

How to Become a Successful Student



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Introduction

Being in college is a great experience. The world of academia can be exciting and new, but it can also be stressful and difficult to manage. This guide was prepared to assist you on your way down the college path of ups and downs. The beginning of this guide will cover some major barriers to collegiate success as well as some coping skills and resources for you to explore. As you go through the guide, you will find some fundamental strategies that can maximize your chances of getting the most from college and increase your academic success. Whatever kind of experience you may be having at this moment, remember to relax, breathe and keep your focus!

Besides the obvious struggle of keeping up with college course work, there are plenty of outside influences that can come into play when talking about barriers to college success. Depending on how well you can manage stress, deadlines and homework, may be the difference between graduating sooner rather than later. First, we will discuss things we can “control” and how to become more effective. Secondly, coping with academic stressors and some strategies to help cope with those. Finally, we will go through several resources; campus and community, to help you become the most successful college student you can. Enjoy and good luck!



COMMON BARRIERS TO COLLEGE SUCCESS

Things Students Can Control

Sleep IS Important!

Sleep can pose as a powerful barrier if you are not getting enough of it. Why is getting enough sleep important? Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life and safety.

The way you feel while you're awake depends in part on what happens while you're sleeping. During sleep, your body is working to support healthy brain function and maintain your physical health. In children and teens, sleep also helps support growth and development.

The damage from sleep deficiency can occur in an instant (such as a car crash), or it can harm you over time. For example, ongoing sleep deficiency can raise your risk for some chronic health problems. It also can affect how well you think, react, work, learn and get along with others.

(<http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why.html>)



Sleep tips:

Steps to Better Sleep

1. Stick to a sleep schedule

Go to bed and get up at the same time every day, even on weekends, holidays and days off. Being consistent reinforces your body's sleep-wake cycle and helps promote better sleep at night. There's a caveat, though. If you don't fall asleep within about 15 minutes, get up and do something relaxing. Go back to bed when you're tired. If you agonize over falling asleep, you might find it even tougher to nod off.

2. Pay attention to what you eat and drink

Don't go to bed either hungry or stuffed. Your discomfort might keep you up. Also limit how much you drink before bed, to prevent disruptive middle-of-the-night trips to the toilet. Nicotine, caffeine and alcohol deserve caution, too. The stimulating effects of nicotine and caffeine — which take hours to wear off — can wreak havoc with quality sleep. And even though alcohol might make you feel sleepy at first, it can disrupt sleep later in the night.

3. Create a bedtime ritual

Do the same things each night to tell your body it's time to wind down. This might include taking a warm bath or shower, reading a book, or listening to soothing music — preferably with the lights dimmed. Relaxing activities can promote better sleep by easing the transition between wakefulness and drowsiness. Be wary of using the TV or other electronic devices as part of your bedtime ritual. Some research suggests that screen time or other media use before bedtime interferes with sleep.

4. Get comfortable

Create a room that's ideal for sleeping. Often, this means cool, dark and quiet. Consider using room-darkening shades, earplugs, a fan or other devices to create an environment that suits your needs. Your mattress and pillow can contribute to better sleep, too. Since the features of good bedding are subjective, choose what feels most comfortable to you. If you share your bed, make sure there's enough room for two. If you have children or pets, set limits on how often they sleep with you — or insist on separate sleeping quarters.

5. Limit daytime nap

Long daytime naps can interfere with nighttime sleep — especially if you're struggling with insomnia or poor sleep quality at night. If you choose to nap during the day, limit yourself to about 10 to 30 minutes and make it during the midafternoon. If you work nights, you'll need to make an exception to the rules about daytime sleeping. In this case, keep your window coverings closed so that sunlight — which adjusts your internal clock — doesn't interrupt your daytime sleep.

6. Include physical activity in your daily routine

Regular physical activity can promote better sleep, helping you to fall asleep faster and to enjoy deeper sleep. Timing is important, though. If you exercise too close to bedtime, you might be too energized to fall asleep. If this seems to be an issue for you, exercise earlier in the day.

7. Manage stress

When you have too much to do — and too much to think about — your sleep is likely to suffer. To help restore peace to your life, consider healthy ways to manage stress. Start with the basics, such as getting organized, setting priorities and delegating tasks. Give yourself permission to take a break when you need one. Share a good laugh with an old friend. Before bed, jot down what's on your mind and then set it aside for tomorrow.

(<http://www.mayoclinic.com/health/sleep/HQ01387/NSECTIONGROUP=2>)



Alcohol and Academics

Lack of sleep and alcohol consumption are common occurrences in a college student's life. Many college students are significantly sleep-deprived. The adverse effects of alcohol on sleep magnify this effect. Both of these practices can have negative effects on cognitive abilities, especially when paired together. Research regarding the effects of alcohol on academic performance all report some type of negative consequences.

Negative Effects Associated with Heavy Episodic Drinking:

- Alcohol impairs the ability to transfer information - learned prior to drinking – from short term to long term memory.
- Attention span may be shortened within 48 hours after drinking.
- Alcohol disrupts the necessary sleep cycle, including REM sleep. Without adequate quality of sleep, a student will feel tired, despite sleeping for 7-8 hours.
- The time it takes to recover from heavy drinking (i.e. hangover) could be better spent on more important tasks (i.e. learning).

Implications for Students:

- Information a student studies before drinking is harder to recall.
- Harder to pay attention in class and concentrate on work.
- When sleep is disrupted a person is more susceptible to depressive disorders and a decrease in cognitive abilities. Studies show that normal memory function (learning) is dependent on adequate sleep.
- Heavy drinking often results in missing classes and falling behind in assignments.

Steps to Minimizing Negative Effects:

- Balance academic and social commitments.
- Manage time, giving priority to academics.
- Drink responsibly and in moderation.

(www.dartmouth.edu/~acskills/docs/alcohol_sleep_learning.doc)



Attitude is Everything!

Attitude is defined as a settled way of thinking or feeling, typically reflected in a person's behavior. You are what you feel. Controlling your outlook on a situation is sometimes the ONLY thing you do have control over. The following section on attitude will help you rate your attitude and explain how you can make some improvements.

Attitude is important—it affects:

1. **How successful you are** in achieving your academic and personal goals
2. **How you feel**, mentally and physically
3. **How you look**, what you say and what you do

Do you have a positive attitude?

