

## Table Of Contents

	Page
I.	Introduction-Steps to Improve Chapter Scholarship
II.	Scholarship Committee
	A. Scholarship Committee Responsibilities
	B. Scholarship and Rush
III.	Academic Needs and Goals
	A. Evaluating Academic Needs
	B. Setting Academic Goals
IV.	Programming
	A. Scholarship Programming Ideas
	B. Material for Chapter Resource Library
	C. Maintaining a Learning Climate
	D. Recognizing and Rewarding Scholarship
	E. Sample Scholarship Program
V.	Into the Future...
VI.	Appendix
	A. Checklists
	1. Scholarship Committee Checklist
	2. Program Checklist
	B. Academic Skills
	1. How to Get Better Grades
	2. Study Skills
	A. Study Habits
	B. Time Management
	C. Strategies to Listening
	D. Note-Taking Strategies
	E. Hints on Note-Taking
	F. Skimming Techniques
	G. Composition Skills
	H. Writing Techniques
	I. Common Writing Faults
	J. Taking Exams
	K. Essay, Objective, and True/False Examinations
	L. Study for Final Exams
	C. Forms
	1. Scholarship Assistance Form
	2. Class Evaluation Form

## **I. Introduction**

Many brothers maintain that sound learning is an “individual matter” and that a fraternity can do little or nothing to affect the performance of an individual member or candidate. To be sure, the scholarship performance of each member and candidate is definitely an individual responsibility, but such responsibility can be supported and stimulated by group actions. Case histories throughout the nation attest to the influence of group action on the scholastic performance of fraternity members.

As members of Sigma Pi, we must recognize that we have a responsibility when we ask a man to join our organization to insure that every member is not only afforded full opportunity to demonstrate his true ability, but is also actively encouraged toward that end. This is no easy task. However, a strong scholarship program will provide a means toward the end. Such a program must receive the support and approval of the entire brotherhood.

A sound scholarship program is geared toward:

1. A better look at potential candidates.
2. The development of attitude.
3. The maintenance of an academic atmosphere.
4. Institutionalized importance of scholarship in the chapter.

Potential Candidates. The scholarship accomplishment of any chapter is usually the result of the type of man the chapter recruits- a type that has already proven himself academically and is sufficiently mature to accept the academic challenges offered by his college environment. Most colleges and universities operate on the basic principle that every man admitted to the institution has the potential to complete successfully one of its curricula. Each of our chapters has the same obligation. Any candidate who lacks ability and motivation will not make it scholastically and will certainly not become an initiated member.

Attitude. It goes without saying that the basis of a good scholarship program within any chapter is attitude. No matter how strong the program is, total failure will result if the members and candidates do not have a positive attitude toward the goals and the objectives of the program.

Consider the various factors which often contribute to and affect individual attitude's toward academic achievement:

1. Personal pride in achievement.
2. Hope for future employment and advancement.
3. Desire for respect and approval.
4. Group recognition and approval.
5. Sense of duty or obligation.
6. Expectation of reward.
7. Fear of failure and its consequences.

Once the motivating factors can be identified, a scholarship committee can take steps to focus attention and action accordingly. For example, a primary goal of many members is to get a good job after graduation; inviting a university official from the career and placement office to speak after dinner may provide an insight into what will be expected of future graduates. Subtle programs such as this reinforce the benefits of good scholarship, and help to meet the revolving needs of our members as well.

Atmosphere. One of the most important ingredients of a sound scholarship program involves maintaining an atmosphere that provides the opportunity to study. Constantly loud music, noise and partying do not create this environment. Creating an atmosphere conducive to studying could benefit the chapter in a variety of ways. Courtesy hours can solve problems...when they are enforced! The best way for this to occur is for the chapter to agree as a whole on their need, and to understand the reasons for their implementation.

Remember, if your chapter meets its responsibility...to ensure that every man is not only afforded full opportunity to demonstrate his true ability but is also actively encouraged toward that end...it requires the cooperation of every member!

#### **Steps to Improve Chapter Scholarship**

- 1) Appoint a Scholarship Committee. Get Organized.
- 2) Evaluate the academic standing and needs of the chapter.
- 3) Set academic goals, and minimum academic standards.
- 4) Develop a program to reach those goals.
- 5) Strive for cooperation with college or university.
- 6) Monitor academic progress and follow up on the program.
- 7) Repeat steps 2-7 continually.

## II. Scholarship Committee

### A. Scholarship Committee Responsibilities

Having assumed your role as the chapter scholarship committee, you must now evaluate the academic standing and needs of your chapter in order to have a basis to set your goals. To set goals you must also be aware of your responsibilities. The following list indicates where **some** of your duties lie.

As you read through these topics, notice that the scholarship committee's responsibilities touch upon every aspect of your fraternity's activities. From rush to candidate education to structuring chapter awards, the duties of the scholarship chairman are indispensable to the reputation and well being of your fraternity.

Every committee needs a chairman, and the scholarship committee is no exception. The chairman is responsible for: making sure that everybody on the committee is fulfilling their individual responsibilities, presenting the committee's report at the weekly chapter meeting, taking the initiative to begin and implement scholarship programs, leading the scholarship committee meetings, etc.

To establish goals and objectives for the chapter with a program which will direct the scholarship endeavors of brothers and candidates to the attainment of these goals.

To maintain a scholarship file, showing grades and coursework completed/not completed, on each member. The scholarship chair should work individually with all members below chapter academic standards.

To establish and enforce a system of courtesy hours in the chapter house.

To establish a tutoring committee through which volunteers who have a strong knowledge and good grades in a particular area can help members having difficulty in that area.

To insure that textbooks, reference books, and encyclopedias in the chapter library are taken care of and available for use at all times.

To insure that available funds are put to use in expanding and updating the chapter library.

To coordinate chapter scholarship orientation.

To assist in generating academic grade rankings.

To publish important academic dates and deadlines.

To gather and distribute information on financial aid and available scholarships.

To gather updated information for the chapter roster.

To evaluate existing scholastic programs and initiate modifications or improvements.

To assist the candidate educator in developing a candidate scholarship program.

To purchase and arrange for suitable presentation of scholastic awards.

To interview and analyze brothers and candidates who are having scholastic problems and to offer suggestions for remedial action.

To be acquainted with the services of the University Counseling and Reading Centers to which men in need of assistance may be referred.

To assist the rush committee in examining the scholastic potential of rushees.

To maintain a healthy chapter attitude toward scholastic attainment.

To assist the chapter officers in establishing and maintaining rules and regulations which provide proper study conditions in the chapter house.

To serve as a liaison between the chapter and members of the university faculty and administration.

To sponsor a chapter retreat to consider academic policy.

To enforce the academic standards the chapter has created.

To evaluate the academic needs of the chapter.

## **B. Scholarship and Rush**

Unless men are considered and selected for membership who the basic ability to fulfill the academic requirements for graduation, the fraternity can not serve as a catalyst to the educational process. Few colleges admit students who do not have the basic skills to do college work. However, there are certain factors related to past performance and future goals of the individual which should be considered before approving a prospective member.

Appraise a man scholastically the same way you would socially or by any other measuring device.

Discuss with each rushee his high school background in scholarship as well as his activities and social life. Inquire into his attitudes toward study, grades, teachers, and his college program.

The selection of a big brother for each candidate should be given consideration by the scholarship committee as well as the candidate educator. The person selected should be able to work well with the candidate, both intellectually and socially.

A weekly report of the candidate's grades should be required at meetings of the candidate class, and reports made to the undergraduate chapter about the progress of the candidates.

There should be a minimum standard for initiation based on the GPA necessary to remain in good standing.

Explain to the rushee the chapter scholarship program and why it is so important. Be sure that the academic expectations are understood so that there are no surprises when he becomes a candidate.

Always be alert for upperclassmen who have already proven themselves academically. Many of the most outstanding leaders in the fraternity world pledged as seniors.

### **III. Academic Needs and Goals**

#### **A. Evaluating Academic Needs**

Once a Scholarship Committee is in place, it will need to evaluate the current academic standing and needs of the chapter.

Several factors work against good scholarship in the chapter. The committee will need to determine which factors exist in the chapter and to what degree they influence scholarship. Each of these factors contribute to the overall academic attitude of the chapter.

1) **Lack of an organized scholarship program.**

It has been shown that chapters with a scholarship committee and an organized program perform at a significantly higher academic level than chapters without a scholarship committee and program.

2) **Over emphasis on activities.**

Chapters that find themselves over programmed with social and intramural activities may have a more difficult time stressing the academic side of college life. There must be a positive balance of academics and extracurricular activities.

3) **Scholarship is not a factor in membership selection.**

While past scholastic achievement is not the sole determination of a man's worth, it can be a good predictor of future success. Even if you are just beginning to stress academics in rush, the entire chapter will benefit from academically oriented new members.

4) **Lack of motivation! Attitude strikes again!**

A difficult area to address, but one of the key factors to good scholarship. Do your members want to succeed? Motivation can come through leadership, role modeling, effective scholarship programming and positive candidate education.

5) **Poor study skills.**

Many men who join fraternities did well in high school but find they do not know how to study in college. All good scholarship programs will help members improve their study skills.

6) **Physical Environment**

Is there a good study environment? Are there areas to study? Are there courtesy hours? What about lighting and study tables not only in the chapter study area but in individual rooms as well.

