

CALVARY

A C A D E M I C S



Bachelor Student

Graduate Study Guide

GSG

Mentoring through Advanced e-Learning Technology

Graduate Study Guide

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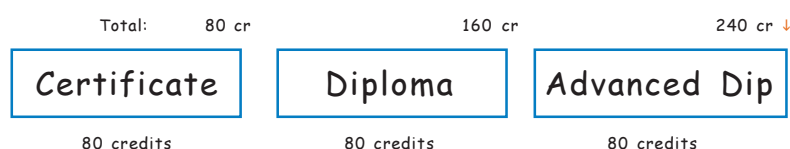
The Structure for Calvary Bachelor Degrees

Calvary University offers qualifications to students who are mainly **part-time** learners, are engaged in secular work by which they **earn** a salary, gain **life experience** and have the opportunity to be guiding lights to the world through their life conduct. To make meaningful study possible towards earning a **recognised qualification** on a part-time basis, Calvary has designed their programme offering in a specific way.

Linking Courses

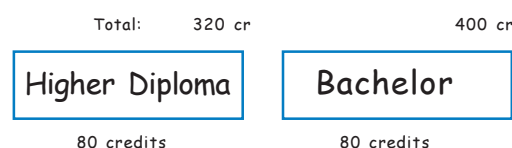
Characteristics of Programmes. Every component of the programme has been given a credit value. When the courses are added up, modules form phases (one year each) which then lead to programmes. While full time courses offered by secular universities contain 120 credits per year, Calvary's part time phases all contain 80 credits.

Phases follow one another. Phase 1 is taken first and then followed by 2 and 3. The first three phases form Calvary University's foundation group. Starting with a Certificate, it includes a Diploma and ends in an advanced Diploma of 240 credits:



Offered mostly at Bible Schools. As the content is discipleship making, leadership principles, teaching Biblical principles of the Christian life in general, and trains members specifically in the ministry of all five aspects of **the ministry gifts** Christ gave to the church, it is aptly called a **ministry qualification programme**.

The basis of Bachelor programmes. Following these three phases are several bachelor programmes which need the **Certificate-Diploma base** as a starting point. The Advanced Diploma is a balanced training programme for life and is not just focused on the training of pastors of a church. It is **for everyone**. Now specialisation can take place in two further phases, taken over **two part time years** of study:



Different for professions. These two phases of 80 credits each are different in content for each of the following six professional directions:

- Bachelor of Ministry ● Bachelor of Business Leadership ● Bachelor of Education
- Bachelor of Counselling ● Bachelor of Business Administration ● Bachelor of Arts

Offered differently. The first three phases are offered in 100% contact training as at this stage **character formation has its basis**. About 120 lectures are offered per phase of 80 credits. Phase 4 and 5 needs training staff that are better trained and are therefore offered at fewer Tuition Centres. The content is also more specialised. At these phases a minimum of **30 classes per 80 credits** must be attended by students. Their learning is therefore now more independent as they have reached **academic maturity**.

Regional Support Centres. Calvary University envisions to set up 40 support centres from where these 30 lectures per year (per phase) will be made available. It will be determined by the number of students in the **surrounding areas** who have registered for courses and programmes, **whether** and **how many** lectures will be presented.

Comparison with secular programmes

Calvary University is a **Christian university** and does not allow for the needs of other faiths. Its training is therefore non-secular with a focus on discipleship towards a **Christian life-style**. The saying of Jesus: "you are in the world but not of the world" applies. Knowledge is important but comes second after **spiritual development**. The structure of the five phases therefore does not compare to the other universities. We do things differently but we have the same high academic standards. In the end we have 10% more credits due to the inclusion of character building. It compares as follows:

Secular universities over three years. Full time studies 120 credits per year.



Calvary University over five years. Part time studies 80 credits per year.



Structure of a phase

Working through Modules. Each phase consists of **seven** modules, A module is a set of courses that are taken together. They do not necessarily complement each other but the module system bundles all the courses in consecutive order. A student starts with module one and may do two modules at the same time. For good order you should complete the modules in consecutive order. All the modules must be completed.

Some modules have skills. A programme (leading to a qualification) has at least four modules which contain a skill as a companion course. These are interpersonal, study skills or human relations skills, etc. One of them is always an IT skill.

The practical side. Each programme has a workbook called "**Ministry Praxis**" or "Counselling Praxis", depending on which professional direction you have taken. This is completed during the year and linked to each module. So for each module there are **practical tasks** to be fulfilled. One of them is to have **group discussions** and another is to do a prescribed set of **Bible chapter reading** and an in-depth study of these.

Working through the programme

What is expected of you? You know that e-learning has seven pillars. You must read the **text book** using the SQ3R method (see page 35). On every possible topic find more **resources** in books, CD's and the Internet. Involve your **Tutor** in your studies according to the times you have arranged to meet, either in groups, class or individually. Work through the prescribed **skills** books and write the tests provided. Get involved in your church and do as much **ministry work** as you can in the local church. Write all the **assignments** for which you must do research and for which you are marked.

Spiritual formation. This is the seventh pillar and for that there is no textbook but the Bible, God's word. Do a self evaluation of where you are, where you are called to and how are you doing in getting closer to God and in your spiritual growth as seen by others.

Development and the future

We are a new university. The things we speak about have been developed over the years. We have a 14-year **development plan** in which it is envisaged to develop to a large number of students across the country. We are doing it through local **Tuition Centres** based in local Churches, 40 regional **Support Centres** who will help to establish more Bible Schools and arrange **Saturday classes** for Bachelor students. Nine of these will develop into **campuses** in the larger centres to serve all students up to PhD.

The Academic Word List

Those words used by students: Sublist 1 most frequently, Sublist 10 least.

Sublist 1

analysis
approach
area
assessment
assume
authority
available
benefit
concept
consistent
constitutional
context
contract
create
data
definition
derived
distribution
economic
environment
established
estimate
evidence
export
factors
financial
formula
function
identified
income
indicate
individual
interpretation
involved
issues
labour
legal
legislation
major
method
occur
percent
period
policy
principle
procedure
process
required
research
response
role
section
sector
significant
similar
source
specific
structure
theory
variables

Sublist 2

achieve
acquisition
administration
affect
appropriate
aspects
assistance
categories
chapter
commission
community
complex
computer
conclusion
conduct
consequences
construction
consumer
credit
cultural
design
distinction
elements
equation
evaluation
features
final
focus
injury
institute
investment
items
journal
maintenance
normal
obtained
participation
perceived
positive
potential
previous
primary
purchase
range
region
regulations
relevant
resident
resources
restricted
security
sought
select
site
strategies
survey
text
traditional
transfer

Sublist 3

alternative
circumstances
comments
compensation
components
consent
considerable
constant
constraints
contribution
convention
coordination
core
corporate
corresponding
criteria
deduction
demonstrate
document
dominant
emphasis
ensure
excluded
framework
funds
illustrated
immigration
implies
initial
instance
interaction
justification
layer
link
location
maximum
minorities
negative
outcomes
partnership
philosophy
physical
proportion
published
reaction
registered
reliance
removed
scheme
sequence
sex
shift
specified
sufficient
task
technical
techniques
technology
validity
volume

Sublist 4

access
adequate
annual
apparent
approximated
attitudes
attributed
civil
code
commitment
communication
concentration
conference
contrast
cycle
debate
despite
dimensions
domestic
emerged
error
ethnic
goals
granted
hence
hypothesis
implementation
implications
imposed
integration
internal
investigation
job
label
mechanism
obvious
occupational
option
output
overall
parallel
parameters
phase
predicted
principal
prior
professional
project
promote
regime
resolution
retained
series
statistics
status
stress
subsequent
sum
summary
undertaken

Sublist 5

academic
adjustment
alter
amendment
aware
capacity
challenge
clause
compounds
conflict
consultation
contact
decline
discretion
draft
enable
energy
enforcement
entities
equivalent
evolution
expansion
exposure
external
facilitate
fundamental
generated
generation
image
liberal
licence
logic
marginal
medical
mental
modified
monitoring
network
notion
objective
orientation
perspective
precise
prime
psychology
pursue
ratio
rejected
revenue
stability
styles
substitution
sustainable
symbolic
target
transition
trend
version
welfare
whereas

Sublist 6

abstract
accurate
acknowledged
aggregate
allocation
assigned
attached
author
bond
brief
capable
cited
cooperative
discrimination
display
diversity
domain
edition
enhanced
estate
exceed
expert
explicit
federal
fees
flexibility
furthermore
gender
ignored
incentive
incidence
incorporated
index
inhibition
initiatives
input
instructions
intelligence
interval
lecture
migration
minimum
ministry
motivation
neutral
nevertheless
overseas
preceding
presumption
rational
recovery
revealed
scope
subsidiary
tapes
trace
transformation
transport
underlying
utility

Sublist 7

adaptation
adults
advocate
aid
channel
chemical
classical
comprehensive
comprise
confirmed
contrary
converted
couple
decades
definite
deny
differentiation
disposal
dynamic
eliminate
empirical
equipment
extract
file
finite
foundation
global
grade
guarantee
hierarchical
identical
ideology
inferred
innovation
insert
intervention
isolated
media
mode
paradigm
phenomenon
priority
prohibited
publication
quotation
release
reverse
simulation
solely
somewhat
submitted
successive
survive
thesis
topic
transmission
ultimately
unique
visible
voluntary

Sublist 8

abandon
accompanied
accumulation
ambiguous
appendix
appreciation
arbitrary
automatically
bias
chart
clarity
conformity
commodity
complement
contemporary
contradiction
crucial
currency
denote
detected
deviation
displacement
dramatic
eventually
exhibit
exploitation
fluctuations
guidelines
highlighted
implicit
induced
inevitably
infrastructure
inspection
intensity
manipulation
minimised
nuclear
offset
paragraph
plus
practitioners
predominantly
prospect
radical
random
reinforced
restore
revision
schedule
tension
termination
theme
thereby
uniform
vehicle
via
virtually
widespread
visual

Sublist 9

accommodation
analogous
anticipated
assurance
attained
behalf
bulk
ceases
coherence
coincide
commenced
incompatible
concurrent
confined
controversy
conversely
device
devoted
diminished
distorted
distortion
duration
erosion
ethical
format
founded
inherent
insights
integral
intermediate
manual
mature
mediation
medium
military
minimal
mutual
norms
overlap
passive
portion
preliminary
protocol
qualitative
refine
relaxed
restraints
revolution
rigid
route
scenario
sphere
subordinate
supplementary
suspended
team
temporary
trigger
unified
vision

Sublist 10

adjacent
albeit
assembly
collapse
colleagues
compiled
conceived
convinced
depression
encountered
enormous
forthcoming
inclination
integrity
intrinsic
invoked
levy
likewise
nonetheless
notwithstanding
odd
ongoing
panel
persistent
posed
reluctant
so-called
straightforward
undergo
violation
whereby

The Academic Word List (AWL) was developed by Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. The list contains 570 semantic fields which were selected because they appear with great frequency in a broad range of academic texts. The list does not include words that are in the most frequent 2000 words of English (the General Service List), thus many of the words are specific to academic contexts.