- **Are you willing to learn**, no matter how difficult it is?
- **Do you do your best when studying**, and try to improve how you do your work?
- **Do you demonstrate enthusiasm** in whatever you say and do?
- **Do you welcome challenges**, experiment and try new ideas?
- **Do you have a sense of humor** by not taking yourself too seriously?



Take a look at the chart below on positive/negative thinking. Which column do you mostly find your answers in? What actions do you think you need to take to change some of your negative thinking?

POSITIVE THINKING ☺	NEGATIVE THINKING ☹
Planning ahead "I'll make a schedule."	Carelessness "It doesn't matter."
Willingness to learn "I'll ask for help."	Fatalism "If it happens, it happens."
Alertness "I'll concentrate and pay attention."	Passiveness "It's not interesting."
Knowing your goals "I want to improve."	Ignorance "I don't understand it."
Faith "I'll try my best."	Cynicism "It's not worth my time."
Willingness "I'll work on it now."	Laziness "It's too much trouble."

(Adapted by Rachel Fleming '00 from the pamphlet "Your Attitude and You" by Channing L. Bete Co., Inc ©Academic Skills Center, Dartmouth College 2001)

Test yourself on the "positive attitude" checklist:

Yes No

1. Do you believe in yourself?
2. Do you want to improve?
3. Do you have goals?
4. Do you have a plan to achieve your goals?
5. Are you willing to change?
6. Are you on time?
7. Are you patient?
8. Are you a good listener?
9. Are you willing to make mistakes?
10. Do you enjoy life?

If you find that you have answered no on most of the "positive attitude" checklist, maybe it is time to take a look at changing some of your thinking patterns. Here's a few ideas on how to change.

Remember, life is about progress, not perfection!



Easy Ways to Develop a Positive Attitude:

1. **Be confident:** believe in yourself!
2. **Be positive:** this will help, try it!
3. **Be punctual:** being on time will lower your stress level
4. **Be patient:** some things just take time to do.
5. **Believe in yourself:** you are unique in this world, and so are your talents.
6. **Set goals for yourself:** then WORK hard to achieve them.
7. **Get fun out of life:** don't take yourself too seriously.

ACADEMIC STRESSORS

Strategies to Cope

Managing Stress

Stress is a part of life, especially in college. If you cannot get a handle on stress, it can be another barrier to success. There are exams, papers and homework to do on a daily basis. Being able to effectively deal with stress is arguably one of the most refined skills you will acquire.

What is stress?

- Stress is an emotional/bodily reaction to physical, psychological or emotional demands.
- Stress is a fact of life.
 - Managed stress can become useful and healthy (viewing events as challenges).
 - Unmanaged stress can become distressful and unhealthy (viewing events as threats).

What are some of the causes of stress?

- Expectations we place on ourselves.
- Expectations of others.
- Our physical environment -- noise, movement, weather, season changes.
- Our internal environment -- academic pressure, frustration, not enough time, decisions, social life.

What are some symptoms of unmanaged stress?

- Increased heart rate and blood pressure; feeling tense, irritable, fatigued, or depressed.
- Lack of interest and ability to concentrate, apathy.
- Avoidance behaviors: abuse of drugs, alcohol, tobacco.

What are ways to manage stress effectively?

- Add balance to life; don't overdo studies or play.
- Know and accept what kind of person you are: strengths and weaknesses.

- Get a thorough physical exam.
- Take "time outs", especially during study.
- Expand your support network, reinforce friendships.
- Exercise regularly.
- Watch your breathing.
- Walk more.
- Learn and practice relaxation skills.
- Study each subject regularly for moderate periods of time.
- Discuss problems with friends, family, dean or counselor.



Stress Busters: What Works

Some of us are naturally resistant to stress, but anyone can use these proven strategies to calm body and mind. (Excerpted from an article by Geoffrey Cowley – Newsweek June 14, 1999.)

As Stanford psychiatrist David Spiegel puts it, "Living a stress-free life is not a reasonable goal. The goal is to deal with it actively and effectively."

- One approach is to emulate people who are naturally resistant to stress. Some people weather devastating experiences with uncanny serenity. By studying them, researchers have discovered that they share distinctive habits of mind.
 - They tend to focus on immediate issues rather than global ones.
 - Stress-resistant people also tend to share an optimistic "explanatory style."
 - They assume their troubles are temporary ("I'm tired today") rather than permanent ("I'm washed up") and specific ("I have a bad habit") rather than universal ("I'm a bad person")
 - They credit themselves when things go right, while externalizing their failures ("That was a tough audience," not "I gave a wretched speech").
- At the University of Massachusetts' Center for Mindfulness in Medicine, Health Care and Society, specialists teach people to manage stress through meditation and other relaxation exercises.
 - Participants in the center's stress program concentrate on breathing to quell the mind's restless forays in the past and future.
 - Then they lie down and "scan" their bodies, relaxing one muscle at a time.
- Massage is another proven antidote to stress. No one knows precisely how the kneading of flesh quiets the stress response, but the effects can be dramatic.

- If massage and meditation are too tame for your tastes, **EXERCISE** may be your medicine. Exercise is known to increase the body's production of morphine-like endorphins, while improving the brain's oxygen supply and releasing tension from the muscles.

There are many other options, from yoga to biofeedback to music therapy, and none of them excludes the others. So do what works for you. And whether you go to confession, join a support group, or start a diary, find a way to talk about your feelings.

(©Academic Skills Center, Dartmouth College 2001)



Coping with Exams and Exam Anxiety

Speaking of stress, final exam time is a very tense time in a college student's life. Paradoxically, many students attempt to deal with this stress in ways that are counter-productive or even self-defeating; their behavior and attitudes tend to diminish their performance on exams rather than enhance it.

While there is no guarantee for an easy time on exams, there are some specific guidelines that students can follow which will help them learn more efficiently during exam time.

Remember that you are not alone: almost everyone gets somewhat anxious at exam time!

It is clear that it does **not** help to put added stress on yourself by:

1. Keeping **irregular** hours.
2. Pulling **all-nighters**.
3. Eating **irregularly** or eating junk food.
4. Relying on **ineffective** learning strategies.



