Academic Programs for EXcellence (APEX)

Participant Handbook

2016 - 2017

TRIO

Programs
- Supportive Educational Services
- STEM and Health-Related Careers
  - OPTIONS

THE UNIVERSITY OF KANSAS
WELCOME TO APEX
Home to TRIO SES, TRIO STEM, and OPTIONS.

Whether you are a returning participant or a student who was just accepted into our TRIO SES or TRIO STEM program, we welcome the opportunity to assist you in your academic journey.

In order to answer questions you might have regarding TRIO SES, TRIO STEM and other issues, our staff has prepared this handbook. The first part of the TRIO SES & TRIO STEM Participant Handbook includes information related to TRIO SES & TRIO STEM services and the staff. This section also provides you with a copy of the student participation agreement you signed during your first meeting with your Retention Specialist.

The second part of the Handbook offers you ideas and tips related to developing your study skills, including time management, productive procrastination, and active listening.

Please take a few minutes to review these suggestions and ideas. Please do not forget that this document is intended to be used as a starting point for further discussion and that the TRIO SES & TRIO STEM team has its doors open to assist you in making your time at KU an enjoyable and successful experience.

Best wishes and have a great semester.

Dr. Maritza Machado-Williams
Director of APEX
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is TRIO SES &amp; TRIO STEM?</td>
<td>5</td>
</tr>
<tr>
<td>TRIO SES &amp; TRIO STEM Services</td>
<td>6</td>
</tr>
<tr>
<td>How Do I Get a Tutor?</td>
<td>8</td>
</tr>
<tr>
<td>Overview: How does it all work?</td>
<td>9</td>
</tr>
<tr>
<td>Frequently Asked Questions about Peer Tutoring</td>
<td>10</td>
</tr>
<tr>
<td>Frequently Asked Questions by Students Referred from the Academic Achievement and Access Center</td>
<td>12</td>
</tr>
<tr>
<td>Participation Agreement</td>
<td>13</td>
</tr>
<tr>
<td>Release for Electronic Work, Photos, and Video</td>
<td>14</td>
</tr>
<tr>
<td>Strategies for Academic Success</td>
<td>15</td>
</tr>
<tr>
<td>Creative Procrastination</td>
<td>16</td>
</tr>
<tr>
<td>Time Management Overview</td>
<td>17</td>
</tr>
<tr>
<td>Study Tips</td>
<td>18</td>
</tr>
<tr>
<td>Continuum of Listening</td>
<td>19</td>
</tr>
<tr>
<td>The “Lisan” Method</td>
<td>20</td>
</tr>
</tbody>
</table>
TRIO SES & TRIO STEM serves students with lower incomes, with disabilities, or with parents or guardians who have not attained a baccalaureate degree. We provide free tutoring and advising, as well as other services to connect students with the KU community. We are funded by the KU Achievement & Assessment Institute, KU Student Senate, and by a federal TRIO Student Support Services (SSS) grant. TRIO SES & TRIO STEM are programs administered by the Academic Programs for EXcellence (APEX) office.

What is SSS?

The 900+ projects across the nation help eligible students complete their baccalaureate degree. Student Support Services (SSS) is one of several TRIO programs.

What is TRIO?

TRIO programs (once a group of three efforts, now seven) provide academic and personal support for eligible students (including veterans) from junior high school through application for graduate study. TRIO is funded by the U.S. Department of Education.

Your Goals Are Our Goals!

We want to help you to:

- Stay in school!
- Get the best grades possible!
- GRADUATE!!

APEX STAFF

Dr. Maritza Machado-Williams  Director of APEX, Co-Coordinator for OPTIONS
Gretchen Heasty  Associate Director of APEX, Project Coordinator for TRIO SES
Paul Trana  Program Coordinator for TRIO STEM
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Patty Fugitt  Retention Specialist for TRIO STEM
Melissa Peterson  Academic Coordinator for APEX
Zachary McCarter  Academic Coordinator Assistant for APEX
Melody Lawrence  Accountant/Office Manager for APEX
TRIO SES & TRIO STEM provides a variety of services to help students attain their academic goals. In addition to individual and drop-in tutoring, the majority of services at TRIO SES & TRIO STEM are provided by the Retention Specialists in individual meetings throughout the semester. In some cases, students will also be referred to other campus offices for additional services not available at TRIO SES & TRIO STEM.