Creating Your Own Dictionary

When you look up new words in the dictionary, chances are you will forget their meaning unless you write down the words and review them periodically. Keeping a log of these words will help you learn them. You can create your vocabulary log or personal dictionary by using a medium-size address book. Choose one that has a lot of white space so that you can write each word, its meaning, a sample sentence, and some synonyms. See the example below:

EXONERATE: *verb* – to officially say that someone who has been blamed for something is not guilty. **Example:** Last week, a judge **exonerated** a death row prisoner of all murder charges because of DNA evidence. **Synonyms:** absolve, clear, justify, acquit.

Learning new words will improve your reading comprehension and enrich your vocabulary. However, not every new word you encounter is worth learning. Instead, you should focus on words that are used often and that would be useful to you.

Usually, we can divide words into three sets: (1) words we know and use, (2) words we almost know, and (3) words that we do not know at all. Research suggests that the words we learn most easily are those we have a reason to learn. Usually these are the words that fall in Category 2: words we almost know. These words are your *Frontier Vocabulary*.

Almost knowing a word means that you already know something about it. You may have seen it several times in your reading, and you have a vague idea as to its meaning. This word is part of your *frontier vocabulary*. It is just outside the circle of words you know, and you are ready to learn it. You may also be ready to learn a Category 3 word—words that are completely unknown—if you have a specific reason for learning it (for example, a word that is important to your major.)

Once you have decided to conquer a word in your frontier vocabulary, research suggests that the only way to learn it well is to *overlearn* it. Here is how *overlearning* works:

Step 1. Write the word you want to learn in your vocabulary log or personal dictionary (address book).

Step 2. Look up the word in a good dictionary, for example, *Longman's Advanced American Dictionary*.

Step 3. Write the **dictionary definition** as in the example for the word *exonerate*. If there is more than one definition, write only the first two or three definitions because they are

the most important. Also give an **example** sentence. When you review the word, reading the word in *context* (sentence) can help you remember the word's meaning more easily. Write down the word's **synonyms**.

Step 4. Write the word on a small index card or on a piece of paper. Once a day, look at the word and try to remember its definition without looking at it. Check the definition in your personal dictionary to make sure you remember it correctly.

Step 5. When you have gotten the word right ten times in a row, remove the card from your stack and mark the word in your personal dictionary with a star (*) to show that you have mastered the word. Choose a new frontier word and repeat steps 1 through 5.

Step 6. Once a week, review all the words that are marked with a star in your personal dictionary. When you correctly use a word from your frontier vocabulary in your writing, you know you have truly mastered it.

When you look up a word for which the dictionary lists multiple meanings, be sure that the meaning you select matches the *context* (sentence or paragraph) in which the word appears. For example, the verb *realize* has two different meanings: *to make real* and *to understand*. Consider the following sentences: "Mark did not *realize* that his friend had lied to him." "J. K. Rowling *has realized* her dream of becoming a successful writer." In the first sentence, *realize* means *understand* while in the second sentence it means *make real*. Even though the verb is the same, it has two different meanings depending on the context in which the verb is used. Thus, knowing the different meanings of a word and selecting the correct one to match its context can vastly improve your comprehension.

Sometimes you will encounter words that are important to understanding the text, but they are not words you necessarily want to memorize. In this case, write the definition of the words in the margins of the text, not in your vocabulary log. Also, you should not look up *every word* you do not understand because it would be extremely time consuming. Instead, use the dictionary only when the word seems very important, and you cannot figure out its meaning from the context. **Key words** (important words) unlock the meaning of a text and therefore need to be understood well. How can you tell if a word is a key word? Two types of words are usually key words: words that relate to the main idea in the text, and words that are repeated often in the text.

Praxis Book: You will write a **definition** for each Academic Word over three years.

Word Roots ... Quick Reference

Root words are very useful in a moment of doubt. However, 99% of all reading and writing is done quickly and effectively using the brain's internalized word archive - we don't even notice we're doing it!

Our brain can process written language at rapid speed, if it has the full range of **Mental Orthographic Images** (MOI) available. People who are confident with words can focus on the full meaning of the text.

Some learn words easily **in context**. Others need explicit support to build their word archive. Knowing the "**building blocks**" of the English language – prefixes, suffixes and root words – helps you to understand a word's meaning and spelling convention.

Prefixes and **word roots** are listed together in one alphabetical table below. Alternative forms of a word root are listed together, comma delimited ("mater, matri"). Word roots sharing the first few letters but having different endings are listed like this: arch/i/e/o/ae.

Read as: "arch" or "archi" or "arche" or "archo" or "archae".

This is perhaps the most comprehensive list of word roots. There are many more but are not included in this list as they only appear in a very limited range of words.

Root	Meanings	Sample Words and Definitions
a/n	not, without	abyss - without bottom; achromatic - without colour; anhydrous - without water
a	on	afire - on fire; ashore - on the shore; aside - on the side
ab/s, a	from, away, off	abduct - carry away by force; abnormal - away from normal, not normal; absent - away, not present; aversion - the act of turning away from; abbreviate: to shorten.
ac, ad	to, toward, near	accelerate - to increase the speed of; accessible - easily entered, approached, or obtained; admittance - allowing into;
acro	top, height, tip, beginning	acrobat - a "high walker"; acronym - a word formed from the first (capital) letters of a word; acrophobia - fear of height
act	do	activity - something that a person does; react - to do something in response; interaction - communication between two or more things
aer/o	air	aerate - to let air reach something; aerial - relating to the air; aerospace - the air space
agr/i/o	farming	agriculture - management of the land, agribusiness - making money by utilizing land; agrarian - relating to the management of land
alg/o	pain	neuralgia - pain caused by a nerve; analgesic - a drug that makes one pain free; nostalgia - aching for the familiar
ambi, amphi	both, on both sides, around	ambidextrous - able to use both hands equally; ambiguous - having more than one meaning; ambivalence - conflicting or opposite feelings toward a person or thing
ambul	walk, move	amble - to walk in a slow, relaxed way; ambulant - walking or moving around; ambulance - a vehicle that moves a patient
ami/o	love	amiable - friendly, pleasant, lovable; amity - friendly and peaceful relations; amorous - showing romantic love

ana	up, back, against,	analysis - a close examination of something; anatomy - the structure of something as visible when cut up for analysis; anachronism - not being in the right place in time
andr/o	man, male	androgynous - being both male and female; android - resembling a human; misandry - hatred towards men
anim	life, spirit	animal - a living organism; animate - to make alive; equanimity - of balanced spirit
ann enn	year	anniversary - a date observed once a year; annual - happening once a year; millennium - 1,000 years
ante	before, in front	antecede - to come before something in time; antemeridian - before noon; anteroom - a small room before the main room
anth/o	flower	chrysanthemum and amaranth - names of flowers; anthology - a collection of treasured writings; anthozoan - half plant, half animal, like anemones and corals.
anthrop/o	human	anthropology - the study of mankind; anthropomorphism - giving human form to non-human things; philanthropy - the love to mankind (expressed through good deeds)
anti	against, opposite of	antibody - a substance that destroys micro-organisms; antiseptic - preventing infection; antisocial - opposing social norm
apo, apho	away, off, separate	aphorism - a short expression of a general truth; apology - an explicit expression of regret, apostrophe - a small dash used in place of an omitted letter
aqu/a	water	aquarium - a water container for fish; aquatic - relating to water; aqueduct - a pipeline for water
arbor	tree	arborist - someone working with trees; arbor - a shady area formed by trees; arborous - having many trees
arch/i	chief, most important, rule	archbishop - the highest ranking bishop; archenemy - chief or worst enemy; matriarch - a female who rules a group; monarch - a king or queen
archa/e,	primitive, ancient	archaeology - the study of ancient cultures; archaic - belonging to an earlier period; archive - a collection of historical materials
arthr/o	joint	arthroscope - a tool to see inside a joint; arthritis - inflammation of a joint; arthropod - invertebrates with jointed legs, like spiders, crustaceans, insects
art	skill	artifact - object made by a person's skill; artisan - a person skilled in a craft; artist - a person who creates skilfully
astro, aster	star, stars, outer space	astronaut - a person travelling to the stars; astronomer - someone who studies the stars; asterisk - a star-shaped sign used as a reference tool
aud/i/io	hear	audible - loud enough to be heard; audience - people who listen to a program; audiovisual - relating to sound and vision
auto	self, same, one	autocrat - a person who governs with absolute power; autograph - a person's own signature; automatic - moving by itself