7) **Lack of academic standards and "peer pressure" to improve scholarship.**

If there is a relaxed attitude among the members about academics, and little is known about minimum academic standards, there will be little incentive to perform well.

In assessing the academic needs of your chapter you will also want to look at the demographics of your membership. This should be in terms of age, fields of study, and academic backgrounds.

Gauge the chapter against the competition. How do you stack up against the other fraternities? What is the all male, all fraternity, and all campus grade point average? Ask yourself if you are proud of where your chapter stands?

## **B. Setting Academic Goals**

After evaluating the academic needs of the chapter, the Scholarship Committee will need to set academic goals. These goals should go beyond the current chapter grade point average. Keep in mind that the best goals are obtainable (but not too easy), and measurable.

- 1) Chapter Grade Point Average: above the all men's and all fraternity GPA. To be in the top 25% of all fraternities on campus.
- 2) 20% of all members on the Dean's List.
- 3) 10% of all members in an academic honor society
- 4) No members are placed on academic probation or fail out of school.
- 5) At least two academic programs for all members each semester.
- 6) Implement an academic "buddy system".
- 7) All graduating seniors have attended a career planning and placement program.
- 8) Acquire a computer for chapter use.
- 9) Remodel chapter library/study area. New tables, lighting and reference materials.

In addition, at the beginning of each semester, the scholarship chairman should instruct all members of the chapter to submit a personal GPA goal to the Scholarship Committee. Upon receipt of these goals the Scholarship Committee will need to briefly review these goals and discuss the goal with members whose goals are excessively high/low compared to previous performance. These personal goals can then be used for many things:

- 1) Rewards can be given to those who meet or exceed their goal.
- 2) A chapter goal GPA can be determined by averaging all of the individual goals. You will probably find that this chapter goal GPA will be significantly higher than previous results. This can be used to demonstrate to the chapter how easy it would be to improve the chapter's GPA if everyone would just make their goal.
- 3) Individual goals can be a good indication of a member's attitude toward school. Members, who only try and obtain a 1.5 GPA, seldom exceed their goal. We have all known people that only do enough to get by, when they are capable of much more. Individual goals can provide insight into what member's attitudes consist of.

The Scholarship Committee will also need to determine minimum academic standards for initiation, brotherhood, and holding office. Some chapters also set minimum standards for participation in athletic events, social events, and so on. Obviously, it is difficult to determine a student's exact GPA before grades are released at the end of a semester. This presents a problem to chapters that initiate members before the end of the semester. However, most professors are willing to help by providing their current feelings about a student's work. These "midterm reports" can be extremely useful in estimating a candidate's GPA.

**Initiation Requirement:** No member is to be initiated with a GPA below the graduation requirement of the academic institution. Chapters are encouraged to set a minimum GPA requirement of at least 10% above the graduation requirement.

**Brotherhood Requirement:** A minimum standard for remaining a part of the initiated brotherhood should be established and enforced. Any brother who falls below the minimum GPA will be placed on academic probation. Terms of the probation should be discussed by the committee prior to placing anyone on probation.

Holding Office Requirement: A higher standard should be set for the minimum GPA required to hold office. This requirement should be at least 20% greater than the graduation requirement.

## **IV. Programming**

### **A. Scholarship Programming Ideas**

#### **Scholarship In Chapter Meetings**

Give reminders of final course drop dates, early registration, and such.  
Make weekly announcements of cultural, educational, and career opportunities on campus and in the community  
Announce job offers, admissions into graduate school, honoraries, etc.

#### **Scholarship in Rush**

Display your scholarship trophies  
Display graphs of chapter progress  
Display bulletin boards with academic information  
Post ranking within the fraternity community

#### **Graphs**

Chart the progress of the chapter GPA, the candidate GPA, and the initiated member GPA over the past four years.  
Compare the chapter GPA with that of other fraternities on campus.  
Show how your chapter compares with other chapters of the Fraternity  
Show IFC statistics on your campus.

#### **Bulletin Board Ideas**

Career Board-How to put together a resume, how to dress for an interview, etc.(visit your campus' Career Services for more information)  
Develop a tutor sheet for brothers who want help from other brothers.  
List study halls and quiet hours.

#### **“How to Study” Plans**

Present workshops to the chapter and/or the candidates.  
Give refresher training to holdover candidates and members below bylaw requirements  
Explain academic probation rules at your school  
Explain chapter grade requirements  
Teach study techniques.  
Explain honor programs  
Outline your scholarship program  
Suggest members audit a class or two that they plan to take for credit later.  
Discuss how to improve study atmosphere and chapter performance.  
Have skits or slide shows showing good or bad study techniques.  
Teach how to take essay vs. objective examinations.  
Give members weekly study time budget sheets.  
Teach a method of studying(SQ3R, etc.).  
Make “library use” booklets for each members  
Describe learning skill centers and courses available.  
Alert members to counseling services.  
Distribute lists of chapter members and majors.  
Give members, “Class progress sheets” for recording their assignments, quiz grades, test scores, and paper due date.

### **Study Areas**

If there is not a study room available in your house, secure a room in the campus library or another academic building.

### **Courtesy Hours**

Have 24 hour courtesy hours during mid-terms, the week before finals, and the week of finals(include a one or two hour noise period to relieve stress)

### **Coping with the Stress of Exams**

Have refreshments available 24 hours a day during finals week.

### **Useful files and Library**

Study aids.

Course evaluation files-outline the instructors grading procedures, attendance policy, course requirements, etc.

Major and minor files(to be used for assigning tutors, study groups etc.)

Graduate school catalogues and information

Graduate record examination information and review books

Departmental catalogues

Schedule of courses offered each term.

Have members contribute old notes, tests, and textbooks.

### **Events**

Possible guest speakers

- Campus librarian

- Place of office personnel or visiting representatives from businesses

- Administration officials from the college president to the Greek Advisor.

- The winner of your local scholarship or an Educational Foundation Scholarship

- Board of Education officials in your community

- Prominent and successful alumni in the community

### **Motivation**

Have one candidate class challenge another candidate class each term. The losing candidate class makes dinner for the winning candidate class.

Have big brother/little brother competition.

### **Recognition and Awards**

Take every opportunity to recognize your achievers in The Emerald, your community newspaper, your campus and/or Greek newspaper, the members hometown newspaper, and your chapter newsletter.

Send letters to parents of excelling members.

Recognize members who have been named to academic honoraries, Dean's List, etc.

Recognize straight "A" or highest GPA in the chapter, or in each class. Take money off the house bill as an award.

Recognize the most improved GPA in the chapter.

Have a scholarship banquet or dinner to present the awards.

### **The Scholarship Committee**

Develop a program where each member of the committee is directly responsible for a certain number of candidates or members whose GPA's fall below bylaw requirements.

Have each member donate one class textbook each semester. He will also be allowed to take one out to use for the following semester.

### **Scholarship for candidates**

Have a library night once a week

Take candidates on a tour of the library(arrange with the librarian)

Include members with candidates during study sessions

Have the candidates elect a class scholarship chairman to serve as a member of the chapter scholarship committee.

Assign each candidate to a member, who will be responsible for motivating the candidate to study, and to serve as a resource for academic adjustment(try to match majors or use the Big Brother)

### **Ideas for holdover candidates**

Have former holdover candidate talk to with current ones at a scholarship committee meeting. They should emphasize the adjusted study habits and the assistance provided by the chapter members

Solicit advice from professors on the candidates progress and how they might best improve.

Require the candidate to make appointments with the campus study skills center to improve their ability.

## **B. Material for Chapter Resource Library**

The chapter resource library can be invaluable to many members. Not only should the chapter provide a room that is conducive to a learning environment, but the resource library should contain materials that will aid members and candidates in their studies. The following materials should be in this library:

- A. Resource Publications
  1. Encyclopedia set
  2. Dictionaries
  3. Thesaurus
  4. Atlas
  5. College handbooks and catalogues
  6. College yearbooks
  7. Pledge Manuals
  8. History of the Fraternity
  
- B. Periodicals
  1. The Emerald
  2. Chapter newsletters
  3. Candidate materials
  4. Standard operating procedures, policies of the chapter.
  5. Current magazines
  
- C. Text Books
  1. As relate to college course work
  2. Other text books which may be useful
  
- D. Books (Fiction and Non-Fiction)
  
- E. Test Files for each course and professor
  
- F. Career Information
  1. Pamphlets and Books
  2. Graduate school information
  3. Test-taking information and application packets (GRE, LSAT, MCAT, etc.)
  
- G. Photographs
  1. Chapter scrapbooks
  2. Photo file (members, events, etc.)
  
- H. Audio Visual
  1. Oral history of chapter
  2. Special music for programs
  3. Chapter officer orientation
  4. Study habits, test-taking, career planning tapes
  5. National leadership programs
  
- I. Computer
  1. Link into university/college computer system
  2. Develop resource files on the computer.

### **C. Maintaining A Learning Climate**

One of the most important ingredients of a program which leads to a tradition of higher scholarship is a chapter atmosphere which is conducive to learning. The type of chapter environment where good study habits can develop and be effective involves a consideration of both chapter policy and the physical facilities available.

The scholarship committee must continue to cultivate a positive environment throughout their term in office. It's very possible that this process will take years to develop, such as building up a proper library. By taking the initiative now and getting the ball rolling, a motivated scholarship committee can make quite a difference now, and in the future.

