

## Notes from Learning Outside the Lines

### Introduction:

- “In this environment we are expected to explore our values and, as adults, explore ideas from multiple perspectives, ultimately developing our own values and perspectives, moving away from rote memorization and regurgitation.”
- What is academic success to us? A 4.0 GPA, or just passing? Defining goals and using higher education as a means to achieve whatever it is that you want.
- “However, for u personal empowerment and academic success came as much from internal change as they did from sound study skills.”

### Part One:

#### **Chapter 3 - Institutionalized**

- Being proactive in your past, present and future. Self-reflect on your experiences. Can be used for therapeutic writing, job interviews, essays, etc.
- Recovering your dead (p. 72) – look back on your past and identify what has happened. Use a therapist or figure out a personal narrative. For a personal narrative, keep these in mind: have compassion, look for the story, look for blood, gains in life, lifesavers, ask big questions, and find the joy in it all!
- Living in the present (p. 74) – assess your strengths and weaknesses, check in and find anger, embrace creativity, take risks, look for areas of passion, know how you learn.
- Imagining the future (p. 76) – set long and short-term goals
- Tools for empowerment:
  - Tutoring and writing centers
  - Psychological services
  - Disability support services
  - Deans/Advisers
  - Professors
- Personal steps:
  - Create a network that you can gain new information and bounce information to and from. Identify people in your department
  - Create cells of support – Family members, mentors, friends
  - Power of emotional connection
  - Be open to help

Part Two: For all these chapters, figure out what works best for you!

#### **Chapter 4 – Taking Notes Further**

##### **Section 1: Individualizing Notes (p. 89)**

- Create a workable notebook system – keep it uniform, plan room for expansion, leave it alone if it works (don't get in your head), one separate book or binder for each class

- Structure of Notes:
  - Linear notes – traditional roman numeral system, record main and subpoints, specific examples, with specific number, letters, bullets, no good for visual or spatial thinkers
  - Two-column notes – divide into two columns, write down broad concepts, events, themes in the left; specific info in right (typically about items in the left column), good balance between linear and visual/spatial thinkers
  - Cornell guy’s two column notes – hybrid, leave two-inch margin on left and bottom, take linear notes in center of page during class, after class – review notes and identify key words in left margin, summarize in bottom
  - Mapping – main point in center, let your mind go and branch from center, great for abstract thinkers
- Notation System:
  - Use color – colored pencils, highlighters, colored pens; great for visual thinkers; different colors for different ideas or separating notes
  - Use space and shapes – identify different material; circle or box key material
  - Use symbols – arrows, flags, star
  - Abbreviations – use if struggle to keep up, bad handwriting
- Focusing Notes: critical lens in which we take notes
  - Question – write questions and answer
  - Connect – great for associative thinkers; connect other lectures, ideas to subject at hand
  - Think Conceptually – big picture, not little details; may need to supplement by reading
  - Think Details – opposite of conceptual
  - Think Application – apply material to world around you
  - Think Emotionally – write down reactions to material (How did it make you feel?)
  - Think Anecdotally – for students who write down “irrelevant stories”, write them down anyway; could help recall information
- 7 Habits for Highly Disorganized People (p. 97)

**Section 2: Filling Up Your Notebook (p. 99)**

- Know what’s coming: If you know what to expect before class, notetaking is much simpler!
  - Review past notes – take a few minutes before class to skim notes; pay close attention to where last class ended
  - Read your syllabus – outline for class; golden ticket
  - Read a little – skim the assigned reading helps
- Know who is giving the information: different styles from professors to give information
  - The Rambler – wanders from point to point without any logical connection
  - The Reader – rephrases or reads verbatim from the text; bring textbook to class and follow along identifying points that professor emphasizes
  - The Disaster – has no clue how the ideas are connected; take best notes you can and might be helpful to rewrite notes, or ask a TA if available
  - The Speed Demon – races through material; use TA if available; do not worry about details, just main ideas
- The Relevance Scale: how to filter information

- The Clearly Irrelevant – things like tangents (fluff, asides, personal life), anecdotes (pay attention if you think this way), and repeated points (they like to repeat concepts that are important; pay attention to tone or gestures)
- The Clearly Relevant – theories, ideas and concepts; pay attention to thesis statement (typically at the beginning of lecture) and the conclusion; pay attention to gestures and tones, phrases such as “This information is important” or “You will see this again”
- The Gray Area – up to you how to navigate; usually transitions for lecture (example words, time words, additional words, cause-and-effect words, contrast words)
- Tips for Effective Notetaking (p.106)