avi/a	bird	aviary - a large enclosure for birds; aviatrix - a female airplane pilot; aviation - the art of designing or operating aircraft
bar/o	pressure, weight	baric - pertaining to pressure, esp. of the atmosphere; milliard - metric unit, equal to 1/1000th of a bar; baryon - heavy elementary particle
bell/i	war	bellicose - warlike; belligerent - hostile, ready to fight; rebel - person who opposes and fights
bene	good, well	benefactor - person who gives money to a cause; beneficial - producing a good effect; benevolent - showing kindness or goodwill
bi/n	two, twice, once in every two	biannual - happening twice a year; binoculars - optical device with two lenses; bilateral - of or involving two sides
bibli/o	book	bibliography - a list of books used as sources; bibliomania - an extreme love of books; bibliophile - a person who loves books
bio	life, living matter	biography - a life story written by another person; biology - the science of life; biosphere - Earth's surface inhabited by living things
blast/o	cell, primitive, immature cell	blastula - an early stage of embryonic development; fibroblast - a cell that forms connective tissue; blastoderm - the layer surrounding the inside of an egg
capt, cept	take, hold	intercept - to stop or interrupt; recapture - taking something back; captivating - taking hold of
cardi/o	heart	cardiac - relating to the heart; cardiogenic - resulting from heart disease; cardiologist - a heart doctor
carn/i	flesh, meat	carnivorous - flesh-eating; carnal - pertaining to the body or flesh; incarnate - given bodily form
cata	down, against, according to	cataclysm - a flood or other disaster, catalogue - a complete listing; catastrophe - turning for the worst, a substantial disaster
cau(s)t,	to burn	cauterize - to burn with a hot instrument; caustic - capable of burning or eating away; holocaust - total devastation, especially by fire
cede,	go, yield	exceed - to go beyond the limits; recede - to go back; accessible - easily entered, approached, or obtained;
ceive, cept	take	accept - to take a thing that is offered; perceive - to take notice of something; receive - to take something given
celer	fast	accelerate - to increase the speed of; decelerate - to reduce the speed of
cent/i	hundred, hundredth	centennial- the 100th anniversary; centimetre - 1/100 of a meter; century - 100 years
centr/o/i	centre	egocentric - self-centered; eccentric - not having a common centre, not according to norm; centrifugal - moving outward from a centre
cephal/o	head	encephalitis - inflammation of the brain; cephalic - pertaining to the head; cephalopod - marine molluscs like octopus and squid who have tentacles growing from their head

vers, vert	turn	reverse - to turn around; introvert - being turned towards the inside; version - a variation of an original; controversy - a conversation in which positions are turned against each other.
vice	acting in place of, next in rank	vice-president - the person next in rank to the president
vid	see	evident clearly seen
vince,	conquer	convince - to win someone over; invincible - not able to be conquered; victory - the conquest of an enemy.
vis, vid, vic	see	vision - the ability to see; envision - to picture in the mind; evident - clearly visible.
viv/i, vit	live, life	revival - the act of bringing back to life; vital - pertaining to live; vivacious - high-spirited and full of life.
voc/i	voice, call	advocate - to speak in favour of; equivocate - to use misleading language that could be interpreted two different ways; vocalize - to produce with your voice.
vol/i/u	wish, will	benevolent - showing good will and kindness; volition - the act of making a choice or decision, voluntary - resulting from your own free will.
vor, vour	eat	carnivorous - meat-eating; voracious - desiring or eating food in great quantities; devour - to eat quickly.
xen/o	foreign	xenophobic - afraid of foreigners; xenogenesis - the creation of offspring that is completely different from either parent; xenophile - attracted to foreigners.
xer/o/I	dry	xerophyte - a plant that grows in dry climate; xerography - a dry photocopying process; xeric - requiring small amounts of moisture.
zo/o	animal life	zoology - study of animals; zooid - resembling an animal; zooplankton - minute floating aquatic animals.
zyg/o	pair	zygote - a cell formed by the union of two gametes and the organism developing from that; zygomorphic - pertaining to organisms that can be divided into symmetrical halves along one axis only.



Christian Words Explained to New Believers

Christians have their own jargon and it is sometimes off-putting to non-Christians. Terms like sin, redemption, salvation and witnessing aren't clearly understood by non-Christians. Christians have a responsibility to evangelize but we can't be effective if we are not understood. We need to be sure that we are clear when we talk about things that have to do with our faith. If you're seeking answers about Christianity and don't know the language yet, here's a short glossary to help you get started.

Accountability – Most Christian denominations teach that we are to be accountable for our actions. We should also be accountable to a spiritual authority, usually our pastor. Accountability begins when a child is able to reason and discern right from wrong. Before that age, the child's parents are accountable for his or her actions.

Apostle – An apostle is a messenger, someone sent out to take a message to the people. Jesus' disciples, except for Judas, became His apostles after the crucifixion. All Christians are messengers of Christ and our job is to spread the good news of the forgiveness we have in Christ.

Blasphemy – Blasphemy is the act of swearing using God's name, saying bad things about God, or doing disrespectful things against God. Blasphemy is a sin and in the Old Testament, it was punishable by stoning the blasphemer to death.

Confess – Confess is used in two major ways in the Bible. The first type of confession is the confession or admission of sin. The second kind of confession is the confession of faith. This is where the Christian declares his or her faith, usually publicly, or declares his or her faith as a part of witnessing.

Covenant – A covenant is an agreement or pact. It's a kind of contract. In the Bible, it refers to an agreement between God and man. The Old Testament Covenants included the rules that Jews lived by to stay in grace with God. In the New Testament, there is a new covenant; our salvation is now the acceptance of Christ's sacrifice for our sins.

Disciple – Though disciple is often used interchangeably with apostle, they are not the same thing. What confuses people is probably the fact the Jesus' disciples (who were his first followers and students) were also the first apostles. A disciple is a student and Christians are disciples or students of Christ.

Epistle – An epistle is a letter. Most of the New Testament consists of letters from apostles to churches in different areas and from one apostle to another apostle. The letters of Paul are called the Pauline Epistles.

Grace – Grace refers to God's love and mercy towards us even though we are all undeserving. We cannot earn His grace; it's His gift to us when we accept the sacrifice that Christ made for us on the cross.

Holy Spirit – Christian denominations teach that God is triune, or three beings in one. The Godhead is made up of God, Jesus and The Holy Spirit. The Holy Spirit is sometimes called the Holy Ghost. Some Christians describe the trinity as God as the Mind, Jesus as the Body and the Holy Spirit as the Spirit of God.

Lamb of God – Jesus refers to Himself as the Lamb of God several times in the New Testament. In Old Testament times, lambs were used as sacrifices and their blood washed away sins. Jesus came as the final sacrifice, taking the place of the lamb.

Lord's Supper or Communion – The night of His arrest, Jesus celebrated the Passover with His disciples. This is known as the Last Supper. He offered them bread as a symbol of His flesh that would be sacrificed for us and wine as a symbol of the blood He would shed for us. When we take the sacrament of communion, we do it in remembrance of Christ's sacrifice for us.

Patriarch – A patriarch is a father. When the Bible refers to patriarchs, it usually is referring to Abraham, Isaac and Jacob who are considered the fathers of the Hebrew nation.

Pentecost – Pentecost is a Jewish feast day celebrated 50 days after Passover. It has significance to Christians because that first Pentecost after the crucifixion was when the Holy Spirit was sent to the Christians as the Comforter.

Pharisee – The Pharisees were a group of extremely devout Jews who were intent on obeying the Laws of Moses to the letter. Their error was in missing the spirit of the laws. Today when Christians talk about someone being like a Pharisee, they are talking about a person who is rigidly applying the Scripture to their lives and missing the spirit of love that Jesus wants us to have.

Reconcile – To reconcile is to restore a relationship. We are separated from God by our sin. When we accept the sacrifice that Jesus made for our sins on the cross, we are reconciled with God. Reconciliation is an important part of Christian doctrine.

Redemption – Redemption refers to the work that Jesus did to redeem our souls. To redeem is to purchase for a price. The price paid for our redemption was Jesus' life. We didn't have to pay the price of our sin. Jesus did it for us. For this reason He is called the Redeemer.

Remnant – Remnant refers to a small, leftover portion. It generally refers to the small group of Jews who remained faithful to God through the Old Testament times. In the Book of Revelation, it refers to those who become or remain faithful to God during the tribulation.

Repent – Repent means to turn away. When Christians talk about the need to repent from sin, they're saying that we need to turn away from those things that we know offend God.

Resurrection – The resurrection of Christ is the foundation of Christianity. When Christ sacrificed Himself on the cross, He shed His blood for our sins. When He came back to life, He proved that He had conquered the penalty of sin, which is death. Now we know for sure that in Him we are secure.

Salvation – Salvation is the gift of eternal life that God offers us. In order to claim the gift, we accept the sacrifice that Jesus made for our sins. We ask Jesus to wash away our sins so that we can come before God blameless. The price of sin is eternal death but the gift of salvation is eternal life. By taking the penalty for all our sins, Jesus can offer us the gift of salvation.

Sin – Sin means to miss the mark. Sin is what separates us from God; it's those things we do that we know are wrong but we do them anyway. Our goal as Christians is to strive to eliminate sin from our lives; to hit the mark every time and do those things that please and honour God.

Witness – A witness tells what he or she has seen. When Christians talk about witnessing, we mean that we are to tell people what we have seen Christ do in our lives. Witnessing is one of the fundamental responsibilities of a Christian.

Glossary of Pentecostal and Charismatic Terms

Apostles and Prophets

These are the two foundational ministries in the Church from among the "fivefold ministry" listed in Ephesians 4:11. They continue to be valid, present-day ministries in the Church today. Christian prophets are sensitive to the revelation of God's prophetic word. Apostles are, in the words of the apostle Paul, "wise master builders."

Baptism in Water

Those who have repented of their sins and received Jesus Christ by faith as their personal Saviour should be baptized — that is, fully immersed in water. Baptism is likened spiritually to the believer's "old man" being buried with Christ and arising with Him to walk in newness of life.

Bride of Christ

One of the Church's high and holy callings is to be presented to Jesus Christ as His chaste, radiant Bride. This is a spiritual parallel to the love, commitment, and intimacy between a man and his wife.

Charismatic

The word "charismatic" today has come to be roughly synonymous with the term "Pentecostal" (see below). It basically identifies those Christians who believe in the present-day manifestation and validity of the supernatural gifts of the Holy Spirit (see below).

Deity of Jesus Christ

This term refers to the belief in the divinity of Jesus Christ. It maintains that He is God the Son, the Second Person of the Holy Trinity of Father, Son, and Holy Spirit.

Divine Healing

Millions of Christians believe that Jesus bore both our sins and our sicknesses. The healing of sick and infirm bodies is available today to those who in sincere faith will look to the Lord for healing.