Plan the activities of the chapter so they do not infringe upon study time. This necessitates advance planning so undue demands are not placed on actives and candidates to meet deadlines, such as Homecoming projects, spring weekends, etc.

Consider compensating a graduate student who could serve as a counselor. This man may or may not be an alumnus of the fraternity. He could render guidance in maintaining an academic atmosphere and providing individual assistance through regularly scheduled office hours.

Make the goal of sound scholarship the first emphasis of all chapter publications, including rush information.

Remember that extracurricular activities have meaning for the individual and the chapter only if they are chosen freely by the individual. Forcing individuals into campus activities is inconsistent with the basic objectives of the fraternity.

Propose that the scholarship council develop a proposal for quiet hours and a means of enforcement. This proposal should be developed with the assistance of the chapter members and voted on in its final form by the entire brotherhood.

Minimize the possibility of distracting noises and interruptions of study from television, radio, card games, and bull sessions through rigid enforcement of courtesy hours by members of the scholarship committee. Change courtesy hours if necessary.

Ensure adequate lighting in each study room.

Invest in a blackboard or study aids for group review sessions.

### **D. Recognizing and Awarding Scholarship**

Awards and recognition are part of a well developed scholarship program. The chapter should provide some type of scholarship recognition program for its members.

**Scholarship Dinner**-This dinner should be open to all members and candidates.

#### **Awards**

Scholar of the Year-This award goes to the brother that best illustrates the academic goals of the fraternity not only by grades but by study habits and overall academic work ethic.

Highest brother GPA

Highest candidate GPA

Most improved brother GPA

Most improved candidate GPA

Highest big-brother/little-brother GPA

Highest roommate GPA

Highest candidate class GPA

Dean's List-Recognize all brothers and candidates that have been placed on the Dean's list.

Outstanding Achievement-Recognize all brothers and candidates that have earned a 3.0 for the semester.

Attendance Award-If possible, check with professors and present this award to brothers who did not miss a single class during term.

#### **Scholarships**

The chapter should be instrumental in developing scholarship awards for excellence. Alumni and parents' clubs might want to actively participate in this type of award.

#### **Recognition**

Informal recognition for academic achievement should be a regular part of chapter life. At meals or during meetings, congratulating men who performed well on exams or papers only heightens the importance of scholarship within the chapter and aids to motivate them.

## **E. Sample Scholarship Program**

Omega Omega Chapter-International University  
Sigma Pi International Fraternity  
SCHOLARSHIP PROGRAM

### I. Introduction: Omega Omega Chapter Scholarship Policy

The Omega Omega Chapter of Sigma Pi International Fraternity has long been recognized as a leader in high scholarship. To help perpetuate this tradition, a formal scholarship program has been initiated. It is the hope of our chapter to achieve and maintain the following goals:

- Screen men carefully during rush for academic ability
- Initiate only men who meet or exceed our minimum GPA
- Teach study skills to all members
- Cultivate an attitude that grades do matter
- Encourage personal interaction with University personnel
- Recognize and reward members who do well academically

### II. Scholarship Chairman

The Scholarship Chairman is responsible for maintenance, growth, and promotion of the academic welfare of the chapter's initiated members and candidates. He shall be elected annually by the membership. The Scholarship Chairman shall report to the Second Counselor weekly.

Responsibilities:

#### A. Scholarship Banquet

A special banquet honoring those actives who have achieved a GPA exceeding a preset GPA. The GPA should be set so that 20-25% of the members qualify. The banquet is to be held once per semester for the previous semester. It is good practice to invite the faculty advisor and the chapter director to attend. Qualifying members, guests, and the Scholarship Chairman shall sit at the head table. After the meal, a short program or speech about scholarship should be presented to the chapter. Other awards (most improved GPA, highest GPA, etc.) should also be awarded at this time.

#### B. Weekly Report

The Scholarship Chairman will provide a weekly report to the chapter and the Second Counselor. During the meeting, he will announce any academic deadlines and/or other academic information.

#### C. Test Files

The Scholarship Chairman is responsible for the acquisition and maintenance of the test files. Signs notifying members of a test drop box for the past semester's tests should be posted during the finals week of each semester. The Scholarship Chairman should then sort and file the new tests and eliminate any old tests.

#### D. Meet with members having difficulty

Get a copy of midterm grades and meet individually with those members whose grades are deficient. Try to help the member develop a specific plan to improve his grades.

#### E. Majors List

Every semester a list of majors for all of the initiated brothers should be published. Included on this list should be the phone numbers of important university offices (deans, learning services, etc.).

#### F. Class Schedules

The Scholarship will distribute trial schedule forms to members living in the house, instructing them to post the schedules on their room doors.

#### G. Financial Matters

Chapter funds shall not be spent for supplies or awards without first consulting the Second Counselor and the Third Counselor.

### III. Scholarship Review Committee.

In order to maintain the high academic standards of the chapter, a Scholarship Review Committee is formed. This committee will set academic goals for each semester. The committee is also responsible for ensuring that the scholarship program is being followed. The committee will consist of the Scholarship Chairman (who will head the committee), the pledge educator, and two other members to be chosen by the Scholarship Chairman and the Second Counselor. The committee meeting times will be set by the head, but it is to have a meeting at least every two weeks. Any important changes to the Scholarship program should be presented to the Executive Council.

### IV. Study Skills Programming

Good grades start with good study habits. These habits should be developed early during a member's candidacy, and maintained throughout the member's undergraduate experience.

#### A. Study Tables

Members must get into the habit of regular study. The dining room is a good place for having a regular study table. The Scholarship Review Committee will ensure that a proper study environment is maintained.

1. Candidates: A mandatory minimum of 6 hours per week shall be spent at the study table. Attendance will be recorded by the Candidate Educator.
2. Members on Probation: Members achieving a deficient GPA will be responsible for recording their own hours, but should log at least 4 hours per week.
3. Any Member: All members are encouraged to attend study tables at their own discretion.
4. Hours: Study Table hours shall be from 7:00 p.m. to 12:00 midnight, Monday through Thursday.

#### B. Courtesy Hours

Every chapter house needs some time for noise to be held at a minimum.

Courtesy hours will be 10:00 p.m. to 9:00 a.m. Sunday through Thursday

During Finals week, courtesy hours will be 24 hours, 7 days a week with a "loud hour", determined by the Scholarship Chairman.

The Library, Intensive Study, and Study Tables shall be designated quiet areas at all times.

#### C. Guest Lecturers

The Scholarship Chairman will invite a guest lecturer to speak on some aspect of academia, at least twice a semester, once within the first three weeks of the semester. Attendance is mandatory for candidates and brothers on probation at both lectures. Other brothers must attend at least one lecture per semester.

#### D. Study Partner

Any candidate or initiated member can act as a study partner. For candidates, the Big Brother is an excellent choice. The main purpose of this program is to pair up with a brother(s) to ensure a good study atmosphere.

#### E. Study Exchange/Mixer

The Scholarship Chairman should consult the Social Chairman about setting up exchanges. The exchange shall be a type of after-study entertainment (movie, popular TV show, midnight snack, etc.)

V. Minimum GPA

No chapter can hope to make progress academically without minimum GPA requirements for both members and candidates.

Minimum GPA to be initiated: 2.5/4 point scale

Minimum GPA to remain active\*: 2.5/4 point scale

\*Active members may not drop below the minimum GPA for more than two consecutive semesters

Punishment for members/candidates that have a deficient GPA will follow the rules stated in the Omega Omega Chapter Bylaws and Sigma Pi Fraternity International Bylaws.

VI. Positive Reinforcement

Nothing breeds success like recognizing success. When members do well academically, they shall be rewarded.

Brain of the Week-A traveling trophy to the member who has shown any special academic achievements during the past week. Members can receive this award only once per semester.

Brag Board-A board placed in a conspicuous place where members can place any tests, papers, reports, etc. that warrant praise. The board will be cleared weekly.

Sigma Pi Top Ten-Every semester the initiated members with the top ten highest term GPA will be awarded a gift chosen by the Scholarship Chairman.

Most Improved GPA award-This award goes to the initiated member who improves his GPA by the largest amount.

Bob Smith Award-This award will be given to the newly initiated member that achieved the highest GPA during the pledge semester.

High Scholarship Award-A senior, chosen by the membership, who has shown academic excellence during his undergraduate years in the Fraternity. His name will be imprinted in the High Scholarship Plaque.