Guidelines:

1. Try to stay on a reasonably regular schedule of reviewing, eating, sleeping and relaxing.

2. Start at least a week, or preferably two, before exams begin. Don't attempt to study 24 hours a day; your efficiency and capacity to retain material will rapidly decrease.
3. Don't force yourself to study beyond your normal limits of concentration. If you find yourself able to concentrate for only ten or twenty minutes, study for only that period of time and then take a short break. Your concentration should return. In fact, **short and regular study** periods are more productive than lengthy single sessions.
4. Eat a well-balanced diet and drink lots of fluids. Excessive amounts of coffee may produce confusion and even disorganization of thought processes.
5. Don't use drugs or alcohol - they can decrease your ability to think clearly. Take medication only under the supervision of a physician.
6. Be conservative and reasonable about the demands you place on yourself.

(--adapted from: Harvard Law School Health Service, this handout prepared by Alison Burrell '95 ©Academic Skills Center, Dartmouth College 2001)

Time Management

Another important skill to hone in on is time management. If you don't manage your time well this could be trouble for you in college. This next section will help you prioritize your time. It is rightly said "Time and Tide wait for no one." An individual should understand the value of time for him/her to succeed in all aspects of life, especially in college. Time management refers to managing time effectively so that the right time is allocated to the right activity.

- Effective time management allows individuals to assign specific time slots to activities as per their importance.
- Time management refers to making the best use of time as time is always limited.

Ask yourself which activity is more important and how much time should be allocated to the same? Know which work should be done earlier and which can be done a little later.

Time Management Includes:

1. Effective planning.
2. Setting goals and objectives.
3. Setting deadlines.
4. Delegation of responsibilities.
5. Prioritizing activities as per their importance.
6. Spending the right time on the right activity.



Effective Planning

Plan your day well in advance. Prepare a To Do List or a "TASK PLAN". Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High priority work should come on top followed by those which do not need much of your attention at the moment. Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Check the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

Setting Goals and Objectives

Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.

Setting Deadlines

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your faculty to remind you. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the important dates against the set deadlines.

Delegation of Responsibilities

Learn to limit extracurricular activities, divide household tasks among family members and keep your working hours as low as possible. Accept help from friends and family who want you to succeed.

Prioritizing Tasks

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which should be done within a month and so on. Tasks which are most important should be done earlier.

Spending the Right Time on the Right Activity

Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Don't waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all a human being is not a machine.

For Effective Time Management One Needs to be:

- **Organized** - Avoid keeping stacks of files and heaps of paper where you study. Throw away what you don't need. Put important documents in folders. Keep the files in their respective drawers with labels on top of each file. It saves time which is lost with unnecessary searching.
- **Don't misuse time** – Keep a schedule of your assignments handy for quick reference. Concentrate on your work and finish assignments on time. First complete your work and then do whatever you feel like doing. Don't wait till the last moment.
- **Be Focused** - One needs to be focused for effective time management.



Develop the habit of using planners, organizers, table top calendars for better time management. Set reminders on phones or your personal computers.

(<http://www.managementstudyguide.com/time-management.htm>)

Study, Actually Study!

In order to guarantee college success, you have to actually study. Imagine that. If you want to improve your concentration and efficiency as a student, develop a place to study that is just that - a place where you go to work on academics. This campus is full of great places to study. Experiment with what works best for you.

Places to Study at MSUB

- The library is the absolutely best place to study. It has everything a student needs. The 3rd floor is highly recommended.
- Academic Support Center.
- Student lounge on the 7th floor of the LA Building.
- SOS study rooms.
- COE lobby areas on the 1st and 2nd floors. The 1st floor lobby is ideal for group projects and is equipped with a giant monitor and ample outlets for technology.
- COB boasts several student lounges:
 - MCD 250 has tables, sofa, easy chairs, TV vending machines, refrigerator and a microwave.
 - MCD 213 is a study room/ help lab with table chairs, computers, printer, copy machine, vending machine and lockers for rent at \$5.00 per semester.
 - MCD 216 is a student room equipped with tax law books, tables, chairs and a computer.
- The dorms have study areas too!

Study Area Must Haves

1. Good lighting.
2. A comfortable chair with good support and appropriate height.
3. Electrical outlets for all your technology needs.
4. Writing instruments and supplies.
5. A calculator.
6. Motivational or inspirational quotes, notes and photos.
7. Semester schedule of assignment due dates, exams, research papers, quizzes, etc.
8. Weekly schedule of classes, tutor appointments, study groups, lab time, faculty appointments and study schedule.

Form Study Groups to Survive

Small groups out-perform individuals because:

Small groups generate more options while brainstorming. This process fosters many ideas to be generated as quickly as possible.

Small groups can better evaluate ideas. Groups correct misinformation, bias, erroneous assumptions and the like.

Group decisions enhance harmony. They are essential where there is buy-in required after the session, such as choosing a correct solution that all must live with after the decision is made.

Small groups will almost always win. However, in an emergency where you need a quick decision, you're probably better off making a decision yourself. In that case, groups might slow the process down to the point that the decision is too late. Also, in cases where expertise counts and you have an expert, then often the expert will out-perform the group.



Study Group Survival Tips:

Form study groups after the first few classes. Wait and see who the reliable students are before you join a group. Jumping in too soon might mean ending up with a less productive group. Be particularly observant about who does the homework, knows the answers and seems to have a genuine interest in the class before you decide to form a study group.

Keep the group number to a handful and make it diverse. A group of 3-5 people is ideal, two people are better than one, but 3-5 people are much better than two. Groups of more than five make it too difficult to get together or make decisions. Also, vary the group by both gender and race because the diversity will make for a richer decision making process.

Vary personality types and include the professor's type. What you want to avoid is having everyone in the group with the same personality type. If possible, try to have a person or two in the group with the same personality type. If possible, try to have a person or two in the group with a personality similar to that of the professor. By having different personality styles in it, the small group becomes a more diverse critical test audience to use before launching new ideas.

Meet at a regular time and place. Setting both a time and place will ensure, above all else, that people will have something ready for the meetings. It is much like telling someone you will go for a walk or meet them for lunch; you will tend to do it if you have agreed on a time and place. Putting a study group in your schedule is the best way to make certain that you will study. Block out your schedule and set your priorities.

Be persistent. Do not give up on the group. If at first you do not succeed - try, try again. Groups need to get comfortable with themselves. They need to establish trust and confidence. That comes only with time. Do not give up at the first sign of problems. Work through them with candor and caring for every

member in the group. And always keep the objective in mind: to understand, to learn and to help each other through the course.