Gifts of the Holy Spirit

The classic biblical list of the supernatural gifts of the Holy Spirit is: the word of knowledge, the word of wisdom, discerning of spirits, faith, healing, miracles, prophecy, tongues, and interpretation of tongues. Our position is that these gifts remain valid and are to be manifested today.

Pentecostal

The term "Pentecostal" refers to the Acts chapter 2 historical account of believers being "filled with the Spirit" with the evidence of speaking in tongues (see below). In this experience, which is still valid in our time, the Holy Spirit imparts divine power to be effective witnesses for Jesus Christ in fulfilment of the Great Commission.

Speaking in Tongues (glossolalia)

When a believer is filled with, or baptized with, the Holy Spirit, he or she will speak with new "tongues," that is, languages. These languages are given by the supernatural inspiration of the Holy Spirit. They may or may not be understood by the hearers, but they will be languages unknown to the speaker.

Theological Terms

A priori	Deontology	Objectivism
Absolution	Depravity	Occam's Razor
Adiaphora	Determinism	Ontological Argument
Adoptionism	Dialectic	Ontology
Advent	Diaspora	Oracles
Agnosticism	Dichotomy	Ordination
Amillennialism	Didache	Orthodoxy
Anabaptists	Dispensation(alism)	Pantheism
Animism	Docetism	Parousia
Annihilationism	Donatism	Pelagianism
Anthropomorphic	Dualism	Penance
Antichrist	Efficacy	Pluralism
Antinomianism	Eisegesis	Postmillennialism
Apocalypse	Epistemology	Postmodernism
Apocrypha	Eschatology	Pragmatism
Apologetics	Eucharist	Predestine, Predestination
Apostasy	Existentialism	Pre-existence
Argument from Design	Expiation	Premillennialism
Argumentum ad hominem	Fatalism	Propitiation
Arianism	Filioque	Rationalism
Arminianism	Gnosticism	Relativism
Atheism	Hamartiology	Sacerdotalism
Atonement	Hedonism	Scholasticism
Autograph	Homiletics	Septuagint, The
Baptismal Regeneration	Humanism	Skepticism
Blasphemy	Hypostatic Union	Sola Fide
C.E.	Immaculate Conception	Sola Gratia
Calvary	Immutability	Sola Scriptura
Calvinism	Impute, Imputation	Subjectivism
Canon	Incarnation	Teleological argument
Catholic	Indulgence	Teleology
Causality	Inerrancy	Tetragrammaton
Cessationism	Kenosis	Theism
Chiliasm	Logos	Theodicy
Christology	LXX	Theophany
Codex	Manuscript	Total Depravity
Common Grace	Martyr	Transcendence
Consubstantiation	Mass	Transfiguration
Coptic	Mediation, Mediator	Transubstantiation
Cosmological argument	Metaphysics	Trichotomy
Creationism	Minuscule	Tritheism
Decalogue	Modalism	Unitarianism
Deduction	Monarchianism	Universalism
Deism	Monotheism	Vicarious Atonement
	Nestorianism	YHWH

The Top 20 Figures of Speech

Alliteration – Repetition of an initial consonant sound.

Anaphora – Repetition of the same word or phrase at the beginning of successive clauses or verses. Example: *Shakespeare's "Mad world! Mad kings! Mad composition!"*

Antithesis – The juxtaposition of contrasting ideas in balanced phrases.

Apostrophe – Breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.

Assonance – Identity or similarity in sound between internal vowels in neighbouring words.

Chiasmus – A verbal pattern in which the second half of an expression is balanced against the first but with the parts reversed.

Euphemism – The substitution of an inoffensive term for one considered offensively explicit.

Hyperbole – An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.

Irony – The use of words to convey the opposite of their literal meaning. A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.

Litotes – A figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite. He's **not** exactly a rocket scientist (to indicate lack of intelligence).

Metaphor – An implied comparison between two unlike things that actually have something important in common.

Metonymy – A figure of speech in which one word or phrase is substituted for another with which it is closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it. Example: The **Crown** has enacted a new social security policy.

Onomatopoeia – The formation or use of words that imitate the sounds associated with the objects or actions they refer to. Examples: ping pong and pitter-patter.

Oxymoron – A figure of speech in which incongruous or contradictory terms appear side by side. Example: No light, but rather **darkness visible**.

Paradox – A statement that appears to contradict itself.

Personification – A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities. The **Grim Reaper** is a personification of death.

Pun – A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words. Example: "Time wounds all heels."

Simile – A stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.

Synecdoche – A figure of speech in which a part is used to represent the whole, the whole for a part, the specific for the general, the general for the specific, or the material for the thing made from it. Example: fifty **head** of cattle — part (head) for whole (animal).

Understatement – A figure of speech in which a writer or a speaker deliberately makes a situation seem less important or serious than it is.



Definition

A figure of speech, sometimes termed a rhetoric, or locution, is a word or phrase that departs from straightforward, literal language. Figures of speech are often used and crafted for emphasis, freshness of expression, or clarity. However, clarity may also suffer from their use.

12 Useful Latin Abbreviations

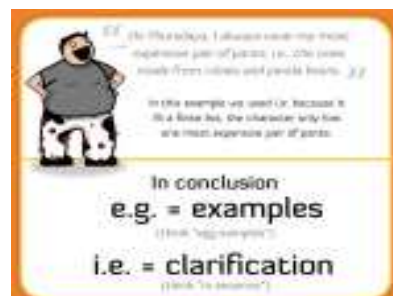
Latin Abbreviations of Comparison **q.v.** [quod vide] and **c.f.**[]:

You would use q.v. if you wanted to make reference to something elsewhere in your academic article; c.f. would be more appropriate for a comparison with an outside work.

The Latin Abbreviation **i.e.:**

If you want to say 'that is,' you would use 'i.e.' — from Latin *id est* 'that is'. Here is an example:

The last of the Julio-Claudians, i.e., Nero....



The Latin Abbreviation **e.g.:**

If you want to say 'for example,' you would use 'e.g.' — from Latin *exempli gratia* 'for the sake of example'. Here is an example:

Some of the Julio-Claudian emperors, e.g., Caligula, were said to be insane.

The Latin Abbreviation **sc.:**

The abbreviation sc. or scil. means 'namely'. It is in the process of being replaced by i.e.

The Latin Abbreviation **ibid.:**

Ibid., from *ibidem* means 'the same' or 'in the same place.' You would use *ibid.* to refer to the same author and work (e.g., book, html page, or journal article) as the one immediately preceding.

The Latin Abbreviation **op. cit.:**

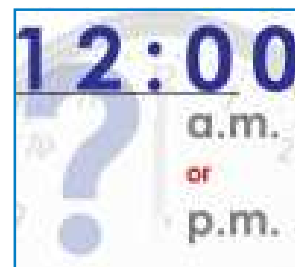
Op. cit. comes from the Latin **opus citatum** or *opere citato* 'work cited.' *Op. cit.* is used when *ibid.* is inappropriate because the immediately preceding work is not the same. You would only use *op. cit.* if you have already cited the work in question.

The Latin Abbreviation **A.D.:**

A.D. stands for **Anno Domini** 'in the year of our Lord' and refers to events after the birth of Christ. Here is an example:

The standard date given for the fall of Rome is A.D. 476.

A.D. traditionally precedes the date, but this is changing.



The Latin Abbreviation **A.M.:**

A.M. stands for **ante meridiem** and is sometimes abbreviated a.m. or am. A.M. means before noon and refers to morning. It starts just after midnight.

P.M.: stands for *post meridiem* and is sometimes abbreviated p.m. or pm. P.M. means after noon and refers to afternoon and evening. P.M. starts just after noon.

The Latin Abbreviation **et seq.:**

To refer to a certain page or passage and those that follow it, you may find the abbreviation 'et seq.' This abbreviation ends in a period. — from Latin *et sequens* 'and the following'.

Here is an example:

To read about David and Bathsheba, see II Samuel 11 et seq. in the KJV.

The Latin Abbreviation **etc.:**

The very familiar Latin abbreviation *etc.* stands for **et cetera** 'and the rest' or 'and so forth'. In English, we use the word *etcetera* or *et cetera* without necessarily being aware it is actually Latin.

Footnote of Interest

Latin — The language of ancient Rome and the Roman Empire and of the educated in medieval Europe for scholarly and literary purposes. Was required for liturgy in Roman Catholic Church until late 20th century. Latin terminology is widely used, among other fields, in philosophy, medicine, biology, and law, in terms and abbreviations.

Bible Chapter Selection — List 2

There are 1189 chapters in the Bible. That is a lot to read with understanding. Start with a smaller number first. This list of 84 of **the most important Bible chapters** may prove useful to you. You are required to read four Chapters per module during your studies.