<table>
<thead>
<tr>
<th>Services</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Retention Specialist</td>
<td>Each participant is assigned an individual advisor, called a Retention Specialist, who provides mentoring and a variety of counseling services to help ensure that students are academically successful. The RS conducts a semester plan with each student at the beginning of a semester and maintains contact with the student at least 4 times throughout the semester.</td>
</tr>
<tr>
<td>Individual Needs Assessment</td>
<td>Students receive an Individual Needs Assessment by their assigned Retention Specialist at the beginning of each semester.</td>
</tr>
<tr>
<td>Academic Advising &amp; Course Selection</td>
<td>Students receive academic advising throughout the academic year by their Retention Specialist. Students with less than 60 hours in the College of Liberal Arts and Sciences may use their RS as their primary advisor for enrollment purposes.</td>
</tr>
<tr>
<td>Financial Aid Literacy &amp; Advising</td>
<td>All participants are required to have at least one contact with their Retention Specialist related to financial aid and financial literacy. TRIO SES &amp; TRIO STEM maintain information on scholarships and financial aid opportunities and works closely with KU Financial Aid &amp; Scholarship to assist students in addressing financial aid issues.</td>
</tr>
<tr>
<td>Career Exploration and Planning</td>
<td>Students can receive assistance from their Retention Specialist in learning about career opportunities, assessing interests, and making career and professional choices. Students can also request help in developing resumes and interview skills.</td>
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</tbody>
</table>
# TRIO SES & TRIO STEM SERVICES

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate School Counseling</strong></td>
<td>Students can receive assistance from their Retention Specialist in choosing graduate or professional programs and submitting applications and financial aid materials for those programs.</td>
</tr>
<tr>
<td><strong>Individual Tutoring</strong></td>
<td>Students may request individual tutors for a maximum of two classes per semester by seeing their Retention Specialist. Tutoring sessions are held regularly, usually twice a week per class for 50-minute sessions.</td>
</tr>
<tr>
<td><strong>Drop-in Lab for Math</strong></td>
<td>Students can receive math tutoring on a drop-in basis from graduate or high achieving undergraduate students.</td>
</tr>
<tr>
<td><strong>Professor Contacts</strong></td>
<td>TRIO SES &amp; TRIO STEM staff will contact instructors of tutored courses each semester to coordinate efforts and better tutor students.</td>
</tr>
<tr>
<td><strong>Cultural Enrichment Activities</strong></td>
<td>Students can participate in TRIO SES &amp; TRIO STEM cultural opportunities throughout the year such as Lied Center ticket drawings, potlucks, and an annual Graduation and Recognition Reception.</td>
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<tr>
<td><strong>Workshops</strong></td>
<td>Students can participate in study skills and other types of workshops offered by TRIO SES &amp; TRIO STEM staff.</td>
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<td><strong>Resource Library</strong></td>
<td>Open to TRIO SES &amp; TRIO STEM students only, the resource library contains textbooks and other information covering areas such as scholarships, study skills, and graduate school information. Students can check out books for two-week periods.</td>
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<tr>
<td><strong>Computer Lab</strong></td>
<td>TRIO SES &amp; TRIO STEM students can use the computer lab Monday through Friday, 8-5. The lab has 9 computers with internet access. TRIO SES &amp; TRIO STEM also has several</td>
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<tr>
<td><strong>TRIO Grant</strong></td>
<td>Participants can apply for a TRIO Grant each academic year. Eligibility is based on financial aid information. Funds are provided by the U.S. Department of Education and KU Student Senate.</td>
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</tbody>
</table>
Here are some helpful suggestions that will help you get the most out of the tutoring program at TRIO. It is important for you to acquaint yourself with the following.

**Where do I begin?**
The tutoring support services begin with a meeting with your Retention Specialist (RS). It is during this meeting that your RS will fill out a request for tutoring. Your RS will transfer that request and will schedule a meeting for you with the Academic Coordinator who is responsible for arranging tutoring for you.

**Who provides tutoring services?**
At the appointed time, you will meet with the Academic Coordinator to discuss any problems you are having with the course and to make arrangements for your tutoring. Tutoring at TRIO SES & TRIO STEM is peer tutoring, and we have assembled a highly qualified and talented group of your peers to help you with your class. Our tutors are not only well-versed in the subject area they tutor, but also knowledgeable about test preparation, learning difficulties, study habits, and scheduling (time management).