## V. Into the Future..

A survey of skills developed through Fraternity involvement

Skill	Description	Fraternity Involvement	Competencies Gained For Career Application
Social	Learning to work and live with others Social Events Living Together Group Politics Sports Competition	Developing relationships Expressing Ideas Handling Conflict Etiquette Teamwork	Communication Understanding Others
Managerial	Developing the basic skills of planning, organizing, and implementing programs/events.	Committee work Develop/Implement activities Administering budgets Programming activities Organizing People Hosting faculty, administrators and speakers	Decision making Problem Solving Setting Goals Delegating Controlling Assuming responsibility
Personal	Forming a value system	Gender issues Acquiring Friends Teamwork Appreciating cultural diversity	Developing self confidence and self esteem Developing time management Formulating sexuality Grow interpersonally Networking
Leadership	Learning to enable others to set and achieve goals	Holding office Organizing functions Serving on committees Budgeting time and money Setting goals	Enhancing creativity Motivating others Oratory Achieving goals Developing initiative
Communication	Developing written and oral abilities	Writing publications Developing events/programs Advertising/promoting events Debating issues Leading meetings Public speaking	Developing oral and written skills Interviewing Marketing skills Presentation skills Critical thinking Conflict resolution

## **VI. Appendix**

### **A. Checklists**

#### **1. Chairman Checklist**

- Have you set goals and objectives for the chapter's scholarship program?
- Do you use a Scholarship Committee?
- Does the chapter have an active Faculty Advisor?
- Do you meet with the Faculty Advisor on a regular basis to obtain ideas for the Scholarship program?
- Does the chapter maintain a GPA equal to or above the All Men's Average?
- Does the chapter maintain a GPA equal to or above the All Fraternity Average?
- Is there a system of courtesy hours for the chapter house?
- Does the chapter have a library?
- Do you keep the reference books up to date?
- Do you work with the candidate educator in the development of a scholarship program for the candidates?
- Do the candidates have ample time for their studies?
- Have you set up a tutoring system for the chapter?
- Do you make use of the college facilities in the areas of counseling and placement?
- Does the chapter provide recognition for outstanding scholarship?
- Has the chapter applied for all scholarships and awards available from the Grand Chapter?
- Do you make use of the Greek Advisor for printed resources and speakers?

#### **2. Program Check List**

- 1) Is the chapter aware of and using all of the resources available from the Grand Chapter?
- 2) Is the chapter aware of and using the resources available to it from the campus and or Greek Advisor?
- 3) Does the chapter have a written scholarship program?
- 4) What are the chapter's scholarship goals? Does the province president discuss these with the chapter during their visits?
- 5) What are the academic standards required by the chapter for initiation, maintenance of good Standing?
- 6) Is the Scholarship Chairman part of the Executive Committee?
- 7) Does the Scholarship Chairman have a written job description?
- 8) Does the Scholarship Chairman organize a Scholarship Committee to help in activities and goals?
- 9) Does the Alumni Board designate an alumnus to serve as advisor to the Scholarship Chairman?
- 10) Does the Scholarship Committee/Alumni routinely provide up to date information on financial aid and scholarship opportunities?
- 11) Does the chapter/alumni honor individual and group academic achievement?
- 12) Does the chapter publish in the campus paper, or otherwise publicly honor those brothers with high academic achievement?
- 13) Does the province president maintain contact with the campus Greek Advisor to request or acknowledge the receipt of academic information?
- 14) Does the chapter calendar interfere with heavy academic times, i.e., midterms or final exam preparation?
- 15) Are all the chapter officers academically eligible to hold office?
- 16) Does the province president measure graduation rate of chapter members?
- 17) Does the Scholarship Chairman/Alumni/province Archon provide individual counseling for those brothers not meeting academic standards?
- 18) Does the chapter participate on Order or Omega, Gamma Sigma Alpha, or other campus academic honoraries?

## **B. Academic Skills**

### **1. How to Get Better Grades**

- 1) Have a regular place to study. As long as you are going to study, you may as well use the best possible environment. Of course, it should be quiet and away from distractions.
- 2) Have a regular time to study and devote a regular amount of time to it. For every one hour of class time, you should spend two hours studying. You may spend more or less time depending on the situation. Be honest!
- 3) Always make sure that you understand what your assignments are and when they are due.
- 4) Keep a “Things I have to do” list
- 5) Do your work as soon as you can. Do not delay; the future may be full of emergencies and unexpected events.
- 6) Allow yourself enough time for each assignment. Budget your time so that there will be some time left over for work that takes more time than was expected.
- 7) When your mind begins to wander, take a five or ten minutes break. Relax. Breaks bring you back to the job refreshed and ready to go.
- 8) Do your own work. While it is recommended that you get help as needed, it is important the basic work be done by you. You will not have your friend to help you on test day.
- 9) Use the dictionary. A dictionary should be as much a part of your equipment as pens and paper. Keep a list of new words that you have added to your vocabulary
- 10) Study the hardest things first. It makes sense to do the hardest things when you are fresh and alert.

## 2. Study Skills

The study aids that follow can be incorporated into a chapter scholarship program. Either on an individual or group basis, these aids can be adopted or supplemented to a specific study session or workshop. In order to maximize use, the scholarship chairman may want to have members and pledges initially evaluate their study skills in order to identify weak areas. The scholarship chairman may also wish to adapt the programs to cover areas of study habits, listening techniques, skimming techniques, composition skills, and examinations.

### A. Study Habits

Once you have mastered your time schedule, master your scheduled time. Using your study time effectively is even more important than scheduling it. Here are some guidelines on good study habits.

Find a suitable location for studying. The area should be as distraction free as possible. Avoid placing things which may distract you on your desk. Do not study close enough to a window to be distracted by outside activity. The room should be well ventilated and have a comfortable temperature. Also, avoid working on a bed or couch; these often prove to be too comfortable.

Use background noise to your advantage. Many students find that while doing calculations, soft background noise, such as stereos and tape players, can actually help their concentration. This music should be soft enough that you do not find yourself actually thinking about the music or about the lyrics.

Locate suitable areas for group study. When two or more people are studying together, make sure that there is plenty of distraction-free working space for everyone. Empty classrooms are perfect for this type of study. Not only is there plenty of room, but the chalkboards are ideal for review and problem solving sessions where one person works at the board while others check his calculations or reasoning.

Always obtain all materials and books required for each of your courses. Keep all of your current and past text books in a neat and accessible place. Never discard a text book which may be related to your major or any course you know that you will be taking later. Your old text books will later prove to be your best and fastest source of reference material.

Do not deprive your mind of a chance to do well by neglecting your body. Strive to keep a steady and well balanced diet and get plenty of rest. You are the only one who knows the minimum amount of sleep you need to do your best.

Before you begin to study, review your notes from the last class and skim over the assignments.

When reading new material, always look up any unfamiliar words. Underline key points or formulas in your book. If you have question about something in the assignment, skim a page or go ahead. If you still have a question, write it down and make a note of the page number so that you can ask your professor during class.

Do not study one subject for more than two or three hours at one sitting. Due to the law of diminishing returns, much more knowledge is retained in the first couple of hours of study than from the third and fourth hours, so change subjects every two or three hours. If it is necessary to study one subject for an extended length of time, take periodic study breaks to relax both your body and your mind. After all, the mind can only absorb what the seat can endure.

Always work through any examples that are in the book to be sure that you understand all of the principles involved.

Begin working on each lesson the day that it is assigned. Do not wait until the day before it is due.

Learn to take good notes. Concentrate on everything that the professor says but only jot down the key points. Recopy your notes after class in a more organized manner. This will save time later, and also serves to improve your long-term memory of these key points.

If you have a question in class, first try to answer it yourself by glancing over recent notes and drawing on personal experiences. If the question is still unanswered, ask your professor. This will lead to more meaningful and well thought out questions.

Do not be afraid to go to your professor for help. They are usually eager to help by providing any extra instruction or outside references necessary.

Begin studying for exams several days in advance. Get a good night's sleep before every exam. All-nighters may have saved many students, but they have also hurt just as many.

Anticipate questions that your professor might ask on the test. If you have a copy of an old test, use it for review, but do not look at the questions until you have reviewed all of your other material and feel that you are ready for the test. When you feel that you are fully prepared, work through the old test as if it were the real test and time yourself so that you can get an idea of how much time to spend answering each question.

Always remember that your education is an investment in your future, so strive to make the most of that investment.

## B. Time Management

Everyone should schedule their time. Members need to set up written schedules so they have time to accomplish everything they need to do. So often, we hear a brother say, "I don't have enough time," yet we see him wasting time every day, doing nothing. In reality, he has not properly utilized the time available. The key to not wasting time is to set up a schedule.

Scheduling can mean anything from just having a calendar so that you remember important events(e.g., tests, dates, football games) to an hour-by-hour- schedule for the day.

Effective time scheduling can be accomplished in just an hour or two at the beginning of each term and about 15 minutes every week. In using this technique, the first step is to get a calendar that covers the entire term. Write down on the calendar all important dates(e.g., mid-terms, finals, due dates for papers or projects, social events, etc.). This should be checked each week in order to update and to make needed corrections. By looking at every week, you will be able to notice what events are coming up and will be able to make plans in advance rather than having to wait until the last minute. This alleviates all-night study sessions( which may even be detrimental) or attempting to get a date at 4:00 PM for a dance that starts at 8:00 PM.

Once you develop your "term calendar" your next step is to break down your week. On a piece of paper, make a week-long schedule. Separate each day into 24 hours(if you like, create on-half-hour-slots, but that isn't always necessary). Fill in the schedule.

1. Classes first.
2. Work schedule.
3. Sleep(allow yourself six to eight hours a day).
4. Meals(allow yourself one hour for each meal).
5. Now fill in the hours that you plan to study. Try to study a certain subject at the same times every week--form habits! A good rule is that you should schedule one-and-a-half to three hours of study time for each hour spent in class. Use your own discretion, but do not cut yourself short. It is your own education.
6. Try to schedule some time each week to work on your long-term projects. Break the term papers down into smaller tasks: 1)choose topics, 2) locate resources, 3)prepare outline, etc. Now you should budget your time for each task.