1 Tessalonians 5 Sudden return	2 Corinthians 10 Weapons of our warfare	Matthew 23 Religious hypocrites	Acts 11 Granted repentance to life
Exodus 13 Out of Egypt	Genesis 37 Dreamer Joseph sold	Malachi 3 Windows of heaven	Daniel 6 Shutting loins' mouths
1 John 4 Testing the Spirits	Mark 2 Sinners to repentance	1 Peter 1 With Precious Blood	Galatians 2 Justified by faith
Philemon Please forgive	John 5 Resurrection of life	1 Timothy 3 Church leaders	Philippians 4 All your needs
Psalms 137 Babylon song	Psalms 27 The Lord my salvation	Deuteronomy 6 Love God with all	Psalms 110 Priestly King
Luke 6 Blessed are we	1 Peter 5 Grace to the humble	Acts 6 Deacons to serve	Romans 15 God of hope
Matthew 18 A little Child	Romans 7 Dead to the Law	Luke 14 Jesus teaches	Hebrews 8 A better covenant
1 Kings 18 Rain on Karmel	Psalms 121 Lord our Protector	Psalms 32 King of glory	Zachariah 9 Riding on a donkey
John 10 Good Shepherd	2 Peter 3 Day of the Lord	Romans 6 Died with Christ	Hebrews 3 While it's called today
Ephesians 3 Mystery made known	Exodus 2 Moses' early years	2 Corinthians 4 Treasure in clay jars	Job 42 In dust and ashes
Haggai 2 Former glory	Acts 17 Paul in Athens	Ecclesiastes 12 Remember your Creator	Romans 4 In footsteps of faith
1 Corinthians 6 Washed & sanctified	Hebrews 13 Brotherly love	Hebrews 6 Faith foundations	Ephesians 4 He gave gifts
James 2 Faith & works	1 Kings 12 Northern revolt	Genesis 17 Cutting covenant	Genesis 15 Faith to righteousness
Genesis 7 Ark and flood	John 7 Streams of living water	Ephesians 5 Submission & love	1 Corinthians 10 Christian liberty
Galatians 5 Spirit & flesh	Titus 2 Sound doctrine	Acts 18 Now to Gentiles	Luke 10 Sending 70 in pairs
1 Timothy 5 Widows & elders	Genesis 6 Noah's Ark	2 Peter 1 Grow in Christ	Psalms 145 God's greatness
Isaiah 9 A Child is born	1 Corinthians 2 Speaking wisdom	Genesis 45 I am Joseph	James 4 Grace to the humble
Acts 8 Philip baptises	Matthew 15 Tradition or faith	2 Timothy 2 Teach others also	John 12 I will draw all people
Philippians 1 Living is Christ	Ezekiel 10 Vision of wheels	Mark 8 You are the Christ	Numbers 6 And give you peace
Judges 2 Sin & judgement	Colossians 3 With Christ in God	1 Samuel 3 Your servant hears	2 Tessalonians 2 Believing the truth
Hebrews 7 Order of Melchizedek	Mark 10 Final teachings	John 6 Walking on water	Matthew 20 A ransom for many

Steps In The SQ3R System

S-Survey

Try to become familiar with the organization and content of the material you are to read.

- Read the chapter title.
- Read the lead-in or introduction and the goals or objectives of the chapter.
- Read each boldface heading (and ideally the first sentence following each heading).
- Read titles of charts, graphs, and illustrations as well as picture captions.
- Read the last paragraph of the chapter or the chapter summary.
- Read the end-of-chapter questions.

Surveying takes only a few minutes (approximately 5 minutes for the average chapter). You will make up for that time by being able to read faster because you are familiar with the material and the organization of the chapter. Surveying will motivate you to go on to the reading and provides an extra review of the most important points.

Q-Question

Form questions as you read. Questions create curiosity, improve concentration, give purpose to your search, and make important ideas more visible – all for improving comprehension. Turn each section heading into a question. Note your questions in the margin of your text. You will find these questions helpful when you review the material. Compare your questions to those you may find at the end of the chapter.

R-Read

Read the material section by section. As you read, look for the answers to the questions you formulated from the heading of that section.

Evaluate the material. How does the material compare to what you already know? How can this information make a difference in your life? When you are actively involved in your reading, you will find yourself learning easier and better.

R-Recite

After you finish reading each section, stop. Think about what you have just read. Check if you can answer your questions for the section. If not, look back to find the answer. **Reciting** is a crucial step for remembering! Be sure you say the most important points to yourself in your own words. Without reciting, you may forget more than half of what you read within the first day.

R-Review

After you have read the material, section by section, you are ready to look at the whole chapter to see how all the sections and headings relate to each other.

Plan the first review within 24 hours after reading the material. You may find you have already forgotten some of the material; however, notice how quickly you pick up the material that second time. Relearning material also wears a deeper path into the memory.

This review need not be time-consuming. As little as 15 minutes reviewing a 2-hour reading assignment will save you hours when you study for exams later.

When you complete an assignment using the SQ3R study system, (1) you will have an **overview** of the material, (2) you will **understand** how the material is organized, (3) you will have **read** the material carefully, and (4) you will have **reviewed** the main points at least four times. ■

Writing Helps You to Learn Content

Because writing, by its nature, forces you to articulate ideas and reasoning, it can help you deepen, develop, and revise your thinking about the subject material.

A recent report from the **National Survey of Student Engagement** affirms that:

When institutions provided students with extensive, **intellectually challenging writing activities**, the students engaged in more deep learning activities such as analysis, synthesis, integration of ideas from various sources, and grappled more with course ideas both in and out of the classroom. In turn, students whose faculty assigned projects with these same characteristics reported greater personal, social, practical, and academic learning and development.

These findings support the movement to infuse **quality writing experiences** throughout the curriculum.

Writing summaries of texts helps you to identify key claims, patterns of reasoning, and use of evidence.

In our minds, ideas and thoughts exist in shorthand or schematic form. Until we spell out those thoughts in their logical and grammatical relationships (what is the subject here? what is the action? what is subordinated to something more central? what term might be an accurate synonym for that concept?), we can easily miss important distinctions and connections. We can come to recognise what we don't yet understand when we realize that we are struggling to write a brief summary, and this can help us to raise useful questions in class.

Writing responses to texts helps you to establish a critical position.

Reading material for class can often seem a passive activity, particularly in classes with lectures. Our high school training may have taught us that we primarily need to **remember the main points** of readings, and thus our standard practice of reading commonly includes **highlighting text** to make main points stand out. Until we actively have to state a **response**, though, we don't work through the meaning of the text in depth. Some students, in fact, may not know how to respond, to "speak back" to a text, particularly if they've come from a culture in which young people don't speak back to authority.



Writing about course material helps you to develop a sense of authority over the content.

The relation between "author" and "authority" is not arbitrary – when you write about ideas, problems, evidence, and questions, you gain **a sense of ownership** over the material which you do not develop from merely reading or listening to lectures. Writing, in this sense, is the "hands-on" work of ideas – it helps you to play with, manipulate, and integrate the material with your own thoughts and concerns. There is a correlation between **writing on a subject** and your **own perceptions** you develop when engaging in a higher-order thinking about any subject you are studying.

Helping Students Write Better in All Courses

We cannot deny the importance of writing in our academic discipline or the role writing plays in mastering material, shaping ideas, and developing critical thinking skills. Writing helps students learn the subject matter: they understand and retain course material much better when they write about it.

Many Bachelor students are also tutors. The ideas that follow are designed to make writing more integral to your courses and less onerous to you and your students.

General Strategies

View the improvement of students' writing as your responsibility. Many tutors erroneously believe that teaching **writing** is the job of the English department or composition program alone. Not true! Writing is an essential tool for learning a discipline. Helping students improve their writing skills is therefore the responsibility of all the tutors.

Let students know that you value good writing. Stress the importance of clear, thoughtful writing. You can require competent writing without knowing how to teach composition. In general, tutors who tell students that **good writing will be rewarded** and poor writing will be penalized, receive better essays than instructors who don't make such demands. In the syllabus, on the first day of class, and throughout the year, remind students that they must make their best efforts in expressing themselves on paper. Back up your statements with comments on early assignments that show that you really mean it, and students will respond.

Regularly assign brief writing exercises in your classes. Writing is a complex set of skills that requires continuous practice. You need not assign weekly assignments to give students experience in writing. To vary the pace of a lecture course, ask students **to write for a few minutes during class**. Some mixture of in-class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

Provide guidance throughout the writing process. After you have set an assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique first drafts. Define plagiarism as well. Look up "Preventing Academic Dishonesty."

Don't feel as though you have to read and grade every piece of your students' writing. Since students are writing primarily to learn a subject, it is better to have them write than not write, even if you cannot evaluate each piece of writing. Ask students to analyse each other's work during class, or ask them to critique their work in small groups. Or simply have students write for their own purposes, without any feedback. Students will learn that they are writing **in order to think more clearly**, not to obtain a mark. Keep in mind, too, that you can collect students' papers and skim through their work.

Find other tutors who are trying to use writing more effectively in their courses. Share the writing assignments you have developed and discuss how students did on the assignments. Pool ideas about ways in which writing can help students learn more about the subject matter. See if there is sufficient interest to warrant drawing up writing guidelines for your discipline. Students welcome handouts that give them specific instructions on how to write assignments for a particular course or in a particular subject area.

Teaching Writing When You Are Not an English Teacher

Remind students that writing is a process that helps us clarify ideas. Tell them that writing is **a way of learning**, not an end in itself. Let students know that none of us knows exactly what we think about a topic or issue until we put our views on paper.

Also let students know that writing is a complicated, messy, **nonlinear process** filled with **false starts**. Help them identify the writer's key activities:

- Developing **ideas**
- Finding a **focus** and a thesis
- **Composing** a draft
- Getting **feedback** and comments from others
- **Revising** the draft by expanding ideas, clarifying meaning, reorganizing
- **Editing**
- Presenting the **finished work** to readers

Explain that writing is hard work. Share with your class your own struggles in grappling with difficult topics. If they know that **writing takes effort**, they won't be discouraged by their pace or progress. As tutor you may share with students a notebook that contains the chronology of one of your own published articles:

1. first ideas, 2. successive drafts, 3. submitted manuscript, 4. reviewers' suggested changes, 5. revised version, 6. proofs, and 7. published article.

Give students opportunities to talk about their writing. Students need to talk about assignments in progress so that they can formulate their thoughts, generate ideas, and focus their topics. It is also important for students to hear what their peers have written. Take five or ten minutes of class time for students to **read their writing** to each other in small groups or pairs or to talk about **what they plan** to write.

Encourage students to revise their work. Provide formal steps for revision. For example, ask students to submit first drafts of papers for your review or for peer critique. Or give students the option of revising and rewriting one assignment during the year for a higher mark. Tutors who extend this invitation to their students report that 10 to 40 percent of the students take advantage of it.

Explain thesis statements. A thesis statement makes an assertion about some issue: "The savings and loan crisis resulted from the relaxation of government regulations." A common student problem is to write assignments that have a **diffuse thesis statement** ("The savings and loan crisis has caused major problems") or reports that present **overviews of facts** with no thesis statement.

Stress clarity and specificity. Let students know that the more abstract and difficult the topic, the more concrete their language should be. Tell students that inflated language and academic jargon camouflage rather than clarify their point.

Explain the importance of grammar and sentence structure, as well as content. Don't let students fall back on the rationalization that only English teachers should be judges of grammar and style. Tell students you will be looking at both the quality of their writing and the content.