**How does it work?**
Generally, tutoring occurs between 8:00 am and 5:00 pm Monday through Friday and takes place in the TRIO SES & TRIO STEM Tutoring Lab, Room 6, Strong Hall. In the event that the Academic Coordinator does not have on staff a tutor for the subject you have requested, he/she will make every attempt to locate a tutor for you. It is our goal to begin your tutoring within fourteen working days of making the request. While we have a remarkable success rate in finding tutors, we cannot guarantee that we will locate a tutor for each request.

**Your responsibilities:**
At your meeting with the Academic Coordinator, he/she will email you the time, location, tutor, subject, day, and starting date. It is your responsibility to attend all tutoring sessions prepared and on time. It is the policy of TRIO SES & TRIO STEM to track attendance. If you miss sessions during the semester, your tutoring sessions may be cancelled.

We wish you well in your academic pursuits. TRIO SES & TRIO STEM is here to help!
OVERVIEW: HOW IT ALL WORKS

1. Application for Services

2. Initial Meeting with Retention Specialist: Gretchen, Linda, LaTisha, Paul, Patty

3. Initial Meeting with Academic Coordinator - Melissa

4. Begin Tutoring Sessions

5. Follow-up meeting with Retention Specialist

If tutoring...

If tutoring...

Not requested

If requested

Education, Workshops, Academic, Career, Graduate School, and Financial Aid Consulting (Cultural Events)
WHAT IS THE TRIO SES & TRIO STEM TUTORING PHILOSOPHY?
TRIO SES & TRIO STEM believes that peers tutoring peers is an effective tutoring approach. As such, TRIO SES & TRIO STEM hires tutors that can work with students from the perspective of another student and help in a variety of ways in preparing for class.

WHAT CAN I EXPECT FROM MY TRIO SES & TRIO STEM TUTOR?
Tutors for TRIO SES & TRIO STEM are students just like you. They have at least 12-15 hours in the subject area they tutor with a 3.0 or higher GPA. TRIO SES & TRIO STEM tutors are expected to assist students in understanding material and content from KU classes. They can do this by using a number of different techniques and tutoring styles. Although TRIO SES & TRIO STEM tutors are well prepared and receive training, they are not instructors of the course and cannot be expected to have all the answers.

AM I GUARANTEED A PEER TUTOR?
TRIO SES & TRIO STEM staff will make every effort to locate a tutor for you; however, we cannot guarantee that a tutor will be found for all courses. We can guarantee that we will contact the department and keep you informed of the process. For some classes at KU, it is very difficult to locate a tutor. Students may be requested to receive tutoring in small groups if a one-on-one arrangement cannot be made.

CAN MY PEER TUTOR DO MY HOMEWORK?
Tutors are not allowed to do your homework for you. Within the guidelines of university policy, they will assist you in doing your own homework. Tutors are asked to be aware of the amount of homework discussed during sessions and if the tutor believes that the homework is taking up more time than is appropriate, they are asked to inform the Academic Coordinator.

CAN I SWITCH PEER TUTORS?
TRIO SES & TRIO STEM sets high standards for tutoring. As such, we believe our tutors are well-qualified to work with our students. If a student wishes to change tutors, they must make an appointment with the Academic Coordinator to discuss the change. All decisions on changes are at the discretion of the Academic Coordinator.

IS MY PEER TUTOR A SPECIALIST IN LEARNING DISABILITIES?
While peer tutors receive specialized training in a variety of topics, they are not learning disability specialists. They are students just like you.

WHAT DOES MY PEER TUTOR EXPECT OF ME?
TRIO SES & TRIO STEM staff expects you to show up to each of your tutoring sessions:
* On-time
* With your textbook/s and syllabus
* With objectives to accomplish during the session
CAN I SCHEDULE A MAKE-UP SESSION IF I MISS MY REGULARLY SCHEDULED TUTORING SESSION?
Students who miss tutoring sessions may request a make up session; however, it is at the discretion of the peer tutor if a session is scheduled.

HOW LONG WILL MY PEER TUTOR WAIT FOR ME IF I AM LATE?
Peer tutors are instructed to wait 15 minutes for students who are late to tutoring.