### **Section 3: Reviewing Notes – When and how to review notes (p. 107)**

- On the way to Class: Specific information
  - make sure notes are dated, skim intro and conclusion of notes
  - ask yourself what was main topic from lecture? Answer this in short, if you cannot, think about the lecture visually and emotionally
- During a Break: Details and some ideas
  - Create summary sheets
  - Critically read intro and conclusion – include into summary sheet, identify words or ideas you struggle with
  - Read main points – how does lecture broad categories develop into main idea
- End of Day: Larger ideas
  - Do big-time editorial – make changes to anything you struggled reading
  - Reread for placement – great for two-column system, make sure everything is in correct place
  - Summarize – state topic, main point and relation to class as a whole
  - Map or outline – each circle is broad category and each line a detail
- Notebook Recovery (pp. 110-112)

### **Chapter 5 – Dominate Discussion**

“Need convincing that participating actively in classroom discussion is a big deal? Look no further than that little thing calculated at the end of every semester called your GPA.” (p.114)

### **Section 1: Blah, Blah, Blah – engaging more in the classroom (p. 115)**

- The Active Question: basic
  - Identify – pick a subject from reading, discussion; terms, theories, concepts, whatever
  - Break It Down – what you do and don’t understand
  - Structure – “I understand x, but do not understand y.”
- The Ambiguously Relevant Question (ARQ): does not require prep, focuses on core elements
  - Definition – “Are we settled on the working definition for x and y?”
  - Concrete examples – grounds theory; ask for a specific page in the reading to review
  - Relevance – connects notes to class; “Wondering where else in the class or readings x appears?”
  - Relationships – “How does x relate to y?”
- The Anecdotes: a personal relation to the material

- Think First, Talk Second – don't talk to hear yourself, articulate
- Don't jump the gun – timing is key; discussion should be broad
- Keep it Short
- Phrase it Actively – paraphrase topic in own words, relate story to topic, tell story, conclude
- Keep it at a minimum – powerful, but loses excitement; only use 2x class at most
- The Art of the Three-Sentence Response (TSR): most advanced
  - Wait for the Kill – wait for a point that you disagree or can add to
  - Summarize – use “I” statements, “I heard you say”
  - Assert and Support – transition after summary using “however, although or nevertheless”; back up your statement
  - Question – pose an idea or question to spark more discussion from class

### **Section 2: Art of Going to Class Unprepared (p. 121)**

- Talking about what others are talking about – for days you can't remember your name; talk 1-2 times in class
  - Get set up early – sit up front and be early; be prepared to write
  - Listen for terms and readings – keep track of terms, listen, when confident, ask ARQ
  - Listen to peers – listen first, write down statements from others, compose TSR
- Talking about your notebook – all you have is your notebook
  - Scan the syllabus – find topic of conversation for today's class; ask for clarification on topic
  - Review Notes – go through notes, compose TSR; summarize discussion, assert what you said about topic, ask people if they agree or not
  - Review Notes Again – if you are itching to speak again in class
- Discussing a Book You Haven't Read – most often, don't try to turn to a random page
  - Do a focused skim – identify 2 or 3 main terms from discussion, find the table of contents and skim that chapter or pages; TSR time
  - Contextualize – Go ahead or back a chapter, skim introduction or summary, compose TSR from these
  - Look for specific page references – ask classmate for page reference, if given repeat process for TSR

### **Section 3: Effective Preparation and Good Habits (p.125)**

- 60 Second Note Card (p. 126)
- Discussion Points – when the discussion in class doesn't come around to what we wanted it to; what to look for
  - Thesis – main point of any text; usually at end of introduction, beginning of conclusion
  - Broader Themes, Abstract Connections – identify how the whole book relates to topic of the day; don't censor yourself, let your mind wander
  - Argument Structure – figure out thesis, skim table of contents, ID methodology; make tentative assertion on author
  - Specific Evidence – read introduction and conclusion; don't get caught up in obsessing over evidence

- Good Habits for any Chat
  - No Fear – there to help us and improve grades; take deep breaths, imagine everyone naked, use information from this section
  - Up Close – sit up front; shows engagement
  - Nonverbal – if you cannot bring yourself to talk in class at all, have a conversation with professor in private and try to work out accommodation with them
  - Be Honest – if you don't know the answer, be honest. Don't embarrass yourself
  - Fidget and Split – bring a stress ball or fidget to counteract hyperactivity; get up and take a quick walk in the hallway
  - Less is More – Don't talk too much; if you feel that you are talking too much, chat with professor on why; make a deal on how to combat when that happens

### **Chapter 6 – Less Reading, More A's (p. 131)**

“Getting information, not the process of reading, holds the key to grades.”