Distribute bibliographies and help sheets on good writing practices. Check with your English language department, composition program, or **writing centre** to identify materials that can easily be distributed to students. Consider giving students a list of web pages specialising as writing guides, for example:

http://owl.english.purdue.edu/owl/	Purdue Online Writing Lab
http://www.writing.utoronto.ca/advice	University of Toronto
http://goodwritinghelp.com/	Good Writing Help
http://homepages.inf.ed.ac.uk/jbednar/writingtips.html	Tips for Academic Writing and Other Formal Writing

Ask a composition instructor to give a presentation to your students. Invite a guest speaker to talk to your class about effective writing and common writing problems. Tutors who have invited experts from composition departments or student learning centres report that such presentations reinforce the values of the importance of writing.

Let students know about available tutoring services. A campus may offer individual or group tutoring in writing. Distribute brochures or ask someone from the Support Centre to give a demonstration in your class.

Use computers to help students write better. Tutors are beginning to use commercially available and locally developed software to help students plan, write, and revise their written work. Some software lets instructors monitor students' work in progress and lets students collaborate with their classmates. See Microsoft "*Track Changes*".

Assigning In-Class Writing Activities

Ask students to write what they know about a topic before you discuss it. Before discussing a topic or lecturing on it, ask students to write a brief account of what they already know about the subject or what opinions they hold. You need not collect these – the purpose is to focus students' attention.

Ask students to respond in writing to questions you give them during class. For example, at the beginning of a class, list two or three short-answer questions on the board and ask students to write their responses. The questions might call for a review of material previously covered or test student's recall of the assigned readings. Asking students to write down their responses also helps generate more lively discussion because students will have a chance to think about the material.

Ask students to write from a pro or con position. When an argument has been presented in class, stop for a few minutes and ask students to write down all the reasons and evidence they can think of that supports one side or the other. Use these statements as the basis for discussion.

During class, pause for a three-minute write. Periodically ask students to write for three minutes on a specific question or topic. Tell students to write freely, whatever pops into their minds without worrying about grammar, spelling, phrasing, or organization. Writing experts believe that this kind of free writing helps students synthesize diverse ideas and identify points they don't understand. You need not collect these exercises.

Have students write a brief summary at the end of class. Give students two or three minutes to jot down the key themes, major points, or general principles of the day's discussion. If you give students index cards to write on, you can easily collect and review them to see whether your class understood the discussion.

Ask one student to keep minutes to be read at the next class meeting. Taking minutes gives students a chance to develop their listening, synthesizing, and writing skills. We suggest the following procedure:

- Prepare your students by having everyone in class take careful notes for half an hour, rework them at home as minutes, and to hand them in for comments. Leave it to students' discretion whether the minutes are in **outline** or **narrative** form.
- Select one or two good models to read or distribute to the class.
- At the start of each of the following classes, assign one or two students to take the minutes for the day.
- Give the person(s) who take the minutes a piece of carbon paper so that you can have a carbon copy of the rough minutes. Each person then takes home the original and revises it in time to read it aloud at the next class meeting.

- After each student has read the minutes, ask the class to comment on their accuracy and quality. The students then revise the minutes, if necessary, and hand in two copies, one for marking and one for your files.

Structure small group discussion around a writing task. For example, ask each student to **pick three words** of major importance of the day's session. Then ask the class to write freely for two or three minutes on any one of the words. Next, give the students five to ten minutes to meet in groups of five, sharing what they have written and to generate questions to ask in class.

Use peer response groups. Divide the class into groups of no larger than four to seven students. Tell your students to bring to class enough copies of a rough draft of an assignment for each member of their group. Give students guidelines for critiquing the drafts. The most important step in any response task is for the reader to note the part of the assignment that is the strongest and describe to the writer, according to his or her opinion, why it worked well. Readers can also be given the following instructions:

State the main point of the assignment in a single sentence.

- List the major **subtopics**.
- Identify **confusing** sections of the paper.
- Decide whether each section of the assignment has enough **detail, evidence, and information**.
- Indicate whether the assignment's points follow one another in **sequence**.
- Judge the **appropriateness** of the opening and concluding paragraphs.
- Identify the **strengths** of the assignment.

The critiques may be done during class time, but **written critiques** done as homework are likely to be more thoughtful. Use class time for the groups to discuss each assignment and to critique. Students then **revise** these drafts for submission.

Use read-around groups. Read-around groups allow everyone to read everyone else's paper. The technique works best for short assignments (two to four pages). Divide the class into groups of four to six students, no larger, and divide the assignments (coded for anonymity) into as many sets as there are groups. Give each group a set and ask students to read each paper silently and select the best paper in their set. Each group discusses their choices and comes to consensus on the best assignment. The assignment's code number is recorded by the group, and the process is repeated with a new set of assignments. After all the sets have been read by all the groups, someone from each group writes on the board the code number of the best assignment in each set. Recurring numbers are circled. Typically, one to three assignments stand out.

Ask students to identify the characteristics of effective writing. After students have completed the read-around activity, ask them to reconsider those assignments voted as excellent by the entire class and to write down features that made each assignment outstanding. Record their comments on the board, asking for elaboration and probing vague generalities (for example, "The assignment was interesting." "What made the assignment interesting?"). In pairs, students discuss the comments on the board and try to place them in categories such as organization, awareness of audience, thoroughness of detail, and so on. You may need to help the students arrange the characteristics into meaningful categories.



Tools for Teaching by Barbara Gross Davis

Tips for Writing Your Major Assignment

You're now in university – maybe for the first time, or maybe returning after an absence. You want to do well in your courses, right? What serious student doesn't? Still, so many students feel lost when it comes to **effective study techniques**, especially the dreaded assignments. You know the kind: the big ones assigned on the first day and due close to the last. The ones you feel intimidated by and want to ignore if you can. Keep in mind you're in university to learn and not show off what you already know. Having a few tips handy to help improve your chances at a high-scoring assignment will no doubt help – along with a few general study and university life tips.

Know your Lecturer

Lecturers and tutors are there to help you. Understanding their role will help you use their help appropriately.

- Lecturers are human. They can be kind and supportive or bitter and vindictive, so grin and bear it or switch classes. Get to know what your tutor wants. Studies show that getting to know your instructor improves your chances of success in college.
- **Understand them.** It's key to your success, as it can lead to mentoring, which is valuable if you plan to do graduate work. Sitting near the front of class improves your chances of catching little hints and participating in lectures.
- Don't lie to your lecturer. Ever. They will smell your lie before you open your mouth. They've heard it all before. If you need an extension for your term paper, approach them like a human being, with professional respect.
- No sad stories. If you intend to ask for a deadline extension because life got in the way, be prepared to at least show the tutor how much work you have already done. Showing willingness to learn may be sufficient to win that extension.
- Don't wait until the last the minute. Don't be the student who went to the teaching tutor five minutes before a assignment was due to profess they didn't understand the assignment. No one is going to give you an extension at that point.
- Think like a lecturer. Most lecturers say it takes about two minutes of preparation for each minute of lecture. Participate in the learning process by previewing topics before a lecture. If you want to go a step beyond, understand what a lecturer has to consider when preparing tests, assignments, and oral exams.
- **Understand them, part 2.** It's frustrating but true, some lecturers don't care enough to have you do more than repeat all the facts after them. Give them what they want, but learn on your own if necessary.
- Your lecturer and tutor have a job and a life. Do approach them for help, but do it during their designated counsel hours. Lecturers have a memory for students who don't display respect, and it can even affect your mark in the long run.
- **Don't know your lecturer or tutor.** Don't get romantically involved. Not heeding this results in expulsion in most universities. There's obviously little worse for your grades.

Outlining & Research

There's only so much a lecturer can help you if you don't have good research skills.

- **Don't wait to the last minute.** So obvious but so ignored. If a lecturer gave you the entire semester to work on the assignment, there's a reason. Spread out the workload even if you don't have time to start researching immediately.
- **Create a regimen.** Manage your study time effectively and study at the same time each day. Balance main assignments with smaller assignments. Being disciplined is crucial to managing study programs with heavy assignment workloads.

- **Use a roadmap.** Always define your objectives with an assignment, if only just for yourself. It will be easier to change direction, should that be necessary.
- **Outline before writing.** If you set out the structure of your paper before you start researching, you will discover where your intrinsic knowledge of the topic is weakest (and thus where to concentrate your research).
- **Write legible notes.** There's nothing worse than going back to your own notes and being unable to read them. Try to make lecture notes more readable and study-worthy.
- **Use a computer.** This may seem obvious, but there's probably still a natural inclination to do notetaking by hand. Write your draft on a computer, to make changes easily.
- **Get the right software.** There are several freeware programs which specialize in outlining. Two of these, *ActionOutline Lite* and *TreePad Lite* are available for Windows. *TreePad Lite* is also available for linux, and for Mac and Java as *JReePad*.
- **Use the Google, be the Google.** Google has a cheatsheet and scholar-specific search functionality – an excellent start. There is a discourse on search engines intended for librarians on *page 43* but it is also relevant to students doing research.
- **Get the big picture.** Use encyclopedias, textbooks and websites to research the subject background first then specifics covering your outline's points and sub-points.
- **Bookmark.** Whether you study at a brick and mortar college or are taking advantage of online studies, you use the Internet for research. A good web browser is key, as is utilizing it properly. Bookmark web pages you find useful, including using bookmark folders to structure your research. This will make writing your bibliography a lot easier.
- **Learn to revise.** Preview, read, and review before you write. Then edit and rewrite. Learn about the **SQ3R reading and study skill system**.
- **Cite for sore eyes.** Citations, where you attribute the sources referred to in your paper, vary in style by field of study. Rutgers University Libraries has a page noting several citation styles, and links to online guides. Ask your lecturer and tutor which method they require.

Looks Are Everything

What you put into an assignment will show in its appearance and organization. Make your major assignment something a tutor or lecturer will want to read.