WHAT IF I MISS A TUTORING SESSION?
Students who receive two hours of tutoring per week (per course) are allowed to miss four tutoring sessions before the tutoring is suspended.
Students who receive one hour of tutoring per week (per course) are allowed to miss three tutoring sessions before the tutoring is suspended.

Students are considered absent if they do not attend their regularly scheduled session for any reason, including illness, prior cancellation, and other emergency and non-emergency situations. Students have the right to petition to resume tutoring that is suspended by contacting the Academic Coordinator within 3 days of the suspension notification. Students are encouraged to talk to the Academic Coordinator and Retention Specialist for further clarification of this policy.

WHAT IF MY PEER TUTOR MISSES A TUTORING SESSION?
If a tutor is absent, the student must follow these steps:

1. Check email to see if the tutor has tried to contact you.
2. Fill out an absence form and place it in the appropriate box in Room 6.
3. Attend your next regularly scheduled meeting with the tutor.
4. If the tutor misses twice, schedule an appointment with the Academic Coordinator. The Academic Coordinator will follow up with tutors.

WHAT ABOUT FEEDBACK?
Twice a semester your tutor will give you a survey asking for your feedback. Feedback from our students is essential to the continuous improvement of our program. Your answers will remain anonymous.
Why do I need a referral slip?
A referral form is needed from the Academic Achievement and Access Center (AAAC) to document your disability. We are not an extension of AAAC. If you apply and are accepted into our program you will still meet with your AAAC specialist to arrange your accommodations.

Are you a tutoring center?
We are not a tutoring program, although two of our services are individual and drop-in peer tutoring. Our program includes comprehensive academic support services to assist you in achieving your academic goals. Students who participate in TRIO SES & TRIO STEM must meet specific requirements as outlined in the TRIO SES & TRIO STEM student agreement.

Will my TRIO SES & TRIO STEM peer tutor be a specialist in Learning Disabilities?
While peer tutors receive specialized training in a variety of topics, they are not learning disability specialists. They are students just like you.

What other services besides tutoring does TRIO SES & TRIO STEM offer?
Advising, career planning, cultural events, computer lab, laptop loaners and much more. During your first appointment with an TRIO SES & TRIO STEM Retention Specialist (RS) you will get a full list of services.

Who is my RS?
Your RS is assigned when you schedule your initial meeting and will work with you individually to develop goals and facilitate an action plan toward meeting those goals.

Can my RS remove my advising hold?
TRIO SES & TRIO STEM students with less than 60 hours and in the College of Liberal Arts and Sciences can use their RS as their official
I wish to participate in KU’s TRIO Student Support Services Program, Supportive Educational Services, because I share TRIO SES & TRIO STEM’s goals for students: to stay in college, to work to my highest potential, and to graduate with a bachelor’s degree.

I will contact my assigned TRIO SES & TRIO STEM Retention Specialist (RS) at least four times this semester (three times if summer semester). During our contacts, I will complete a needs assessment and end-of-semester survey. I will discuss my current status and needs, develop semester goals and objectives, and review my progress toward my semester goals. I understand that these meetings will help maintain my enrollment in TRIO SES & TRIO STEM and make me eligible for continuing services. With the approval of my RS, the following activities will count toward my required four contacts: attending a TRIO SES & TRIO STEM event or workshop; meeting with the TRIO SES & TRIO STEM Academic Coordinator to arrange tutoring; meeting with a career counselor at the University Career Center; and meeting with a financial aid counselor to review my financial aid awards and status.

If I receive group or individual tutoring services, I will: (1) attend all tutoring sessions well-prepared and on time; (2) notify TRIO SES & TRIO STEM of changes in my enrollment in a tutored class or of any decision to stop meeting with a tutor; (3) sign a Tutor Summary Report at the end of each session.

I understand that my grades for tutored courses are my own accomplishments and responsibilities, not those of TRIO SES & TRIO STEM; I understand that TRIO SES & TRIO STEM professional staff will contact my professors of tutored courses at the mid-point of each semester for an academic progress report, and any information obtained will be kept confidential.

I understand it is my responsibility to schedule an advising meeting with my academic advisor (departmental, UAC/Adjunct, professional school) each semester to review my selection of courses and degree requirements. Upon admission to my major/minor, I am responsible for my enrollment and course selection with my designated major/minor advisor.