This schedule should be flexible enough to make room for important things that come up, but rigid enough so that you get everything done. Remember, if you put something else into a study slot, then you must move that study time somewhere else. **Do not cut out any study time!**

This is just one example of the possible techniques and philosophies available. Therefore, you may want to look around for a good time/day planner and program and/or consult a professional(visit the campus learning/ counseling center) for other ideas as well.

A few things to remember when scheduling your time are:

1. It is always good to study or do problems or lab reports as soon after the class as possible. The information is still fresh in your mind, and you will find that it is easier to implant these ideas in your memory.
2. Do not study immediately after a meal or laying down. Your body is too relaxed.
3. Set a schedule and stick to it. It is only useful if it is followed! You can not wait until you feel like studying. If you are like most people, you will rarely "feel" like studying.

## C. Strategies for Listening

In order to be effective in the classroom, and consequently with study skills, a student must develop strong listening skills. The following outline covers the importance of listening, elements of good listening, use of the “Tune-in, Question, Listen, and Recite” (TQLR) method.

### A. Listening Techniques

1. Importance of Listening
  - A. Average adult spends about half his day listening.
  - B. In school, listening ability is about as closely related to grades as reading ability.
  - C. Emotional responses and changes of attitudes are greater as a result of listening than of reading.
  - D. Listening is an important avenue of building up vocabulary.
2. Elements of Good Listening
  - A. It is developed through experience.
  - B. It is affected by the interest of the listener.
  - C. It is a very active process giving rise to a definite response.
  - D. It makes allowances for personal bias.
  - E. It suspends judgment until all facts are heard.
  - F. It is alert to the general organizational pattern of what is being said.
  - G. It focuses on main ideas.
  - H. It evaluates and criticizes:
    1. Distinguishes between facts and opinion.
    2. Identifies point of view.
    3. Recognizes inferences.
    4. Is alert to emotionally-toned words.
    5. Recognizes faulty logic.
3. A listening formula-TQLR
  - A. Resembles reading formula for easy recall.
  - B. Easy to use because based on known skill.

### B. Using TQLR

1. Tune-in
  - A. Alert posture reflects readiness for work; provides cues for work.
  - B. Pay close attention to introduction to get idea of what to expect; begin asking questions.
  - C. Ignore speakers' mannerisms; concentrate on the message.
  - D. Try to anticipate content from direction thought takes.
  - E. Listen with your mind, not your emotions.
  - F. Participate if possible.
2. Question
  - A. What will it be about? Judge from the title.
  - B. How will it be divided? Judge from introduction.
  - C. As you listen, ask what should come next.
  - D. How does the thought tie together; where is it leading?
  - E. What are the main points?
  - F. Are there any inner summaries?
  - G. What is the speaker's intention?
  - H. What do you think about the topic?

3. Listen

- A. Decide exactly what it is the speaker is trying to tell you.
- B. Decide how well he is answering your own questions on the point.
- C. Think of ways you can apply the information.
- D. Listen for the common terms used by speakers to guide listeners in organizing what they hear:
  - 1. Contrasting thoughts are introduced by words or phrases like: although, but, however, nevertheless, rather, whereas, yet; or phrases like: even though, in spite of, on the other hand, on the contrary.
  - 2. Additional information on the same point is indicated by words like: beyond this, moreover, furthermore, in addition.
  - 3. Conclusions or summaries are indicated by terms such as: as a result, consequently, hence, in conclusion, so, therefore.

4. Recite or Review

- A. As you listen, summarize the main points.
- B. State the main ideas in your own words briefly.
- C. Relate what you learn to what you already know.
- D. Make brief notes to aid future recall.
- E. Prepare a set of questions over the lecture.
- F. Review notes regularly to keep memory fresh.

## **D. Note Taking Strategies**

Taking notes in class is one of the most important keys to success. Besides increasing your retention rate, this will give you an easy reference to what was discussed and will be a most valuable study aid. However, there are a few very important things to remember in order to receive the greatest benefit from note taking:

1. It is best to use a loose leaf(three ring) notebook. This enables you to insert pages from time to time so you are not limited to any set number of pages. You may want to have notes from all classes in one notebook(often notes taken in one class can be helpful in another class).
2. Try to avoid borrowing notes from anyone. Remember, another person writes notes for themselves, not you. You must develop a method of note taking that is right for you.
3. Try to get to class early enough to read notes from the last class period and to formulate questions that you may want to ask.
4. Do not try to write down everything that is said. Concentrate on listening first. Pick out the main points, the important things that will help you learn. If you have read the text ahead of time, you should recognize key concepts. Often the instructor will give you "cues" such as writing something on the board, repeating a concept, pausing in lecture, or maybe even using a phrase like, "In summary..." Watch for these cues. They can prove to be very important; instructors will most likely emphasize these items on their tests.
5. On each page of your notes, you should put the name of the class, date, and important text page numbers for the day. Organization is one of the most important keys to successful learning.
6. Be sure to write legibly. If you do not have the time to take neat notes during class, you should sit down immediately after class and rewrite the notes. When studying for a test, you should be concentrating on the contents of the notes, not figuring out what the scribbles mean. It is best to get in the habit of taking good legible notes the first time. This saves valuable time that could be used for other things. Remember, make the best use of your limited resource: time.
7. Do not rely on a tape recorder. Many times it is inaudible, and you also miss out in any visual illustrations. Besides, most students do not have the time to relisten to an entire lecture.
8. Always try to review your notes as soon as possible after the class. Besides cementing the concepts in your memory, this will enable you to fill in any ideas that you may have left off. Thirty minutes spent here could save an hour or more later on.
9. Rewriting notes at a later date is an excellent study method, It works better than simply rereading because it involves more than one sense.

## E. Hints on Note-Taking

Well-developed note taking skills are essential for good performance in the classroom. If a student does not obtain completely the material in class it will impede his ability to study successfully. The following outline covers techniques to improve note taking.

### A. Note Taking Techniques

1. Common Misconceptions:
  - A. You will get more from lectures if you don't take notes but reflect on the author's ideas-trouble is you can't review these later.
  - B. Take notes only on main points-trouble is you may not know the main points, or they may not have meaning later.
  - C. Write the lecture over in your own words-takes too much time and you may miss important information.
  - D. Take notes in a complete outline form-difficult to do often. The main question is not whether to take notes, but how to take them.
2. Purposes of class lectures and reasons for taking notes.
  - A. Provide further explanation of difficult concepts.
  - B. Prepare students to read assignments with greater understanding.
  - C. Provide information difficult to find without help or which is not available elsewhere.
3. Good notes start with good listening
  - A. Develop mental set by anticipating content on way to class.
  - B. Have definite questions in mind about the topics to be discussed-read assignment before class.
  - C. Pay special attention to introductory remarks and overview.
  - D. Use TQLR technique throughout lecture.
  - E. Try to identify topic sentences and important details as a unit.
  - F. Remember notes must be complete enough to be able to refresh memory, short enough not to be a burden to read and keep in mind.
4. Good notes must be orderly.
  - A. Use notebook of convenient size, usually 8 1/2 x 11 is best.
  - B. Keep all notes for a single course together in sequence.
  - C. Notes should reveal organization of content.
  - D. Notes should be legible.
5. Ways of writing notes
  - A. Paragraph form: one writes sentences, phrases, or words that go together in a single paragraph-easy to do, but does not reveal organization.
  - B. Sentence form; as important ideas appear, writes one sentence about it, makes each sentence a new line, they may be simply numbered, not hard to do but does not reveal organization. Probably reflects a minimum of thinking.
  - C. Formal outline form: indent various levels of details using Roman numerals, capital letters, etc.-harder but reveals organization and requires closer attention.
  - D. The decimal outline form; uses much the same approach as "formal outline form", but uses whole numbers and decimals-may not be as familiar and therefore harder to use at first.
  - E. Dash outline form: much like outline form but uses dashes and indentation without letters and numbers. These are often added later after lecture is finished.

6. Tips on taking notes

A. Use of tape recorder is not usually recommended.

1. Rehearing lecture to time consuming.
2. Eventually notes have to be taken.
3. Students tend to depend on gadgets instead of head.

B. Use standard symbols as much as possible to cut down on time required to write:

n.b.-important	&-and	cf-see
- identical	- therefore	-yields or results in
> -greater than	< -less than	w/o -without
w -with	= -equals, same - not same, unequal	
?-doubt or question	bet -between	re -regarding
ave -average	* -special significance	

C. Draw box around assignment or name of importance.

D. Underline once or more for degree of importance.

E. Shorten words which are frequently used. First letters are more important letters than vowels.

F. Endings often make an important difference. They can be shortened:

'g -ing	e.g. beg'g -beginning	
'n -tion	e.g. infor'n -information	
't -ant	'y -ary/ory	'm -ism

G. Be certain you know the meaning of the abbreviations used. Keep a list in the notebook or margin of page for unusual ones.

H. Use diagrams, etc. from board as much as possible.

I. Notes are only about 1.10 as long as material they represent.

J. Leave space at end of day's notes for summary statement, questions, additional comments.

K. Use a special symbol as cue to an idea which would make a good examination question.  
Teachers often remark that certain ideas will be part of tests.

L. Clipboards are not generally a good idea if loose pages are used because material can be easily lost or mixed with other material.