Additional Study Group Hints:

1. Give each person in the study group an assignment:
 - a. Such as writing a summary of a chapter.
 - b. Such as writing a glossary of the terms.
 - c. Such as bringing in book reviews or journal articles related to the course topics.
2. Start the group session with a check in process:
 - a. Such as a 1 minute up date from each participant - personal news.
 - b. Such as each participant stating their most pressing question about the material.
 - c. Sharing notes so every participant has as complete a set of notes as possible.
3. End the group session with a round table reporting:
 - a. Such as what was most helpful.
 - b. Such as what was most interesting.

SQ3R

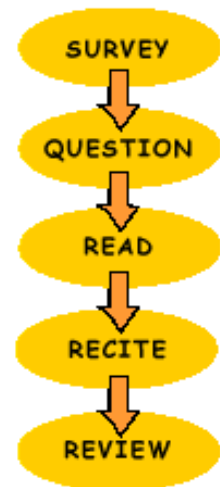
One skill you will have to be good at/get good at during college is **READING**. In order to **recall** what you are reading, you must first **understand** what you are reading, in other words, **comprehend**. SQ3R is a reading strategy formed from its letters: Survey! Question! Read! Recite! Review! SQ3R will help you build a framework to understand your reading assignment.

Before you read, **Survey** the chapter:

- Title, headings and subheadings.
- Captions under pictures, charts, graphs or maps.
- Review questions or teacher-made study guides.
- Introductory and concluding paragraphs.
- Summary.

Question while you are surveying:

- Turn the title, headings into questions.
- Read questions, at the end of the chapters or after each subheading.
- Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"



Note: If it is helpful to you, write out these questions for consideration. This variation is called SQW3R

When you begin to **read**:

- Look for answers to the questions you first raised.
- Answer questions at the beginning or end of chapters or study guides.
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases.
- Stop and reread parts which are not clear.
- Study graphic aids.

- Reduce your speed for difficult passages.
- Read only a section at a time and recite after each section.

Recite after you have read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you have just read.
- Take notes from the text but write the information in your own words.
- Underline or highlight important points you have just read.
- Use the method of recitation which best suits your particular learning style but remember what you read!

The more senses you use the more likely you are to remember what you read:



- **Triple** strength learning: Seeing, saying, hearing!
- **Quadruple** strength learning: Seeing, saying, hearing, writing!!

Review:

Day One

- After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.
- If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.
- Complete the form for a critical reading review

Day Two

- Page through the text and or your notebook to re-acquaint yourself with the important points.
- Cover the right hand column of your text or notebook and orally ask yourself the questions in the left hand margins.
- Orally recite or write the answers from memory.
- Make flash cards for those questions which give you difficulty.
- Develop mnemonic devices for material which needs to be memorized.

Day three, four and five

- Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.
- Make additional flash cards if necessary.

Weekend

- Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.
- From the Table of Contents, make a Study Sheet/ Spatial Map.
- Recite the information orally and in your own words as you put the Study Sheet/ Map together.
- Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

Note Taking

Taking notes is a huge part of college. Information presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of **note taking and listening**. The following resources provide tips on how to recall more information from your lectures through active listening and purposeful note taking. In addition, lecture notes can be a critical tool for preparing for exams. Suggestions are provided for how to use your notes regularly to review. The key is to develop a system that enables you to:

- **Review regularly**
- **Recite**, repeating key concepts from class
- **Reflect**, connecting class ideas to other notes and readings

(<http://www.dartmouth.edu/~acskills/success/notes.html>)



The following are different note taking styles, find the one that best suits you!

Mind Maps

They use a two-dimensional structure, instead of the list format conventionally used to take notes. Mind Maps are more compact than conventional notes, often taking up one side of the paper. This helps you to make associations easily, and generate new ideas. If you find out more information after you have drawn a Mind Map, then you can easily integrate it with little disruption.

More than this, Mind Mapping helps you break large projects or topics down into manageable chunks, so that you can plan effectively without getting overwhelmed and without forgetting something important.

A good Mind Map shows the "shape" of the subject, the relative importance of individual points, and the way in which facts relate to one another. This means that they're very quick to review, as you can often refresh information in your mind just by glancing at one. In this way, they can be effective mnemonics - remembering the shape and structure of a Mind Map can give you the cues you need to remember the information within it. As such, they engage much more of your brain in the process of assimilating and connecting information than conventional notes do.

When created using colors and images or drawings, a Mind Map can even resemble a work of art!

Mind Maps are useful for:

- **Brainstorming** - individually, and as a group.
- **Summarizing** information, and note taking.
- **Consolidating** information from different research sources.
- **Thinking** through complex problems.

- **Presenting** information in a format that shows the overall structure of your subject.
- **Studying** and memorizing information.

To draw a Mind Map, follow these steps:

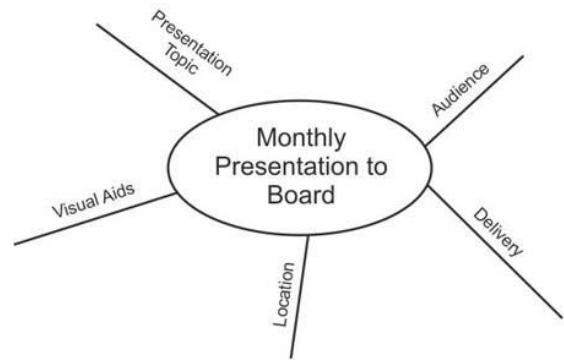
1. Write the title of the subject you're exploring in the center of the page, and draw a circle around it. This is shown by the circle marked in figure 1, below. (Our simple example shows someone brainstorming actions needed to deliver a successful presentation.)