- Personal Purpose (p.133)
- Active Reading (p.134)

### **Section 1: Read without Reading (p.135) – methods to access information without opening textbook**

- Read the Syllabus – outline of entire course
  - Read the course description – look for buzzwords, type of course, theme or main topic of course
  - Read all headings – headings for every lecture; “How does this develop the topic?” Keep mental notes about lecture topic
  - Check out the book – analyze title of reading, how does it relate?
  - Check out yourself – ask yourself how does the book relate to today's topic
- Read Your Class – maximized by Dominating Discussion
  - Lecture – pay close attention to the following
    - Introduction – ties in reading and lecture; tells you how important the book is
    - Remarks – write down topic; “Today's reading covered...” relate topic to reading
  - Class Discussion
    - Responses – how does teacher respond to comments from other students
    - ARQ – ask the right questions
- Read other Students – can be walking cliffnotes
  - Use each other to facilitate learning; not everyone is on top of it everyday
- Read Your Professor – risky; guidance for comprehension
  - Context – honest with the professor about no reading
    - Framework – main points and how they fit into the greater scheme of course
    - Focus – specifics that deserve undivided attention; get as much as you can
    - Entry Point – ask professor to relate reading to something you are familiar with
    - Guiding Questions – ask for questions you should think about as you read; about 5 questions
  - Testing Comprehension

- Make assertions – make them without fear; theme, thesis, relevance, etc. Listen for responses and take notes
  - Ask for questions – forced to interact with reading
- What to Do When You're Screwed (p. 143)

**Section 2: Ph.D. Skimming (p. 144) – how to unlock valuable information in most efficient manner**

- On the Way to Class – broad; context to lecture and assert in discussion; under 5 minutes (p. 145)
- Over Lunch, Before Class – class discussion, conversation with professor; about 20 minutes (p. 146)
- The Night Before Class – outline a paper, mention book in essay, eliminate choices in exam; an hour plus (p. 147)
- The Library over Weekend – destroy discussion, take an exam, get an A paper; three hours plus

**Section 3: Reading Everything Else (p. 148) – three specialized reading approaches**

- Focused Skim – cramming for an exam, research for papers, discussion; 5-15 minutes
  - Clarify what you're looking for – get specific as possible
  - Think about context – how might this be situated in the text
  - Don't read yet – alternative sources; syllabus, notes; best for broad theme
  - Scan the text – find specific information
  - Dive in – find what you need and ignore everything else
- Reading Like Einstein – for soft and hard sciences; thinkers who learn by doing or applying information
  - Find questions, break down – get review questions, take one at a time; find active words like define, solve, explain
  - Frame – go back over syllabus with key words
  - Limit – keep pages down; start with index and focus on relevant items
  - Scan with Context – ignore anything except what is relevant to answering question
  - Answer question, think critically – answer after reading appropriate section
  - Summarize This (p.153)
- Fast Fiction (p. 154) – most difficult, but creative
  - Remember fundamentals – characters, plot and theme
  - Learn some jargon – narrator, tone, point of view, figurative language
  - Talk about fiction – talk about reading with everyone; no right answers
  - Supplement fiction – use Spark notes to gain insight and add on to understanding
  - Engage – underline, write ideas in margins; get into reading

**Chapter 7 – Writing, Writing, Writing (p. 157)**

“In the end, finishing a paper and expressing a set of complex ideas is a beautiful thing and feels damn good.” (p. 158)

- Three-Dimensional Thoughts, A Two-Dimensional Medium, One-Dimensional School (p. 158)
- The Solution (p. 160)

**Section 1:** Getting a Topic (p. 161) “a theme, a series of themes linked together, a historical event, or something else – is the heart of your paper.” (If you are given a topic, skip to Section 2)