M. Note date and class on each page of notes, number pages especially.

N. Avoid doodling, concentrate on lecture.

8. Using class notes

A. Make mental summary as you leave lecture room.

B. Review written notes as soon as possible, correct them, write summary.

C. Review notes on previous class before beginning assignment.

D. Review all notes in a unit as the unit ends.

E. Schedule regular review periods every two weeks in which all notes on a subject are reviewed.

F. Make thorough review of notes before exams.

## B. Special Problems in Taking Notes

### 1. Problem Lectures

#### A. Speak too rapidly

1. Team up with another student, compare notes during and after class.
2. Ask teacher for points missed
3. If extreme, use tape recorder, and fill in notes later on.

#### B. Poorly organized rambling lectures.

1. Note major ideas as for any lecture.
2. Refer to text for an outline or organizational pattern.
3. Compare notes with another student after class.
4. Be concerned with points directly related to subject matter.
5. Make organized outline of notes after class in margin.

#### C. Speaks too softly or mumbles.

1. Team up with another student
2. Ask speaker to talk louder.
3. Move closer to speaker.
4. Speak with teacher after class for points missed.

### 2. Discussion group notes

#### A. Problems

1. You may already know the point to be discussed-contribute the answer and propose another point.
2. Difficult to see organization or specific content- use tips for difficult lecturer above.
3. Hard to find clues to major ideas- convert statements into questions, present your own questions and listen for answers.
4. Discussion may not be complete- make note and bring up topic at next meeting.

#### B. Skills needed

1. Prepare by carefully reviewing notes and text and have a set of questions ready.
2. Listen for explanations of points you do not understand using the TQLR approach already described.
3. Note summaries carefully, often these are made by the leader.
4. Make brief notes, fill them out later.
5. Pay close attention to the questions asked, note how they are answered.

## F. Skimming Techniques

Skimming is a well defined reading skill, a highly selective process of looking at a page to grasp quickly what one seeks. Skimming is usually considered as two types of skills: a) Skimming for the main idea, principal point or the highlights of the author's thoughts; and b) skimming for details-usually called scanning.

The skilled reader knows where and how to look for the information he seeks. There are two major steps: a) surveying or inspecting the material to be read-knowing what to look for; and b) the actual reading to discover the sequence of main thoughts and organizational pattern. How to do it:

1. Look at the whole page first. Hold the page at arm's length, note the subdivisions, general shape of type, etc.
2. Look at the title. Ask yourself what is the one thing the author is writing about.
3. Look for subdivisions. Get a bird's eye view of the skeleton of the selection.
4. Look for graphic aids...pictures, maps, graphs, etc. They will give you clues as to what is in the main selection.
5. Look at the paragraphs. They are called the "cells of thought". Are they long or short?
6. Look at how the thoughts are arranged in the paragraphs. Are they neatly organized, tightly knit or rambling?
7. Look for a broad, basic plan. What area is being discussed in this section or page? Is this the same as he discussed on the previous page?
8. Look for the author's purpose in writing. Why did he write this?
9. Define your own purpose in reading. Why are you reading this? This will determine your rate of skimming.
10. Check your watch. After deciding what you want from the reading, estimate the number of pages and how long the task will take you.

How long does it take you to survey? You should be able to make a fair determination of the above 10 steps in about 30 seconds.

### Skimming Procedures

Procedure #1: Read only the first sentence of each paragraph.

Procedure #2: Usually if you spot a break in thought, it is because the sentence contains a word that refers back to something previously stated. If so, return to the previous paragraph and find the referent. Finally, read the final sentence.

Procedure #3: If there is still no continuity of thought, search the preceding paragraph for a medially located topic sentence.

Procedure #4: If you still can not find it, suspect that there is not a topic sentence and you must make up your own to, "get the thoughts marching again."

## G. Composition Skills

The ability to write is one of the greatest assets an individual can possess. The following outline discusses themes, writing techniques, paragraph development, and some common problems encountered in writing effectively.

### A. Kind of themes

1. Impromptu-written in class without time for preparation. One can improve these by preparing in advance in a general way.
  - a. Read regularly and keep a record of interesting topics.
  - b. Listen carefully to people around you. Learn what they think and what they think is important or interesting. Keep a record of this.
  - c. Express your ideas to others and note reactions, objections, and criticisms. Keep these in mind when writing on a topic.
  - d. Be ready for impromptu themes by thinking worthwhile thoughts and expressing these to others. Writing then becomes a review of past experiences in expression and is easier to do.
2. Prepared-written outside class and require formal preparation. One can anticipate these often by:
  - a. Keep a list of topics of personal interest.
  - b. Jot down brief outlines of promising ideas while they are fresh in mind.
  - c. Check over outlines occasionally and develop better ones for possible use in an assignment when you have choice of topics.
  - d. Keep notes on sources for topics by recording where they came from and where they appear in other sources.
  - e. By thinking ahead this way, ideas can mature and the time needed to write them up is greatly reduced. Fewer corrections are necessary.

### B. Steps in Preparing an Essay

1. Select a suitable topic. It must be one which you:
  - a. Know enough about to make an intelligent statement or take a reasonable position on.
  - b. Can handle in time and space allowed.
  - c. Can gather information about readily.
  - d. Are interested in yourself and on which you wish to share an opinion.
2. Prepare a rough outline.
  - a. Write a sentence expressing the main idea you wish to convey.
  - b. Determine the main points which you must discuss to explain your topic.
  - c. List the points under each topic sentence which you will use to develop the thought it contains.
  - d. Write a summary sentence. It should include the main ideas presented in the topic sentences and draw a conclusion or indicate & course of action.
3. Write the theme by developing each topic sentence into a paragraph using an organizational pattern suitable for it.

## H. Writing Techniques

### A. Good themes must begin with good sentences.

1. Know the functional elements of sentences.
  - a. Every sentence must express or clearly imply some action or state
  - b. Every sentence must name or clearly imply the source of the action or statement expressed in the sentence.
  - c. Often there must be a receiver of the action or an idea which completes the meaning of the verb.
  - d. The verb, the subject, or the complement may be qualified or described.
2. Good sentences possess these qualities:
  - a. Clarity-they relate all elements of the sentence to one another and to the purpose of the sentence as a whole.
  - b. Unity-they subordinate individual parts to a central purpose.
  - c. Coherence-they make obvious the relationship of each part to the others.
  - d. Emphasis-they indicate the relative importance of the various elements.

### B. Good themes are built around good paragraphs

1. Functional elements of the paragraph.
  - a. Topic sentence. A statement of the essential content of the paragraph. It may appear as a:
    1. Generalization-a broad statement which requires explanation.
    2. Summary-a conclusion based on the information presented.
    3. Question to be answered.
  - b. Developmental sentences- sentences intended to make the meaning of the topic sentence clear. They do this by:
    1. Repetition-expressing the same idea in different words.
    2. Illustration- applying the main idea to a specific case.
    3. Exemplification-demonstrating how the main idea resembles another better known idea.
    4. Contrast-telling what is not meant by the main idea.
    5. Enumeration- listing parts of the idea in some order.
  - c. Transitional sentences-sentences used to introduce a new thought, but not to develop it.
2. Organizational pattern of paragraphs. Paragraphs may be classified according to how they present their content:
  - a. Deductive-begin with a generalization, provide evidence to support it.
  - b. Inductive-begin with details and draw conclusion.
  - c. Descriptive-provide a word picture of the idea to be presented by listing characteristics, power, appearance, etc.
  - d. Analogous-explain an idea by telling how it is like something.
  - e. Chronological-arrange information in a time sequence.

C. Paragraph Types. According to the writer's purpose, paragraphs may be classified as;

1. Narrative-those which relate an incident, anecdote, or story. It is frequently used in fiction. It is developed by the use of questions.
  - a. What? - happened or occurred
  - b. Who? - it occurred to
  - c. When - did it occur
  - d. Where? - did it occur
  - e. Why? - did it occur?
  - f. How - did it occur?
2. Expository- discusses facts or ideas, explains concepts, or tells how to do something. It is frequently used in textbooks.
3. Descriptive- presents a word picture. No single sentence really expresses the complete thought or picture but all contribute to an impression-frequently used in fiction but also in textbooks.
4. Argumentative- used when the writer's purpose is to change beliefs; urge some course of action; defend a position, policy, or decision, etc. It must be logical and systematic to be effective.

D. Methods of developing paragraphs. Paragraphs are more effective when they present information, according to a general pattern. This pattern may be developed in the following ways:

1. Particulars and details- this pattern offers a topic sentence and relates a number of particulars or details to it and to one another. It is most frequently used in expository writing but may be found in descriptive and narrative types as well.
2. Illustration and example- is used when the truth of a statement is established by providing examples or applications of it to various situations. Phrases or words such as; for example, to illustrate, typically, and for instance, are frequently used in this type of development. It is very useful in expository writing.
3. Comparison and contrast- when one compares two or more things and points out their differences or similarities. Frequently, the topic sentence will describe two things as being alike or different in some way, then proceed to discuss various aspects of this relationship.
4. Definition- to define something the writer must begin by indicating the general class to which it belongs and then point out how it is unique in that class.
5. Analogy- consists on making a new concept familiar by relating it to one which is already familiar. It appears to be a type of comparison, but stress a similarity of attributes rather than essences.

