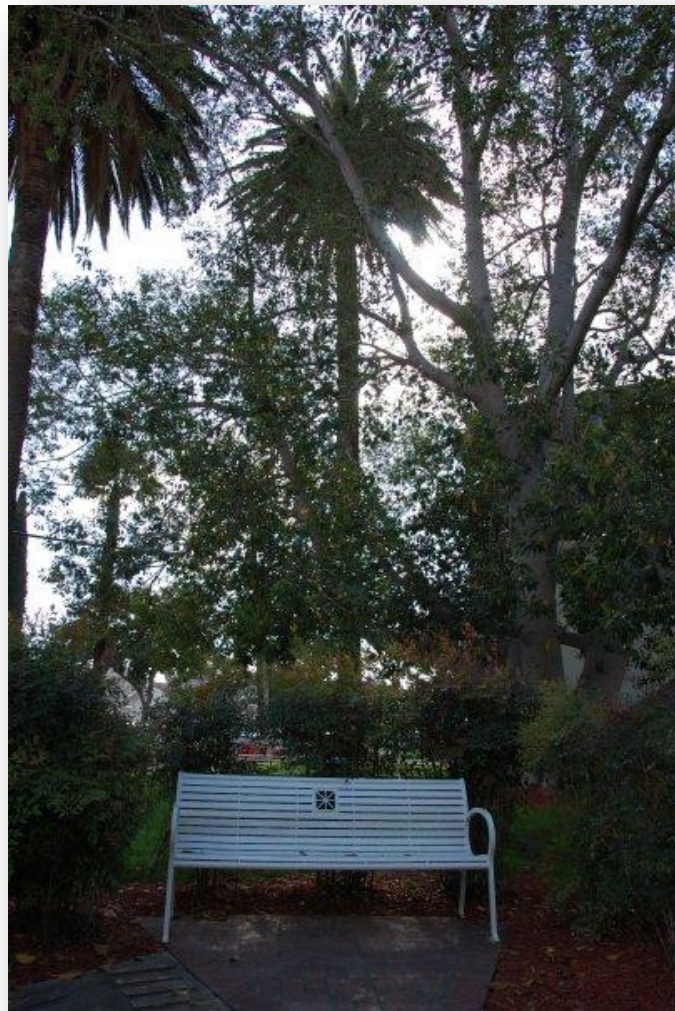
“We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities.”

-Ralph Waldo Emerson



Additional Resources Online

- Conducting research for a paper? Check out the [Leatherby Libraries](#)' catalog for books or do an article search and read them from your dorm room. (To conduct an article search, go to General Databases, choose a database from the many listed such as Academic OneFile or JSTOR, hit Connect, and start your search!)
- Make sure you know when your [finals](#) are!
- Check out the [Academic Calendars](#) for important dates during the semester such as holidays, last day to add/drop classes, last day to withdraw, last day to change grading option to Pass/No Pass, etc.
- Know what your [catalog year](#) looks like, what GE requirements you have, and a description of all majors.
- Don't get lost! Here's a [map](#) of the campus.
- Have a question about what is allowed and what isn't? Refer to the [Student Conduct Code](#) all students must abide by.
- Log on to [Panther Connect](#) and conduct your own job/internship search through a list of possible employers looking specifically for Chapman students.





Sources

This manual was created and information compiled by Katherine Herrmann for the Tutoring, Learning & Testing Center of Chapman University in February-April, 2010. The documents “Weekly Schedule,” “Course Organizer,” “Assignment Log,” and “Semester Calendar” were created to be included with this manual by Katherine Herrmann. Photos taken by Katherine M. Herrmann in March, 2009 on the Chapman campus. All photos are property of the photographer.

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