Figure 1



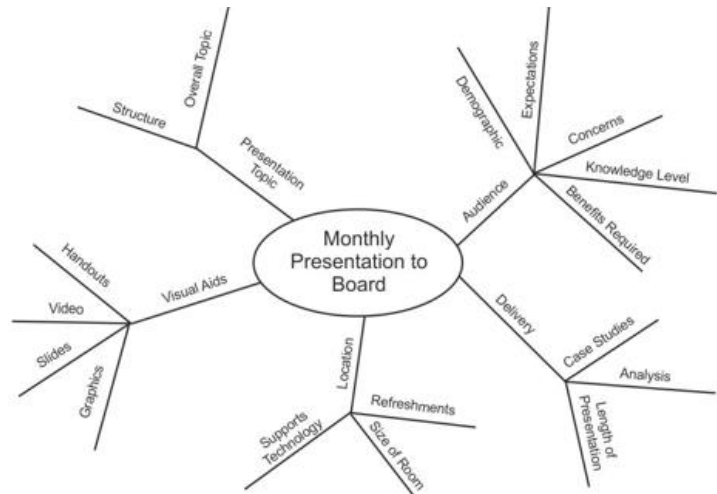
2. As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings. (See figure 2, below.)

Figure 2



3. As you "burrow" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines. These are shown in figure 3.

Figure 3





4. Then, for individual facts or ideas, draw lines out from the appropriate heading line and label them. These are shown in Figure 4.

5. As you come across new information, link it in to the Mind Map appropriately.

A complete Mind Map may have main topic lines radiating in all directions from the center. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. You don't need to worry about the structure you produce, as this Figure 4

will evolve of its own accord.

(http://www.mindtools.com/pages/article/newISS_01.htm)

Flash Cards

Flash cards or index cards, are another effective method of note taking. One idea here is straightforward – put a key word or concept on one side of the card in the form of a question, and write the answer on the opposite side. You now have a handy tool for quizzing yourself. Another example of index notes is Figure 5.

Number of card. 1A*
Heading: subject of note and context of information (EX: Deer population--problems with overpopulation in cities)
Write your one note here. If it is a direct quotation, use quotation marks to show that it is. Be sure you only have one note, one main idea, one quote, one summary, or one paraphrase per card. Use ellipses (...) if you are leaving part of the quote out.
(p. 112) page number of information in book, magazine, etc.

Figure 5

The Cornell Note Taking System

Basic Structure

As soon as possible after lecture, turn the information from your outline notes in the right column into questions. Write the question directly across from the material it corresponds to at the right.

For example:

What are the 7 basic structures of the Cornell Note Taking System?

Name 4 ways to use Lecture Notes effectively.

What are the 5 steps in preparing Cornell Notes for essay exams?

1. Use loose leaf paper and a three-ring binder.
2. Take notes in this area of the page ONLY.
3. Title, date, and number every page.
4. Use an outline format of note taking.
5. Leave a wide bottom margin for your summary of the material on this page.
6. Use the bottom left corner as your reminder section for things that pop into your head and distract you from active listening.
7. Use the wide left margin for drafting questions of the material in your outline of lecture notes.

Effective use of Lecture Notes

1. Review your notes as soon as possible after the lecture.
2. Rewrite the notes into questions in the left column of the Cornell Note Taking System.
3. Fold the right edge of the page over to the margin that divides the note taking area from the question area.
4. Review the questions in the left margin every day. If you can't answer the question, then peek at your outline for the answer.

Preparing for Essay Exams

1. Write a summary of the material on this page only in the bottom right area.
2. Use your own words.
3. Use terms that are specific to the discipline if the instructor used them in lecture.
4. Remove pages from the binder and fold so only the summary sections are visible.
5. Read the summary sections every day to increase memory.

Buy eggs

Remember—Early Out at 12:30 today

Need gas in the car before picking up the baby.

The guy in the back row is HOT!

In your own words summarize notes on this page. For example:

Cornell Note Taking is a structured system of organizing lecture notes in certain sections of the page. It requires the student to formulate questions of the lecture notes, summarize the lecture notes, and review the material daily. It also helps in addressing issues that can distract a student from active listening by serving as a To Do List.



Student Resources

Another great skill in college is to learn how to access information and resources. Knowing how/where to find resources and use them will serve its purpose again and again throughout your lifetime. The gift that keeps on giving! The following links will be helpful to you while you are attending MSUB.

Academic Support Center - The ASC offers classes in reading, developmental math and developmental writing. We provide tutoring for multiple subjects including math, writing, reading, science, psychology foreign languages and more! All of our tutoring services are offered FREE* on a drop-in basis.

*Tutoring is pre-paid for as a part of your fees <http://www.msubillings.edu/asc/>

Student Opportunity Services - SOS/TRiO provides support for students seeking academic development, and assists students with basic college requirements by motivating students toward successful completion of their college careers. <http://www.msubillings.edu/sos/>

MSUB Library – The library is a great source for you to look up anything, especially guides (i.e.; APA and MLA formats) The following link is called How Do I...?:<http://www.msubillings.edu/library/HowDoI.htm>

MSUB Online Write Lab

<http://www.msubillings.edu/asc/writeLabProcedure.html>

MSUB offers an online writing lab to assist students with their writing assignments. Using this service, you can email your drafts to the tutors at the Learning Lab and receive feedback on your work. When tutors respond to your drafts, they will point out the types of errors you are making and answer any specific questions you have provided. They will not proofread your draft word by word for you, but they will teach as they go, as they read through your draft.

Procedure

1. Save your assignment in rich text format.
2. Attach it to an email to writelab@msubillings.edu
3. Type your teacher's name, the name of your class, and the assignment criteria in the body of the email. *Also, if you are using a software program other than Microsoft Word, please indicate that here.*
4. Type the specific questions you have for the tutors or specific areas you would like the tutors to review.
5. Send the email to writelab@msubillings.edu
6. Read the tutor's comments and suggestions and then revise your paper.

7. **REMEMBER**, due to the volume of papers received, tutors will require 24 hour turn-around to return your drafts. Send in your essays well before your deadlines.
8. If you have sent in your first draft far enough ahead of your deadline, you and the tutor can also exchange your improved drafts, before you hand in the final version of your assignment. For an example of what tutors can do for you, *click here*.

Troubleshooting

If you cannot see the tutor comments on your draft, try the following procedures.

1. Under the *View* menu of your software program, chose *Print Layout View*.
2. Under the *Tools* menu of your software program, choose *Track Changes*.
3. Under the *View* menu of your software program, chose *Markup*.

If you try all three of these suggestions and still cannot view the tutor comments, then you may be using a software program that is not compatible with the Microsoft Word comment feature. Call the Writing Lab at 657-2105 for further assistance.

IMPORTANT WRITE LAB INFORMATION:

If you DO NOT get an auto-reply message after submitting we DID NOT get your paper!
Please allow for a 24 hour turn-around time during the summer semester. Papers will NOT be returned over the weekend or on holidays.