I understand that for the safety and well-being of all TRIO SES & TRIO STEM students and staff, disruptive behavior at TRIO SES & TRIO STEM will not be tolerated by the program. I understand that TRIO SES & TRIO STEM has the right to cancel this contract if disruptive behavior is observed in the TRIO SES & TRIO STEM office or during TRIO SES & TRIO STEM activities.

I understand that TRIO SES & TRIO STEM services can be cancelled if the program determines that I have compromised the academic integrity of the program and thus engaged in academic misconduct during TRIO SES & TRIO STEM activities. In addition, students who engage in academic misconduct will be referred to the Provost Office for consideration of other disciplinary actions. The academic misconduct policy is outlined in Section 6 of the University Senate Rules and Regulations (USRR) available.

I agree to the terms of this agreement. My continued participation in the program requires me to meet these responsibilities, therefore services may be cancelled if I don’t meet the terms of this agreement.
Release for Electronic Work, Photos, and Video

I authorize the Achievement and Assessment Institute and its four Centers (the Center for Educational Testing and Evaluation, the Center for Public Partnerships and Research, the Center for Educational Opportunity Programs, and Agile Technology Solutions) to use photos or videos taken of me for the following purposes:

Please circle:

Yes       No         as illustration on project materials for educational purposes and on the websites of the Achievement and Assessment Institute and its four Centers (the Center for Educational Testing and Evaluation, the Center for Public Partnerships and Research, the Center for Educational Opportunity Programs, and Agile Technology Solutions).

Please check one:

_____ I prefer a pseudonym is used instead of my real name in project materials and on the websites.

_____ I give the Achievement and Assessment Institute and its four Centers permission to use my real name in project materials and on the websites.

I hereby give the above permission, and I release the Achievement and Assessment Institute and the four Centers from any liability resulting from the publication of said photos, videos, or comments. I understand that all photography and video recording will be related to the work of the Achievement and Assessment Institute and its four Centers.

________________________________   _______________________
Signature                                                                     Date
STRATEGIES FOR ACADEMIC SUCCESS
1. RECOGNIZE PROCRASTINATION WHEN IT STARTS
Do you know the symptoms of procrastination? Here are a few, though they vary with the individual:
— You notice that, instead of crossing off tasks on your daily to-do-list, you’re starting to move items forward in your calendar, even though due-dates haven’t changed.
— Your rewards for tasks accomplished are taking time away from your priority list.
— You feel out of balance, as if disaster could strike, and you sense that you haven’t planned enough for the week.
— Old habits creep back into your day – the afternoon nap you’d given up last semester, the all-Sunday-morning-in-bed routine, the late-night discussion that keeps you from your studies, etc.

2. TAKE AN APPRECIATIVE ATTITUDE ABOUT PROCRASTINATION
Try to keep in mind that procrastination is a survival tactic in most cases. Its purpose is to save you effort or grief in some form. Now, any survival mechanism will continue in place until an organism finds an alternative behavior that will accomplish the same ends. In fact, just deciding not to procrastinate may result in an increase in procrastination. Procrastination wants to know you’re listening. Let procrastination know you acknowledge its purpose. Be aware of its purpose, and design an alternative way to achieve the same goal. Example: you realize you are leaving math homework to the last minute because math always has made you feel stupid. Procrastination’s purpose is to keep you from feeling stupid. Design a way to do the math AND feel smart. Maybe you could reward yourself for right answers, or skip the especially sticky problems until you find a tutor. Answer the least difficult ones and give yourself encouragement for a job well done!

3. DON’T USE SELF-PUNISHMENT AS AN EXCUSE FOR ACADEMIC FAILURE
If you punish yourself for procrastination, make sure to keep a kind balance between punishment and crime. If you “beat yourself up” too harshly for procrastination, or any “bad” habit, you may be in for a backlash effect. For instance, if you punish yourself for not studying by confining yourself to your room weekend after weekend, you may cheat yourself of the benefits of taking breaks to increase memory potential and general concentration.

USE PROCRASTINATION IN YOUR FAVOR
Let procrastination teach you what is important about your interests and abilities.
If you do not take control of time, it will most certainly will take control of you. Control begins with Planning. Planning is hard work, requiring practice, thinking and decision-making. There are three basic planning stages in time management.