- **Put in the effort.** Make it look as if you cared about it enough to organize your work well. Write a good introduction and make it clear what you are writing about. Edit and rewrite. Polish your work gradually to make the final product stand out.
- **Hand in a clean assignment.** Don't eat chips and cheese over your assignment or get it dirty in some other way. In fact, make two copies in case this happens, so that you don't have to go scrambling to print out another.
- **Produce good diagrams.** Having quality diagrams or charts can improve your mark, especially if they are original and represent your knowledge of a topic. You don't need to spend money on software when web-based diagramming tools like Gliffy are free.
- **Don't pay someone else to write your assignment.** Assignments purchased from websites tend to circulate, increasing the chances that your lecturer already knows about a specific essay. Some of them are also hopelessly outdated. If you need help, only look at other essays as reference material.

The Most Common Mistakes

Few university students start out highly disciplined. The good news is you can learn. Avoid these mistakes:

- Not picking a good study spot. Every part of a library or campus is not made equally. If you want a quiet environment, try out different areas and pick a good study spot.

- **Not knowing the material.** It sounds obvious, but how many students do you know who don't go to class and don't bother with homework. Why not just throw your tuition money in the garbage or set it on fire?
- **Not reviewing lecture notes.** Review lecture notes the same day, for maximum retention. Even better, review immediately after a class, if possible.
- **Not knowing what you already know.** Sometimes you know more than you think. But if you haven't explored what you know by writing up your term paper's objectives and producing an outline, you may not realize what you know, feel overwhelmed, and leave things to the last minute. (Try a mind map. See the General Tips section.)
- **Poor grammar.** Bad grammar, spelling, and typos are all guarantees of lost marks on a term paper. Use the spell/grammar checker feature of your word processor.
- **Leaving things to the last minute.** Anyone who has done well in college will tell you that being aggressive with your studies will pay off, whereas leaving research until the last minute is a sure road to a failing grade. Make copies on a hard drive and/or removable media. Things happen, but it won't affect you if you take an extra five minutes to make a shelter from the storm.
- **Not meeting the assigned word count.** Give exactly the right amount without fluff or padding. It's a skill you develop, and you have to start somewhere.
- **Not meeting the deadline.** An "A" assignment can become a "D" or "F" paper when handed in late. Penalties add up fast, and can be severe.
- **Not multi-tasking.** The University of Minnesota Duluth says it short and sweet in their time management principles: combine activities. If you're waiting for something, study in the meantime.
- **Using someone's work and not citing it.** Your professors have access to Google, too. Plagiarism usually results in a failing grade and academic probation at best, expulsion at worst.
- **Not getting enough rest.** Learning and recall is directly tied to getting enough rest as well as eating properly and exercising. If you're sluggish, you're unlikely to retain anything, no matter how many lectures you attend.



Utilizing Resources

When classes get overwhelming, it's easy to forget that everything you need to succeed in university is already available.

- **Utilize your resources: attend seminars and labs.** A good tutor will be brimming over with tips on the proper mechanics of writing papers, insight on the lecturer's marking scheme, and other useful information. Typically, a tutor has already gone through what you are currently experiencing.
- **Utilize your resources, part two.** After you've received your assignment, put the topic and the lecturer's expectations into your own words, then privately ask (preferably on the same day your assignment is given) the lecturer or tutor if your paraphrase is correct. "But I thought you meant" won't help after the essays have been marked.
- **Collaborate, don't copy.** Your fellow students are resources to bounce ideas off. But don't copy or give away all your ideas.
- **Collaborate, don't duplicate.** If you have a team assignment, keep in mind that any group of people larger than three typically needs a functional head. Start by cross-pollinating ideas, then assign a leader to manage tasks.
- **Get to know your Tuition Centre's library.** Not everything is online yet. You may find yourself digging through some old books in rooms you didn't know the library

had. Chances are your TC library will have comprehensive research tutorials, programs and helps to familiarize yourself with the resources. Ask if you're unsure, and learn some basic library research techniques.

- **Crisis Hotline.** Call them, if you aren't feeling so good about things. They're trained to at least empathize with you, and to help you through those down times we all go through. On the Internet: Dr Bob's unabridged student counselling virtual pamphlet collection [<http://www.dr-bob.org/vpc/virtulets.html>] has links to resources that can help if you are feeling angry, depressed or confused and don't feel like talking to anyone yet.

General Tips

These are general tips to improve your mental well-being and memory retention and indirectly improving your chances at a better term paper grade.

- **Listen to Classical music.** Baroque style music is said to relax your heartbeat and improve memory recall.
- **Go to class.** Lecturers often intentionally reveal information at the beginning and/or end of a lecture. This includes deadline changes, topic changes, bonus assignments and answers to questions.
- **Go to class, part 2.** Attendance might be rewarded with points. Often, attendance to workshops are. While this doesn't increase your assignment mark, having a few points extra improves your subconscious confidence level.
- **Improve your memory.** There are many effective memory techniques. Learn some.
- **Try mind maps.** Mind maps are an easy but immensely powerful way to plot what you know about your paper's topic as well as what you need to know. There is free and inexpensive **mind-mapping software** but manually drawn mind maps stimulate blood flow in the hand, to the brain, and are more likely to spark inspiration and ideas.
- **Make friends.** Many times, the "smartest" students don't do as well as more social students. If you can't make a class, try to befriend a classmate. Offer to swap notes.
- **Learn critical thinking.** Critical thinking is a highly valuable **analytical skill** useful in all walks of life that generally goes untaught. There is more than one technique, but as a collective analytical tool, it can help you during the research collection stage of writing an assignment.
- **Talk to your tutor.** If you're too shy or unwilling to swap notes with another student, approach your appointed tutor. They are usually graduate students themselves and know that other courses and discussion groups can interfere with making it to a class. They might fill you in on the missed lecture's notes or introduce you to a classmate.
- **Check the official course website.** Many lecturers are publishing course notes online, somewhere on the college website. Occasionally, there are even audio recordings.
- **Try speedreading.** **Spreader** is a neat, free web tool that lets you paste in text and set reading speed. Speed reading is said to improve comprehension and retention. One key trick is not to vocalize words in your head while you read. Another is to read material at high speed, then reread at increasingly slower speeds as necessary, thereby improving retention. **Technical topics** and **theology** are harder to absorb in general, and may require multiple reads.
- **Consider a break.** Are you not sure a course is for you? Perhaps you should consider dropping the course and try again at some other time. The earlier you withdraw from a course the better. You may have time to change to an alternate course or get a refund, and your student average may not be affected. ■



The Ultimate Guide to Search Engines

Librarians were the ultimate search engines before the web took over. They were trusted, credible sources of finding and delivering information as they witness, search, organize, and catalogue information. Online research and the power of the web have made information only fingertips away from all of us, but the taxonomies and standards used for search will impact how people learn online for years to come. Below are some of the things students should understand about search - and things that anyone doing online research can benefit from.

History of Search Engines

While there are many search engines, about 80 to 90 percent of the search market belongs to just a few including Google, Bing, and MSN. There are a few other engines that are relatively popular but some are white-labelled versions of the above. If you want to see a chart of approximate web traffic figures for these engines, use alexaholic.com. Alexaholic uses Alexa.com but will let you view multiple traffic charts simultaneously. These will give you a relative comparison of which engine is more popular.

Web 2.0 Search Engines

These are the new breed – they're the tip of the iceberg of advanced search applications for what is known as the semantic web. They add another dimension to searching. Some offer visual search using an initial image that you select or even draw. Others let you search by colour or meta tags of audio files.

Most of these new engines are works in progress that need a few generations of revisions. A few are truly brilliant, and all of them innovative. Some use concepts such as synonym matching, colour or shape similarity, thematic concepts, and semantics.

All of them appear to improve the search experience, but mostly for advanced users who are familiar with unusual search paradigms. If you're interested, visit some to get a sense of them. The rest of this article focuses on traditional text-based search engines.

Glossary: Search Engine + Related

Before discussing ways to refine search queries, let's have a look at a few terms – either specifically related to search engines, or related to topics in this article.

- **Anchor Text:** Whenever you see a hyperlink on a web page, the actual words used to specify the link are referred to as the anchor text.
- **Blog:** A blog (formally known as weblog) is a special website that has been structured with articles (blog posts) in reverse chronological order. Blog posts are also organized into page groups and monthly archives. They have a structural advantage in search engines, though they often result in false search results.
- **Bot/Spider:** A search engine bot or spider is a special automated web application that indexes web pages for a search engine.
- **Cache:** Some engines store the full text of an indexed web page. Whenever the page is updated, the engine's cache will also be updated.
- **Invisible Web:** The Invisible Web consists of websites that are difficult or impossible to find, either because they are not indexed in a search engine or because they require a password.
- **Query Strings:** This simply means **the actual text** that you enter in a search query, including letters, digits, punctuation, and any special operator characters.

- **SEM/SEO:** Search engine marketing/search engine optimization
- **SERP:** Means Search Engine Results Page – the pages that result when you do a search query.
- **Stop Words:** Stop words are any words, such as "the," "and," "a," "or," that add little value in being part of a search query string. Most engines do not store these when indexing web pages.
- **Tags:** Tags refer to a topic category classification, primarily for weblog sites. So if you write a blog post about food, it might have tags such as "recipe," "Italian," "mushrooms," "pasta". Tags are applied by the author of a post.
- **TLD:** TLD means Top Level Domain and refers to the final part of the name of a web domain. For example, <http://www.msn.com/> is a URL. The TLD is the ".com" part. The "msn" part is known as the second-level domain.
- **URL:** URL means **U**niform **R**esource **L**ocator and essentially means the web address of a specific web page.
- **Web Feeds:** Web feeds are a special form of web content that organizes new content from a website or blog into the form of headlines and excerpts. Web feeds make it easy to syndicate content online, as well to subscribe to such content for frequent browsing using a "web feed reader".

Refining Search Queries

All text-based search engines work on a **query string** supplied by the user. But most of the time, the SERP's returned number in the hundreds or even millions of pages, make it difficult to find what you want. To reduce the number of SERPs, we need to refine our search strings. To do that, we need to use special **query operators** that are derived mostly from **Boolean logic**, plus a few specialized operators.

All search engines use a fairly common set of **advanced query operators** (AQOs). However, not all engines process AQOs the same way. So if you do use advanced operators, you will want to play around with them in your favourite search engine to learn how they're handled. The operator descriptions below are generalized – not all engines will support them in exactly the way described.