- Cliff Notes on Papers – key terms to help identify expectations (p. 162)
- Shopping List – tools to help organize (p.163)
- Method 1 – Prewriting (best for students who mind works by meandering)
  - Brainstorm – write the name of the course and let your mind go wherever it takes you
  - Free-write – write without stopping for three min. ID anything written that can be used and rewrite if needed
  - Spiral free-write – start with one topic, free write for a couple of min. Pick a new topic from what you produced. See what ideas emerge
  - Talk it out – use a tape recorder or a friend and talk about what you like in the course
- Method 2 – Reviewing the syllabus (find a topic from reading the course description, identify headings in notes and lookout for themes)
- Method 3 – Reviewing Your Notes (ID potential topics from notes throughout the semester)
- Now What?
  - You have a list of potential topics in front of you
  - Eliminate by asking yourself questions about the assignment
  - Combine topics that relate to one another; do you need to compare/contrast?
  - Choose a topic and go with your gut!

**Section 2:** Dealing with Sources (p. 167) “key for the vast majority of upper-level writing assignments”

- Developing a Short Source List – goal is to build a manageable source list
  - Find the table of contents from readings in class and identify the amount of sources needed for assignment; if no amount is specified, settle on 2-3 sources
- Doing Research – get the goods without getting lost in the sauce
  - Love your librarian – most useful resource in the library; be friendly and grateful
  - Less is more – look for your topic in the most specific terms possible
  - Hitting the books, better – start with the least scholarly and proceed toward the most scholarly
- Reviewing Your Sources – read only information that is related to the scope of your argument
  - Used focused skim; have notebook and highlighters ready
  - Use two column notes; on the left write down page numbers, on the right write down all thoughts related to the passage and how it relates to the topic at hand

**Section 3:** Developing a Thesis and an Outline (p. 170) “to develop a clear and manageable thesis and an outline.”

- Thesis, Antithesis, Synthesis – break down thoughts concisely and force yourself to articulate clearly
  - Review – go back over everything, try to make a broad statement about your paper
  - That one thing – what is the one thing you want to communicate in the paper; restate your paper
  - Break it down – need a subject and assertion; clearly define the two and they become your topic and argument for the paper

- Ask why and how – critical thinking is the key here
- Get help – talk through it with someone
- Outlines for Outlines (p. 172)
- Outlines – saves us time when we go to write, and outlines our ideas in a linear way; no right way
  - Develop Broad Categories – get all of your ideas down; refresh your memory, ID single, discrete ideas; categorize by single ideas and broad ideas
  - Choose a Structure – How do you think about information?
  - Flush out Ideas – each paragraph category should be in the appropriate place for your structure (How is this category related to the thesis?) Support your connection
  - Talk it Out

**Section 4: Writing, Writing, Writing (p. 175) “to engage with the act of writing as a process of revision and re-creation.”**

- Before you Start
  - Disempower the act of Writing – Getting ideas out is the pain in the ass part
  - Prepare for “the voice” – What is the little voice in the back of your head telling you while you write? Respond positively to that voice
  - Kill the image of a “perfect kid” – The perfect kid does not exist! Get it out of your head
  - Remind Yourself the Power of the Process
- Out, Out, Damn Words – first step is to get our words on the page in whatever form
  - How to start
    - Review and rewrite your outline – get the big picture; don’t make changes; write out a broad version using the topic of each paragraph
    - Take some deep breaths – relaxation
    - Free-write – one minute nonstop about anything; go into your subject
    - Give it a title – think broadly and ID specific topic
    - Rewrite your thesis – bold at top of page
  - How to Keep Writing
    - To-do list – only 2 paragraphs at a time, take a break, get back to it
    - Rethink Writing an Intro – skip over intro and go straight to conclusion; use intro as freewriting
    - Turn off spelling and grammar check – don’t worry about mistakes driving you crazy while writing, fix it at the end
    - Remind Yourself You are Going to Rewrite – tell the little voice in your head you don’t suck
    - Keep moving and talking – engage in moving or talking; helps your brain
    - Try not to correct – erase as little as possible; let your writing go (Use Relevance Check if trouble with writing on target p. 180)
    - Do not write Transitions – skip beginning and end of each paragraph; write out transition in bold
    - Parenthetical cite – don’t get bogged down on citing evidence
    - Take breaks or switch gears
    - Do the next right thing (p.182)