E. Qualities of effective paragraphs.

1. Clarity-they relate all parts to one another and to the idea in the topic sentence.
2. Unity- they present a single idea to the reader by relating all parts to the topic sentence.
3. Coherence-they make obvious the relationship of each part to the whole and to other parts.
4. Emphasis- they give more prominence to certain aspects of the topic under discussion.

#### F. Achieving clarity

1. Consider the reader- direct your message at a specific person representative of your readers.
2. Understand the idea you wish to explain, know what you want to say about it.
3. Watch order or presentation, make ideas flow into one another and produce a single impression.
4. Write the theme as a series of topic sentences first, develop these paragraphs to write the theme.
5. Develop your topic sentences by:
  - a. Giving examples or illustrations of the idea in the topic sentence.
  - b. Providing reasons, proofs for, or data related to the topic sentence.
  - c. Drawing contrasts, tell what the topic is not.
  - d. Providing descriptive details or painting word pictures of the idea in the topic sentence.
  - e. Enumerate steps of parts of the topic sentence in an orderly way.
  - f. Repeating the topic sentence using other words.
  - g. Write a summary or concluding statement to the paragraph.

#### G. Checking for clarity.

1. Keep sentence subjects near predicates.
2. Be sure the things for which pronouns stand are clear.
3. Make each sentence contribute toward the development of the topic sentence. Be able to repeat the topic sentence without spoiling the flow of thought.
4. Beware of long sentences. Shorter ones may make thought clearer.
5. Watch the sequence of sentences in the paragraph and the order in which paragraphs follow one another.
6. Select words that are clear in meaning to you and your reader.
7. Read the theme aloud to check for smoothness of expression.
8. Make a mental outline of the theme as you read it aloud to see if it develops a single thought.
9. Ask someone to read the theme and tell you what he thinks you are saying. In clear paragraphs, all sentences relate to one another and to the topic sentence. A clear paragraph has unity because parts combine to form a single impression.

#### H. Achieving unity.

1. Develop only a single idea in each paragraph
2. Watch the sequence in which ideas are placed, they must lead to a single point.
3. Be certain that each sentence contributes something toward developing the topic sentence.

#### I. Achieving emphasis

1. Make the main idea stand out.
  - a. Decide which idea is the most important idea you wish to express.
  - b. Arrange the most attractive evidence around the point you wish to stress to help call attention to it.
  - c. Give the most space and best location to those ideas best suited to make your point.

2. Concentrate your task.
  - a. Build a firm basis for each thought before moving on.
  - b. Consider only one point at a time; give all reasons, proofs, examples, etc. in one place.
  - c. Give a brief summary of a point before going on.
  - d. Direct the reader to the next step.
3. Get to the point as quickly as possible.
  - a. Capture interest in the first sentence.
  - b. Persuade the reader to go on by indicating what will follow.
4. Vary the length of sentences and paragraphs.
  - a. Use length as a clue to importance.
  - b. Use colorful language and emotions to add vividness to more significant ideas.
  - c. Repeat important ideas using different words.
  - d. Ask questions to call attention to important ideas.
  - e. Cite authorities to make ideas stand out.

#### J. Achieving coherence.

1. Be sure your argument is logical.
2. Make certain that proper order is followed, e.g., chronological.
3. Watch for consistency or agreement in time, e.g., afterwards here, later, in the meantime, now, soon, subsequently, then, etc.
4. Try to make ideas flow into one another.
  - a. Transitional words and phrases, e.g., and, also, besides, but, finally, for example, furthermore, in addition, in other words, moreover, of course, etc.
  - b. Point out cause and effect, e.g., as a result, because, consequently, hence, etc.
  - c. Compare ideas, e.g., in the same way, in like manner, likewise, etc.
  - d. Contrast ideas, e.g., but, however, nonetheless, on the other hand, still, etc.

#### K. Tone, the emotional quality of themes.

1. Tone is a reflection of the writer's attitude toward his subject.
  - a. It depends on the emotional quality of words he uses.
  - b. It is determined by the writer's purpose in writing.
  - c. It gives writing appeal by making it personally meaningful.
  - d. It provides an emotional background for meaning.
2. Types of tone and uses.
  - a. Humorous- used when purpose is to amuse or entertain.
  - b. Serious- used when purpose is to teach, explain, or develop understanding.
  - c. Critical- when purpose is to call attention to strengths or weaknesses and to evaluate.
  - d. Emotional- When purpose is to arouse sentiment or motivate action.
3. Ways to achieve tone.
  - a. Determine the primary purpose of the theme.
  - b. Select words that reflect the emotion you intend, e.g., pad, house, edifice, building, and home all refer to the same thing but with a different emotional tone.
4. Sentence length and usage help develop tone.
  - a. Short sentences reflect excitement.
  - b. Long sentences reflect thoughtfulness and depth.
  - c. The kinds of example, metaphors, and similes should suggest your outlook.

## I. Common Writing Faults

### A. Agreement

1. Subject and verb- must agree in number and person.
2. Pronoun and its antecedent-must agree in gender, number, and person.

B. Comma splice- the use of a comma instead of a period or semicolon between main clauses not joined by a connective.

C. Dangling or misplaced modifiers- keep modifiers close to the word they modify.

D. Fused sentences- sentences run together without separating punctuation or connectives.

E. Pronoun reference vague-.often a problem arises because the antecedent is a whole phrase or idea.

F. Separated elements- keep subject and verb, verb and complement, modifier and its referent, preposition and its complement, as close together as possible.

G. Shifts in subjects and verbs- it occurs in two forms, 1) shift of subject within a paragraph, or 2) shifts between personal and impersonal pronouns within a sentence.

H. Spelling- keep list of errors for study.

I. Wordiness- usually arises from an attempt to appear literary. It can be remedied by eliminating all useless words in revision. Keep sentences rather short, never use words that do not help make the idea clearer. Write the way you would speak in serious conversation with a friend. Be yourself.

J. Word Order- master word order before attempting variations- Inversions of word order are justified when one wishes to create emphasis or attract attention. Normal order:

1. Subjects normally precede their verbs.
2. Complements normally follow their verbs.
3. Single adjectives precede nouns they modify.
4. Adverbs normally follow the verb they modify; precede adjectives they modify.
5. Main clause normally precede subordinate clauses.
6. Inversions are acceptable:
  - a. For emphasis, if it does not create misinterpretation or awkwardness.
  - b. For stylistic reasons to avoid monotony.
7. Related elements not normally separated may be separated by absolute or modifying constructions if no vagueness or awkwardness exists.

## J. Taking Exams

Before the Exam:

- A. Find out what the exam will cover. This will give you a “set” for reviewing.
- B. Find out what kind of exam it will be: objective, essay, or a combination of both. If it is an essay exam, find out whether there will be several short questions, or one or more long questions, or both. Objective exams require a specific type of response from you. essay exams require something just as specific but different. There are successful techniques for preparing for and taking each kind.
- C. Reviewing is a big stumbling block, largely because the task looks so large that the human tendency is to postpone it. This leads to all-night cram sessions which sends you into the exam with a blurred mind filled with a jumble of facts and no sense of proportion. Start reviewing methodically and fairly early. Make human nature work for you.
  1. Have a method to your review: separate review time from work on daily assignments. Review in short chunks every day- at the most, two hours at a time. Divide the review material in each course into logical sections and concentrate on one at a time. Terminal vocabulary is a good place to start. Relieve your mind by reviewing your worse subject first. Re-review your toughest subject just before the exam-the day or night before.
  2. Don't start too early. It is possible to review too early. If you feel weak in a course-start two weeks before the exam. If you are more comfortable, start reviewing one week before the exam.
- D. Remember to note when and where the exam is in your note, as well as what you are allowed or expected to bring with you to the exam. If you arrive a little early, you will have a chance to settle in before the exam.

During the Exam:

A Before you start writing:

1. Read through the whole exam. This will give you a broad understanding of what the exam covers, and what the main ideas seem to be. Many exams are composed of a series of short questions all related to one particular aspect of the subject, and then a longer question developing some ideas from one another area.
2. Observe the point value of the questions and then figure out a rough time allowance. If the total point value of the test is 100, then a 50 point question is worth about half of your time, regardless of how many questions there are.
3. Underline all significant words or directions. Many have lost time or points because he did not see the word “or”, or knowing the difference between “enumerate” and “discuss”.

B. Before you start work:

1. Don not worry about trying to follow the order of the test. You do not have to answer in the order the questions appear. Answer the questions in the order you are most comfortable with. However, if you do skip around, be sure to double check at the end to make sure that you have completed the entire exam.
2. Keep the point value and time allowance in mind!
3. Work methodically. If you tend to rush things, slow down. When you are finished, check over your entire paper to make sure that you have not left out any questions and also to make sure that you have followed the directions given.

#### After the Exam:

One of the best ways to learn how to take exams is to analyze one after you get it back. Go over it, noting what you did wrong, and where you lost points. See if you detect any point-eating tendencies, such as not following directions or misreading questions. The next time you take an exam, consciously watch yourself for your weaknesses. Also, note what you did right! This may save you stress the next time around.