**Goal Setting**
- Decide what you want to accomplish (long-range and short-range).
- Write down your goals so you can see them and act on them.
- It is difficult to get some place if you do not know where you are going.

**Scheduling**
- Get a large calendar and fill it in with all of your responsibilities, deadlines, and important items “to remember.”
- Using the information at hand, set intermediate deadlines.
- Review your calendar daily.

**To Do List**
- List what needs to be done.
- Prioritize with the “A,B,C” method.
- Do the “A” items now.
- Break an overwhelming “A” into smaller “A” items.
- Ask yourself this question often: “What’s the best use of my time right now?”
- Always, always include enjoyment activities in your To Do List.

**Quick Ideas**

**Use habits** Study at the same time and in the same place. Do the hard stuff first. Use the morning and afternoon for studying as well as recreation. Make use of small bits of time:

**Commuting:** Use a recorder.
**Waiting:** Review notes, read a page, make notes.
**10 Minutes:** Study for your next class or review the one you just finished.
**20 Minutes:** Many tasks require only 15-20 minutes if we just get to them. Look at your “To Do List” and begin task.

**Reward yourself for good work** – go to a movie, take a snack break.
1. **Break larger tasks into smaller ones.**
   If you have to write a paper, break that project up into brainstorming, outlining, drafting, revising, redrafting, proofreading. If you have to study for an exam, break up your task by chapters or concepts to be learned.

2. **Estimate how much time each small task will take.**
   Try to be as realistic as possible. Use past experience as one measure. If you can’t form an estimate, talk to a tutor or to your Retention Specialist about how to anticipate time factors.

3. **Chart your tasks on a calendar.**
   Most people find weekly planners most useful, especially if divided up on each date by hours of the day, with plenty of space for writing. Start by marking all due dates. Then go back in time from the due dates, spacing your broken-down tasks along the time. This process will help you visualize what it will take each week to get through your assignments.

4. **Reward yourself.**
   Work out a syTRIO STEM where you can reward yourself for work well done. Choose rewards that are healthy and that do not conflict with your academic and personal goals. In other words, don’t let “rewards” sabotage your carefully planned schedule. Do reward yourself in a variety of ways. Suggestions: get yourself an inexpensive gift, take a walk with a friend, take yourself to dinner, take out time for your hobbies or read something for pleasure.

5. **Update your calendar daily.**
   Start each day by assessing what you must complete to keep up with your schedule. As you complete each task, mark it off your list.
Your instructors will look for evidence in your test performance that your listening skills are as high on this figure as possible:

**Evaluation:**
Judging information in terms of accuracy and relevance.

**Application:**
Applying information to personal experience.

**Implication:**
Drawing Conclusions.

**Interpretation:**
Synthesizing information; putting information into your own words.

**Integration:**
Relating new information to old learning.

**Definition:**
Lowest level of active listening; giving meaning to isolated facts and details; no overall attention.

**Attention:**
Listening passively; no effort to relate or understand what is being said.

**Reception:**
Hearing without thought.
THE “LISAN” (say, “listen”) METHOD

L = LEAD, DON’T FOLLOW. Try to anticipate what the instructor is going to say. Try to set up questions as a guide. Questions can come from the instructor’s study guides or the reading assignments.

I = IDEAS. Every lecture is based on a core set of important ideas. Usually, an idea is introduced and examples or explanations are given. Ask yourself often, “What is the main idea now? What ideas support it?”

S = SIGNAL WORDS. Listen for words that tell you the direction the instructor is taking. For instance, here are some groups of signal words:

- There are three reasons why... Here come ideas
- Most important is... Main idea
- On the contrary... Opposite idea
- As an example... Support for main idea
- Therefore... Conclusion

A = ACTIVELY LISTEN. Sit where you can hear and where you can be seen if you need to ask a question. Look at the instructor while he or she talks. Bring questions you want answered from the last lecture or from your reading. Raise your hand at the beginning of class or approach your instructor before the lecture begins. Do anything to keep active.

N = NOTE TAKING. As you listen, write down only key points. Listen to everything, but be selective, and don’t try to write everything down. If you are too busy writing, you may not grasp what is being said. Any gaps in your notes can be filled in immediately after class. Leave white space.

(Carman and Adams, 1985)