Questions? Call 406-657-1641 Mon - Fri, 7:30 a.m. to 5:00 p.m.

Community Resources

This section has several different resources from all around the state of Montana ranging from Mental Health Services to utility companies.

Addiction Services

<p>AA - ALCOHOLICS ANONYMOUS® is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism. Meetings vary daily within the Billings community. A schedule for Billings can be accessed online. http://www.aa-montana.org/index.php?city=Billings</p>	<p>NA – Narcotics Anonymous is a nonprofit fellowship or society of men and women for whom drugs had become a problem. Contact information for times and locations of meetings varies within the Billings community. http://www.namontana.com/meetings-contacts/MRSC-Meetings-08-24-2013.pdf</p>
<p>Alanon - The Al-Anon Family Groups are a fellowship of relatives and friends of alcoholics who share their experience, strength, and hope in order to solve their common problems. http://www.mt.alanon.alateen.org/district7.asp#Billings</p>	<p>OA - Overeaters Anonymous offers a program of recovery from compulsive eating using the Twelve Steps and Twelve Traditions of OA. http://www.oa.org/membersgroups/find-a-meeting/</p>
<p>Alternative Youth Care - A long-term, transitional living, half-way house specializing in helping young men to develop a desire to pursue life without drugs or alcohol. (406) 857-2506. Kalispell, Flathead County, Montana. www.alternativeyouthcare.com</p>	<p>Benefis Addiction Treatment Center - Part of Benefis Healthcare System (Hospital/Medical Center). (406) 455-2380. Great Falls, Cascade County, Montana. http://treatment-facilities.findthebest.com/l/12414/Benefis-Healthcare</p>

<p>Boyd Andrew Community Services - Offers outpatient chemical dependency services. (406) 443-2343 (888) 443-2343 Toll Free. Helena, Lewis and Clark County, Montana. http://www.boydandrew.com/</p>	<p>Eastern Montana Community Mental Health Center - Comprehensive mental health and substance abuse treatment services. Miles City, Custer County, Montana (406) 234-1687 http://www.emcmhc.org/</p>
<p>Elkhorn Treatment Center - A community corrections facility providing a therapeutic alternative for female offenders. (406) 443-2343. Helena, Lewis and Clark County, Montana. http://www.boydandrew.com/services/elkhorn/</p>	<p>Flathead Valley Chemical Dependency Clinic - A private non-profit, community based agency which provides alcohol and other drug counseling and prevention services. (406) 756-6453. Kalispell, Flathead County, Montana. http://www.fvcdc.net/</p>
<p>Flathead Valley Chemical Dependency Clinic - A private non-profit, community based agency which provides alcohol and other drug counseling and prevention services. (406) 293-7731. Libby, Lincoln County, Montana. http://www.fvcdc.net/</p>	<p>Flathead Valley Chemical Dependency Clinic - A private non-profit, community based agency which provides alcohol and other drug counseling and prevention services. (406) 827-4241. Thompson Falls, Sanders County, Montana. http://www.fvcdc.net/</p>
<p>Fort Belknap Chemical Dependency Program - Mental health and substance abuse, treatment and treatment services. Outpatient. Harlem, Blaine County, Montana. (406) 353-8323. http://www.rehabcenter.net/rehab-centers/montana-rehab-centers/harlem/fort-belknap-chemical-dependency-program</p>	<p>Fremont County Alcohol Crisis Center - A 28 bed social detoxification program located in in Riverton, Fremont County, Wyoming. (307) 856-9006 http://www.wamhsac.org/poc/view_doc.php?type=doc&id=46506</p>
<p>Indian Health Board of Billings Substance Abuse Program - Substance abuse treatment. (406) 245-7318. Billings, Yellowstone County, Montana http://www.drugs-forum.com/forum/showthread.php?t=47670</p>	<p>Lake County Chemical Dependency Program - Substance abuse treatment and treatment services. Outpatient. Partial hospitalization/day treatment. Telephone: (406) 883-7310. Toll Free: (888) 883-7310. Polson, Lake County, Montana.</p>
<p>Mental Health Center - Mental health and substance abuse, and treatment services. (406) 252-5658. Billings, Yellowstone County, Montana. http://www.mhcbillings.org/</p>	<p>Missoula Indian Center - Substance abuse treatment and treatment services. Outpatient. (406) 829-9515. Missoula, Missoula County, Montana. http://missoulaindiancenter.org/</p>
<p>Montana Chemical Dependency Center - In-patient chemical dependency treatment center administered by the State. (406) 496-5400. Butte, Silver Bow County, Montana. http://www.dphhs.mt.gov/mcdc/</p>	<p>Montana State Hospital - State psychiatric hospital. Warm Springs, Anaconda-Deer Lodge County, Montana. http://msh.mt.gov/</p>
<p>New Choices - Substance abuse treatment and treatment services. Residential short-term treatment. Outpatient. Partial hospitalization/day treatment. (406) 248-3175. Billings, Yellowstone County, Montana. http://www.rimrock.org/</p>	<p>New Frontier Addiction Services - Substance abuse treatment and treatment services. Outpatient. Anaconda, Deer Lodge County, Montana (406) 846-3442</p>
<p>Pathways Treatment Center - Mental health and substance abuse, treatment and treatment services. Detoxification. Hospital inpatient. Buprenorphine used in treatment. (406) 756-3950. Kalispell, Flathead County, Montana http://www.kalispellregional.org/krmc/behavioral-health/pathways</p>	<p>Rimrock Foundation Addiction Treatment Center - Mental health and substance abuse, and treatment services. Detoxification. Residential short-term treatment. Outpatient. Partial hospitalization/day treatment. (406) 248-3175. Billings, Yellowstone County, Montana. http://www.rimrock.org/</p>