## K. Essay, Objective, and True/False Examinations

Taking Essay Examinations:

- A. Read all questions before answering any.
  - 1. It provides a big picture.
  - 2. It eliminates possible duplication.
  - 3. It provides a mental set.
- B. Observe how the test covers main ideas of the course as you outlined and studied it.
  - 1. It gives a frame of reference for writing.
  - 2. It gives self-confidence a boost.
  - 3. It helps revive your memory.
- C. Divide time among items noting possible choice.
- D. Understand what is wanted in each question.
  - 1. Complete discussion- e.g., analyze, describe, review, discuss.
  - 2. Certain types of information wanted- e.g., compare, contrast, illustrate, prove, define, explain, diagram.
  - 3. Facts without any elaboration- e.g., list, tabulate, trace, enumerate, outline, name.
  - 4. Give an opinion and explain- e.g., interpret, select, evaluate, justify, criticize.
- E. Know the definition of key words in test questions- e.g., comment, criticize, demonstrate, develop, formulate, etc.
- F. Plan your answer.
  - 1. Organize it to suit the question.
  - 2. Outline your main points by expanding on the outline. Leave space at the end.
  - 3. Watch the time.
- G. Begin with items you can answer easily.
  - 1. Do not spin your wheels.
  - 2. Let question perk a bit.
  - 3. First items seem harder.
- H. Write down something for every question there is. No matter how wild or apparently unrelated, you may still pick up a few points.
- I. Research has shown, a neatly written paper is worth about one letter grade more than the exact same paper written sloppily. So, do the best you can to make your paper easier for your professor to read.

Taking Objective Exams:

- A. General Hints:
  - 1. Read directions carefully.
  - 2. Know how to mark answers.
  - 3. Accept answers at face value.
  - 4. Formulate answer before reading into the question.
  - 5. Guess unless told not to.
  - 6. Change answers when reason for change is better than first reason for answer.
  - 7. Use all time allowed.

## B. True-False tests.

1. True-False items are made by:
  - a. Briefly describing two things.
  - b. Predicating some degree of relationship between these things.
  - c. The answer is made true or false by over or understating this relationship.
2. Analysis of items.
  - a. Attend to quality of relationship made.
  - b. Know alternative within framework of given relationship.
    1. Quantitative: all, most, some, none
    2. Temporal: always, sometimes, seldom, never
    3. Magnitude: great, much, little, no
    4. Equality: equal, more, less
    5. Moral: good, bad
    6. Degree: very, quite, rather
    7. Existence: is, is not
3. Test the truth of the statement by substituting the other terms of the series.
4. No, every, all, entirely, etc., often indicate false items- beware!
5. When two or more independent clauses are used, one false statement makes the whole item false.

## C. Multiple Choice Tests

1. Eliminate wrong choices to narrow the field of answers.
2. Note whether you are asked to select the one best or all of the right answers-if the latter:
  - a. Read stem and foil together.
  - b. Treat as true-false question.
  - c. If true, make as a right choice; if not true, omit.
3. Matching tests.
  - a. Eliminate easy items by pairing them off.
  - b. Try to use a synonym if possible.

## D. Follow Up on Tests

1. Check over your own set of test questions.
  - a. How close were you?
  - b. What type of items did you overlook?
  - c. Why did you miss items?
  - d. Add questions to your notes.
  - e. Note test items in margin of text book.
2. Study four types of answers to improve.
  - a. Those known and correctly answered.
  - b. Those known but missed.
  - c. Items not known but correctly answered.
  - d. Items not known and not correctly answered.

Tests can be learning opportunities if they are studied.  
Learn to improve your study habits from every test.

## L. Studying for Final Exams

- A. Make a quick survey of your notes and readings and try to get a general picture of what you have covered over the semester.
  - 1. Jot down a few words about the purpose of the course.
  - 2. Make a quick, brief time line or outline to get an overall picture of the material.
  - 3. Note areas you are weak in.
- B. Go over old tests, paying attention to the kinds of questions generally asked. Note any special instructions you have been given regarding the kind of test.
- C. Know what the final will cover and with what weight.
- D. It is best if finals is a time for review and integration, rather than learning new material.
- E. Rather than careful rereading, it is often better to skim the material and stop at material you do not know.
- F. Study as you go- do not put it off as last-minute cramming may confuse you.
- G. Subject matter is often organized according to the process of something, the development of something, the history of something, or the comparative relationships of several things. Know the organizational system, and make your own charts, diagrams, or time lines to help you see the structure you are using.
- H. If a particular course includes many specific points which you know you must memorize, keep notecards (3" x 5") on which you have placed the specific points. Carry the notecards with you and thumb through them off and on during the day rather than spending a hour or more in one sitting the day before the exam. Review all the cards before the exam.
- I. Know your instructor and his biases.
- J. Look at sample questions and problems at the end of chapters for additional clues on what to know.
- K. On the basis of this information, try to predict questions(both broad and specific); then make sure you can answer them.

### How To Handle Test Anxiety

Everyone gets shaky now and then before an exam. Nerves do not have to spell disaster for you, as you can conquer them.

Realize that exam nerves are not a total loss. Do not try for 100 percent relaxation. It is not at all favorable for your exam. "Optimal arousal" is the key to doing your best. It simply means the degree of concern and muscular readiness best suited for your task-somewhere between complete relaxation and too much tension.

Some people flunk themselves. You can avoid it. Some students consciously and unconsciously cast themselves in the roles of failures, Their past troubles and defeats have built up a dismal self-image. they actually make a habit of failing. They do not try hard enough. As a result, after a half-hearted try, they seem to prove themselves right! If you have the failure habit, recognize it and give yourself the chance of success you deserve. Ask your campus counseling center for information on success imaging programs.

Spend your energy on the exam, not on fear. Exam nerves can make you concentrate on fear, so that you neglect the exam questions. Remember this simple formula: Think about the work, not the worry. Focus on the questions, not your nervousness.

Respect your right answers, too. People with exam nerves are often perfectionists, and if they get nine out of ten questions right, they emphasize the one they missed. Credit yourself with what you do right- there is always at least something in that category.

Of course, prepare. An absolutely solid training rule for avoiding panic and anxiety is preparation for the situations that may cause them. Preparation for the usual exam should start on the first day of the course. Review the last few pages of notes before each class meeting, and review all of them from time to time. Jot down questions to ask in class, and spot items you want to look up in reference books. Do reading assignments on schedule. Do not let them pile up. Stop at the end of each paragraph or section to see if you can sum it up in your own words. Underline main passages. Notecards with the topic named on one side and your summary of it on the other are useful aids. Reciting formulas and summaries, as well as important concepts and definitions, help to emphasize what you are learning.

In plenty of time before the exam, be sure you know what the exam will cover, the extent of skill or knowledge expected, and the type of exam to be given. For your cumulative review, use your calendar to make a specific schedule to deal with the material.

Do not over do it. Staying at your desk may look noble, but it soon gets hopelessly inefficient as you get diminishing returns on your investment of time and energy. Plan rest periods with your study periods, in advance. This relieves you of anxiety about having enough time. Relaxation and enough sleep are at least as important as effective study.

Try to relax when you get into the test room. You might need to take a few deep breaths, and work on relaxing the muscles in your body. Next, look over all the questions briefly, to size up what is expected. Be sure to note instructions and then follow them exactly. Assign the right proportion of time to each question based on how much each is worth.

Do not spend too much time on any one question.

Is it an objective exam, which simply asks you to choose the right answers or fill them in? If there is no penalty for, "wrongs," guess. You may get partial credit for your answer. Do not change answers unless you are sure.

Is it an essay exam? 1. Jot down main points on scrap paper without worrying about their sequence. 2. Number each point into proper order. 3. Write your essay, following your numbered outline. Underlining your main points, if permitted, helps the reader follow your thoughts. Write legibly. Number your answers plainly.

Do not take off if you finish early. Use leftover time to check spelling, punctuation, and grammar. Could you add something here or there? Could you try again where you missed out?

Following these guidelines will help you do your best.



**2. Class Evaluation Form**

Evaluation Form

Course \_\_\_\_\_  
Instructor \_\_\_\_\_  
Student Name \_\_\_\_\_  
Student Major \_\_\_\_\_  
Grade Received \_\_\_\_\_  
Text Title \_\_\_\_\_

1. Would you recommend this instructor to another person? \_\_\_\_\_
2. Is this instructor a good lecturer? \_\_\_\_\_
3. Is this instructor an easy grader? \_\_\_\_\_
4. Can you reason with this instructor? \_\_\_\_\_
5. Did you learn anything from this instructor? \_\_\_\_\_
6. Does this course require a lot of work? \_\_\_\_\_
7. Do you go to class regularly? \_\_\_\_\_
8. Are the tests easy? \_\_\_\_\_
9. Are there any outside papers or projects? \_\_\_\_\_
10. Are the tests problems, objective, subjective, or something else? \_\_\_\_\_

Additional  
Comments \_\_\_\_\_  
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Important Information (Check all that apply)

- \_\_\_\_\_ I have the book for lend.
- \_\_\_\_\_ I have the book for sale.
- \_\_\_\_\_ I do not have the book.
- \_\_\_\_\_ The book is in the Chapter Library.
- \_\_\_\_\_ I have the tests.
- \_\_\_\_\_ I do not have the tests.
- \_\_\_\_\_ The tests are in the Chapter Library.
- \_\_\_\_\_ I have an example of the outside papers or projects.
- \_\_\_\_\_ I do not have any of the outside papers or projects.
- \_\_\_\_\_ The outside papers or projects are in the Chapter Library.