Boolean Site Operators

These are powerful **operators** that most engines have, but which are not always well known. While there is a common set of operators, a few engines have their own variations. Here is an amalgamated list. All of them consist of a **predefined keyword** and a colon, ":", character, which are then followed by a word or URL or domain name, etc. There should be **no spaces** on either side of the colon.

- **allinanchor:**, **inanchor:** Use allinanchor to specify one or more words that must **all** be in **anchor text**. Use inanchor to specify **one word** in anchor text and one or more words in the rest of the document body. Example: ***allinanchor:**librarian*
- **allintitle:**, **intitle:** Use allintitle to specify one or more words that must all be in the title of a web page. Use intitle: to check for a single word in the title, and one or more words in the document body. Example: ***allintitle:** librarians*
- **allinurl:**, **inurl:** Use allinurl to specify one or more words to be checked in the URL of a web page. Use inurl: to check one word in the URL and one or more words in the document body. Example: ***allinurl:** librarians*

- **define:** Returns definitions of a specific word, from various sources.
Example: *define:librarian*
- **domain:**, site: Use with a domain name to limit searches to pages on that site.
Example: **site:stanford.edu**
- **filetype:** Use with a media file type (e.g., PDF) to limit SERPs to that type of document.
Example: *library filetype:xls*
- **info:** Provides engine-specific info about a particular URL or its parent site.
Example: *info:becomealibrarian.org*
- **related:** Engines determine topic similarity of web pages on different sites. This operator, when used with a URL, will return pages from other sites that are similar.
Example: *related:lii.org*

10 Tips for Getting Better Marks

by Randall S. Hansen, Ph.D.

Students often ask advice on how they can get better grades. Here are 10 tips which will work for you — whether you are a first-year student or finishing your degree — at a small college or a large university. These tips are universal.

1. Attend All Your Classes

Now, you might think this was an obvious one. But many students skip classes for one reason or another. Here are several reasons why you should attend all your classes:

- **Absorb classroom material.** Even if the lecturer follows the textbook pretty closely, sitting in the classroom and listening to the lectures and discussions will help you to absorb the materials.
- **Make presence known/participate.** One of the benefits of going to college should be that you form a mentoring relationship with some of your lecturers, and that's not going to happen if you don't attend the classes. And often faculty have participation points (or bonus points), so beyond just attending, make an effort to be involved in the class discussions.
- **Earn attendance points.** Many lecturers have attendance policies, so you can have a direct impact on your marks simply by attending.

Sit close to the front – historically, those who do are usually the best students.

2. Master Your Lecturer

Every lecturer has a different personality and system for running his/her classes, so it makes sense, as early in the semester as possible, to learn what the lecturer wants. Here are some ways to master your lecturers:

- **Understand course expectations.** Most lecturers give out a class time-table during the first week of classes – and it is your responsibility to know deadlines and all the requirements for the course.
- **Understand lecturers on personal level.** Rather than viewing the lecturer as some figurehead at the front of the class who decides your fate in some abstract way, get to know your lecturer as a person. Visit him or her during office hours, or stay after class.

- **Communicate with lecturers when you are struggling.** He won't know when you are struggling, so if you are having problems with the course work or the tests, schedule an appointment to meet with the lecturer or tutor and get the help you need.

3. Get Organized

You may have been one of those few who have never needed a planner before, but college is all about multi-tasking, and you can easily get overwhelmed with due dates, team meetings, and other demands on your time. Here are some tips for getting organised:

- **Use a planner or other system.** I've had my **day-planner** for years and cannot go anywhere without it. Others are that same way with their personal **digital assistants**.
- **Stay current with due dates/course calendars.** It's not enough to have a system – you have to use it! So once you have some sort of system, get in the habit of using it.
- **Keep homework, tests, and class papers in central location.** Don't just throw old homework assignments or tests in the back of your car or the floor of your bedroom. You'll need these for studying for future tests, for meeting with your tutor to discuss them ... so, keep all your class materials in a central location.

4. Use Time Wisely

Even if you do not procrastinate and are the most organized person in the world, time can be one of your biggest enemies in university. Here are some tips for using time wisely:

- **Tackle harder work first.** Yes, tackle the harder stuff first so that you are sure to have enough time to complete it. You'll feel a greater sense of accomplishment when you are completing the work in this order.
- **Take breaks as reward for work.** Reward yourself for completing a major task by taking a break and chatting with a friend or watching a bit of television. Not only are the breaks good motivation to help you to complete something, you will also be more refreshed to start the next bit of work after a break.
- **Break larger projects into smaller, easy-to-accomplish sections.** If you have a massive assignment due at the end of next month, break up the work into smaller chunks and assign deadlines to each part.
- **Do not overextend yourself – learn to say no.** Besides all your academic work, you will also be asked to get involved in all sorts of clubs and organizations while in college – and at some point, you will have to learn to say no to some requests of your time.
- **Work hard to play hard.** One of my favourite students used to say that she worked hard so that she would have the time to play hard – and that's a good balance. Just make sure you **do the work first**.

5. Become "Noteworthy"

Another reason for attending class is recording the **class notes**. These notes are vital clues to what the lecturer thinks is the most important material for you to learn, so besides taking notes, learn how to better use them to your advantage. Here are some specifics:

- **Be an active listener in class.** Don't read the newspaper, gossips with friends, or text your roommate during class. Instead, listen attentively and actively – and ask for clarification when you need it.
- **Take good notes in class.** Whether taking notes from scratch or following a lecturer's outline, the key for you will be to write down the most important details so that you can refer back to your notes when you need the information.

- Rewrite or organize notes on your computer outside of class. This suggestion may sound a little extreme, but the writing-to-learn literature shows that you can increase your understanding and retention of material by rewriting it.

6. Use the Textbook

Lecturers assign textbooks for a reason – and it's not to make you broke. It is to supplement the lectures and discussions from class. Do buy all the textbooks – and follow these tips for using them:

- **Read all assigned material.** Sounds obvious, right? When a professor assigns a chapter, read the whole thing (unless told otherwise), including the opening vignettes, the case studies, and tables and exhibits.
- **Know what's critical.** At the same time, know which parts of the text are most critical. For example, in one of the classes, the vocabulary is most critical, and the textbook emphasizes the point by having all the **terms** and their **definitions** printed in the margins of every chapter.
- **Use an outlining system to help comprehend material.** Reading and highlighting the material in the text is just the minimum. To get the most of what you're reading, you should also take notes and outline the material.

7. Follow Good Rules of Writing

Many classes require one or more writing assignments, from short responses to term papers, and you'll do better on these assignments if you follow these rules of good writing:

- **Organize your thoughts before writing.** Stream of consciousness works in a diary or journal (and may have worked in high school), but it's best to **map out an outline** before you start the actual writing.
- **Understand requirements for an assignment.** Every lecturer has a specific way he or she wants a paper organized, and it's best to know this before you start to write. Be sure to understand the reference system and all the mechanics of the essay (font, margins, cover sheet, footnotes, etc.).
- **Write a draft** (and get feedback when possible). Especially for larger assignments, you'll have a higher quality assignment (and a better mark) if you can show the lecturer a draft early enough before the deadline if you need to make changes.
- **Rewrite, edit, rewrite, edit, rewrite.** Learn that editing and rewriting are your friends. No one is a good enough writer to whip out the final draft in one sitting. The best writers go through a process.
- **Proofread, proofread, proofread.** Spell-checkers catch spelling errors, but not other problems, so learn the art of proofreading. Or better, have a buddy system with a friend in which you proofread each other's assignments.

8. Study, Study, Study

Another obvious one here? Perhaps, but the rule is you should be spending at least three hours outside of class for every hour in it. And for some classes, you'll find you need a lot more time than that to master the material. So, here are some suggestions:

- **Study early and often.** Breaking your studying into shorter periods of time will make less of a chore – and give your mind time to absorb the material before moving on.
- **Develop and practice good study habits.** Make it a habit and studying will become second nature to you.

- **Know how you best study**, learn material. Some people need complete silence to concentrate while others like a little noise. Find what works for you and stick with it.
- **Study with friends** to gain support, but ... don't turn it into a social event. A study buddy can be a great tool, as long as you actually get some studying accomplished.
- **Make sure work is done before socializing.** Studying is critical to learning, which is critical to better grades – so do the work before going out to have fun.

9. Be a Good Test-Taker

Just about all college classes have exams, and sometimes the exams are the major portion of your final grade, so it's important to become a good test-taker. Here are some hints:

- **Know what to expect on exams.** Every lecturer has a style of test development, so obtain old copies or ask the lecturer directly. Know the types of questions that will be asked – as well as the content that will be covered.
- **Read questions carefully and plan answers.** Take your time at the beginning of the test to read through all the instructions and make a plan of attack.
- **Pace yourself so you have plenty of time to complete all parts.** And know the point values of questions, so you can be sure to complete the most important ones first in case time does run out.
- **Ask questions.** If you don't understand something, or need clarification of the question, ask the lecturer. Don't wait to get the exam paper back and find you answered a question the wrong way.

10. Polish Those Verbal Communications Skills

Many classes include a presentation component, so use these tips to improve your **verbal communications skills** and maximize your marks for them:

- **Practice speeches, presentations.** The best speeches and presentations are the well-rehearsed ones, so complete your script or outline early enough to have time to practice the presentation (and to make sure it falls within the specified time limit).
- **If using technology, always have a back-up.** Technology is great, but sometimes it fails. If you have a PowerPoint presentation, make copies of it as a handout in case you need it.
- **Know the presentation situation – and plan accordingly.** Every lecturer has a set of guidelines when grading presentations, and many classroom set-ups are different, so know the situation before going into the presentation.

Final Thoughts

Following these guidelines should help your marks immensely, but here is one other piece of advice. Remember to think of your lecturers as your allies, not your enemies. And if not your allies, at least your partners. Our goal is for every student to learn and master the materials in the course. And if you master the materials, you should have a good mark in the class. And if you're struggling with some aspect of the course, just go see the tutor. We're here to help you become the best student you can be.