<p>Rocky Mountain Treatment Center - A privately owned facility offering inpatient and outpatient treatment for alcohol and drug abuse, eating disorders and depression. (406) 727-8832. (800) 521-6572. Great Falls, Cascade County, Montana. http://montanaaddictiontreatment.com/</p>	<p>Silver Leaf - Substance abuse treatment and treatment services. Halfway house. Outpatient. Partial hospitalization/day treatment. (406) 248-3175. Billings, Yellowstone County, Montana. http://www.rimrock.org/</p>
<p>Western Montana Addiction Services Carol Graham - Mental health and substance abuse, treatment and treatment services. Residential long-term treatment. Halfway house. (406) 549-8309. Missoula, Missoula County, Montana. http://www.drugs-forum.com/forum/showthread.php?t=47703</p>	<p>Spotted Bull Treatment Center - Substance abuse treatment and treatment services. Residential short-term treatment (30 days or less). Residential long-term treatment (more than 30 days). Outpatient. (406) 768-5364. Poplar, Roosevelt County, Montana. https://plus.google.com/117175344511340306862/about?gl=us&hl=en</p>
<p>Western Montana Addiction Services Share House - Mental health and substance abuse treatment services. Detoxification. Halfway house. (406) 532-9830. Missoula, Missoula County, Montana. http://www.wmmhc.org/</p>	<p>Western Montana Addiction Services Teen Recovery Center - Mental health and substance abuse, treatment and treatment services. Residential short-term and long-term treatment. (406) 721-5379. Missoula, Missoula County, Montana. http://www.wmmhc.org/</p>
<p>Western Montana Addiction Services WMAS Adolescent Substance abuse treatment and treatment services. Outpatient. Buprenorphine used in treatment. (406) 532-9800. Missoula, Missoula County, Montana. http://www.wmmhc.org/</p>	<p>White Sky Hope Center Rocky Boy Clinic - Substance abuse treatment and treatment services. Residential long-term treatment. Outpatient. (406) 395-4837. Box Elder, Hill County, Montana. http://www.rehabcenter.net/rehab-centers/montana-rehab-centers/box-elder/white-sky-hope-center-rocky-boy-clinic</p>
<p>Wilderness Treatment Center - A 60 day licensed, residential chemical dependency treatment program for young men ages 14 to 24. (406) 854-2832. Marion, Flathead County, Montana. http://www.wildernesstreatmentcenter.com/</p>	<p>Southwest Chemical Dependency Program - Mental health and substance abuse, treatment and treatment services. Residential short-term treatment. Residential long-term treatment. Buprenorphine used in treatment. (406) 222-2812. Livingston, Park County, Montana. http://treatment-facilities.findthebest.com/l/6653/Southwest-Chemical-Dependency-Program</p>

Child Care

<p>HRDC (Human Resources Development Council) District 7 HRDC 7 North 31st Street /P.O. Box 2016 Billings, MT. 59103 1 (800) 855-406-2273 www.childcaresolutionsmt.org</p>	<p>Young Families Early Head Start 1320 Grand Avenue, Billings, MT 59102 (406) 259-2007 http://www.youngfamiliesehs.org/</p>
<p>Family Tree 2520 5th Ave , Billings, MT, 59101 (406) 252-9799 http://www.familytreecenterbillings.org/page_template.php?c=01home</p>	<p>Friendship House of Christian Service 3123 8th Ave, Billings, MT, 59101 (406) 259-5596 http://www.friendshipmt.org/</p>

Crisis Resources

<p>The Community Crisis Center 704 North 30th Street Billings, MT 59101-0913 (406) 259-8800</p>	<p>The Salvation Army Gateway House 2900 4th Ave N # 100 Billings, MT 59101-1266 (866) 895-1795 http://www.womenshelters.org/det/mt-the-salvation-army-gateway-house</p>
<p>YWCA 909 Wyoming Avenue Billings, MT 59101-1687 (406) 252-6303 http://www.ywcabillings.org/</p>	<p>SPRC-Suicide Prevention Resource Center National Suicide Crisis hotline 1 (800) 273-8255 http://prevention.mt.gov/</p>

Employment

<p>Billings Job Service Workforce Center 2121 Rosebud Dr, # B Billings, MT 59102-6295 (406) 652-3080 http://wsd.dli.mt.gov/local/billings/</p>	<p>Bureau of Indian Affairs 316 N 26th St, # 4008 Billings, MT 59101-1369 (406) 247-7925 http://www.bia.gov/WhoWeAre/RegionalOffices/RockyMountain/index.html</p>
<p>Labor Ready 2024 4th Avenue North Billings, MT 59101-1401 (406) 252-8989 http://www.laborready.com/</p>	<p>Advanced Personnel Employment 2115 Broadwater Avenue Billings, MT 59102-4711 (406) 652-8808 http://advanced-employment.com/</p>
<p>MSU B Career Center MSU Billings ADA/AA/EEO Information: (406) 657-2278 Employers seeking a place to list job openings for students and alumni of MSU Billings can do so online via the Career Services web site http://www.msubitillings.edu/careers</p>	

Financial

<p>MSUB Financial Aid Office McMullen Hall 1st Floor East Wing (406) 657-2188 finaid@msubitillings.edu</p>	<p>HRDC District 7 HRDC (Human Resources development Council) 7 North 31st Street /P.O. Box 2016 Billings, MT 59103 (406)247-4732 (800)433-1411 www.hrdc7.org</p>
<p>Social Security Administration So 2900 4th Ave N # 100 Billings, MT 59101-1266 (866) 895-1795 http://www.socialsecurityofficelocation.net/billings-montana-social-security-office-so821</p>	<p>Yellowstone Office of Public Assistance 111 North Ave 31st Street Billings, MT 59101 (406) 237-0520 http://www.dphhs.mt.gov/</p>

<p>Vocational Rehabilitation Yellowstone County 2121 Rosebud Dr, Ste C Billings, MT 59102 406-248-4801 (voice/TTY) 888-279-7532 (toll-free) http://www.dphhs.mt.gov/detd/vocrehab/vocationalrehabilitationprogram.shtml</p>	
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Utilities

<p>LIEAP (Low Income Energy Assistance Program and the Weatherization Program) 3116 1st Avenue North Billings, MT 59103 (406) 247-4778 or 800-433-1411 http://www.hrhc7.org/programs/energy-assistance-low-income-energy-assistance-program-lieap-ene/</p>	<p>Energy Share of Montana HRDC District 7 7 North 31st Street Billings, MT 59101 (888) 779-7589 http://www.energysharemt.com/</p>
<p>Family Services 1824 First Avenue North/PO Box 1020 Billings, MT 59103 (406) 259-2269 (406) 259-7940 http://famserv.com/</p>	

Food

<p>Salvation Army PO Box 1903 /2100 6th Ave. North Billings, MT 59103 (406) 245-4659 (406) 245-0854 http://www.salvationarmybillings.org/</p>	<p>Billings Food Bank P.O. BOX 1158 2112 4th Avenue North Billings, MT 59103 (406) 259.2856 http://billingsfoodbank.com/</p>
<p>St. Vincent De Paul 2610 Montana Avenue Billings, Montana (406) 252-1855 http://svdpmt.com/</p>	

Health Care

<p>Crow/Northern Cheyenne Hospital P.O. Box 9 Crow Agency, MT 59022 (406) 638-3500 http://www.ihs.gov/billings/index.cfm?module=bao_su_crow</p>	<p>Pryor Health Station P.O. Box 9 Pryor, MT 59066 Main: (406) 259-8238 http://www.ihs.gov/billings/index.cfm?module=bao_su_crow</p>
<p>University Health Care MSUB Main Campus: M-F 8:00-5:00 Summer hours: M-F 7:30-4:00 (406) 657-2153 http://www.msubillings.edu/studenthealth/</p>	<p>Indian Health Board of Billings 1127 Alderson Ave, # 1 Billings, MT 59102-4200 (406) 259-3890</p>

WIC Office Yellowstone County 711 Central Avenue Billings, MT 59102-5889 (406) 247-3370 Montana 1-800-433-4298 http://www.riverstonehealth.org/	Riverstone Health 123 S. 27th Street Billings, MT 59101 (406) 247-3200 (406) 247-3201 http://www.riverstonehealth.org/
St. Vincent's Ask-A-Nurse 1233 North 30th Street Billings MT 59101 (406) 657-8778	American Diabetes Association 3203 3rd Ave N, # 203 Billings, MT 59101-1945 (406) 256-0616 http://www.diabetes.org/

Housing

Housing Authority 2415 1st Avenue North Billings, MT 59101-2318 (406) 245-6391 http://www.billingsha.org/	Ponderosa Acres 1301 Industrial Avenue Billings, MT 59101-3137 (406) 245-3197 This is an Affordable Property! Your rent is based on 30% of your household income
Big Sky Apartments 720 North 18th Street Billings, MT 59101-1454 (406) 245-3989	

Mental Health

Mental Health 1245 N 29 th Billings, MT 59101 (406) 252-5658 http://www.mhcbillings.org/	Billings Clinic Mental Health Behavioral Health 1020 North 27th Street, 4th Floor Billings, MT 59101 http://www.billingsclinic.com/ContactUs
Billings Clinic Psychiatric Center 2800 10 th Avenue N Billings, MT 59101 http://www.billingsclinic.com/MentalHealthServices	Riverstone Health Care 123 S 27th St # A Billings, MT 59101-4200 (406) 247-3350 http://www.riverstonehealth.org/

Transportation

<p>Indian Health Board 1127 Alderson Ave, # 1 Billings, MT 59102-4200 (406) 259-3890 http://www.uihi.org/urban-indian-health-organization-profiles/billings/</p>	<p>MET Bus Transportation Billings METropolitan Transit P.O. Box 1178 Billings, MT 59103 www.mettransit.com Questions? For general information, call (406) 657-8218. For questions on the MET Special Transit, call (406) 248-8805.</p>
<p>Billings Yellow Cab 720 1st Avenue North Billings, MT 59101-2601 (406) 245-3033</p>	<p>Crow Transit For information, or to schedule an on-call trip, call Crow Nation Transit (406) 638-3810</p>
	<p>MSUB American Indian Outreach and Diversity Center 1500 University Dr. LA 210 Billings, MT 59101 (406) 657-2182</p>

Additional Support

<p>Prayer Lodge Contact: HC 42 Box 515 Busby, MT 59016 (406) 592-3729 https://sites.google.com/site/prayerlodge/</p>	<p>Angela's Piazza 420 Grand Ave Billings, MT 59101 (406) 255-0611</p>
<p>School District 2 Indian Education Office Dulce Whitford 415 N. 30th Street Billings, MT 5910 (406) 281-5071 http://www.billingsschools.org/site/Default.aspx?PageID=80</p>	<p>Intertribal Clan Mothers Contact: Reno Charette, LA 210 (406) 657-2144 rcharette@msubillings.edu</p>
<p>Intertribal Indian Club Contact: Jeffery Sanders, LA 820 (406) 657-1674 jsanders@msubillings.edu</p>	

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00am							
7:00am							
8:00am							
9:00am							
10:00am							
11:00am							
12:00pm							
1:00pm							
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7:00pm							
8:00pm							
9:00pm							
10:00pm							
11:00pm							

MASTER WEEKLY SCHEDULE

Example Tracking Information for essays & compare and contrast

Name	Life Span per historical period	Tribal/cultural heritages	Cultural values &/ or practices	Life challenges	Education	Career	Contributions to NDN people	Evidence of resilience

TIME BLOCK SCHEDULE

Student: _____

Term: _____

ID: _____

Alternate PIN: _____

Date: _____

Monday		Tuesday		Wednesday		Thursday		Friday	
7:00-8:00		7:00-8:30		7:00-8:00		7:00-8:30		7:00-8:00	
8:10-9:10		8:40-10:10		8:10-9:10		8:40-10:10		8:10-9:10	
9:20-10:20				9:20-10:20				9:20-10:20	
10:30-11:30		10:30-12:00		10:30-11:30		10:30-12:00		10:30-11:30	
11:40-12:40				11:40-12:40				11:40-12:40	
12:50-1:50	12:50-2:20	12:10-1:40		12:50-1:50	12:50-2:20	12:10-1:40		12:50-1:50	12:50-2:20
2:00-3:00	2:30-4:00	2:00-3:30		2:00-3:00	2:30-4:00	2:00-3:30		2:00-3:00	2:30-4:00
3:10-4:10		3:40-5:10		3:10-4:10		3:40-5:10		3:10-4:10	
4:20-5:20	4:10-5:40			4:20-5:20	4:10-5:40			4:20-5:20	4:10-5:40
6:00-9:00	6:00-7:30	6:00-9:00	6:00-7:30	6:00-9:00	6:00-7:30	6:00-9:00	6:00-7:30	6:00-9:00	6:00-7:30
	7:40-9:10		7:40-9:10		7:40-9:10		7:40-9:10		7:40-9:10

ONLINE COURSES:

Online Course

Course Number