- Rewriting for Content – do a full conceptual review of the paper and thematic revision
  - Review it yourself
    - Read out loud – first time
    - Find your thesis – second time
    - Critically evaluate your thesis – ask yourself if the thesis is still relevant
    - Evaluate and rewrite topic sentences – topic sentences are key to concise papers
    - Map the development
    - Highlight rough spots
  - Using Help to Rewrite – to use help effectively to improve the intellectual content of your paper
    - Can't be afraid to get help
    - Develop a reader review sheet with 10 questions for the reader to answer
    - Ask critical, active questions and demand specific feedback
    - Implement feedback
  - Writer's Review Sheet (p. 185)
- Busywork – final step of proofreading for grammar and spelling; try writing center, another peer or parent if needed
  - Run spell check
  - Make Spell Checking More Effective (p.188)
  - Read out loud, and use a finger to follow along
  - Read backward
  - Highlight
  - Watch for at-risk language
  - Watch for passive voice
  - Check documentation
  - The Box of Passive Voice (p.190)
  - Polish it off

### **Chapter 8 – Cram Like a Pro (p. 193)**

“We think differently, we learn differently, and we should study differently also.” (p. 194)

- A Different Approach – reviewing systematically and methodically; saves time, gets better grades and is simply a better way to learn

**Section 1:** The Individualized Project-Based Review (p. 195) 6 different approaches to prepare for an exam

- Size and Girth Matter – know the scope and content of exam
  - Ask the professor
  - Go to review sheet
  - Review your syllabus
  - Dig up old exams
- Application is the Key to Knowing
  - Type of exam – multiple choice, SA, essay, etc.

- The Professor's Expectations – look for words such as identify, define, compare/contrast, relate, argue, support, refute, apply, and think critically
  - The Highly Unoriginal Chart (p. 199)
- Exercise Your Right to Choose – eliminate what your review will cover
  - College Math 101 (p. 201)
- Individualize Your Review – for memorization or essays
  - Flash cards
  - Linear outline
  - Box outline
  - Concept map
  - Recursive step outline
  - Thematic review sheet
- Study Smarter
  - Identify primary sources – where is the information on test coming from
  - Take a body count
  - Skim textbooks – chapter summaries
  - Skim notes – cross-check notes and review sheets
  - Go to syllabus
  - Think about homework
  - Go to the head of class
  - Use your peers
  - Organizing the Study Group that Doesn't Suck (p. 206)
- Individualize Your Review Again
  - Fondle Your Flash Cards
  - Nuzzle Your Notes
  - Pet Your Problem Sets
  - Ogle Your Outlines
  - Get Your mind involved – color coding, drawing, talking about it and making or doing things, personalizing
  - The Food and Drug Administration (p. 211)

**Section 2: Studying Under Special Circumstances (p. 212)**

- Cramming Like a Pro – reviewing for a difficult exam in 24 hours or less
  - Understand limitations, and let them go – put the self-loathing aside and move on
  - Manage your time – utmost importance
  - Planning the Productive All-Nighter (p. 213)
  - Conceptualize – get a broad framework for exam
  - Eliminate information – get main ideas and nothing more
  - Less is more – know as much as possible; better to know 1/3 of information perfect than a little of everything
- Reviewing for Take-Home and Open-Note Exams
  - Do a review
  - Think big picture
  - Memorize themes, concepts, and other big stuff

- Flag detail; don't memorize
- Create a master review sheet
- Annotate essays
- Skim readings
- Know parameters
- Essay Exams
  - Review from broad to specific
  - Practice looking for a thesis – try giving each lecture a thesis
  - Anticipate questions – try turning each reading or class into a question
  - Outline – key words
  - Do dry runs – don't just read, but memorize
- Problem Solution Exams
  - Don't read, Do – practice the problems
  - Identify types of problems – organize review sheet around types of problems
  - Go over homework
  - Centralize – write all formulas on one sheet
  - Build it

## **Chapter 9 – Beating the Exam Game (p. 221)**

“We approach an exam as a game that has rules and tricks to help us master it.” (p. 222)

**Section 1:** Last-Minute Preparation (p. 222) The hour and an half before an exam – not obsessing over the material but prepare emotionally, physically and practically.

- Emotional preparation – figure out where your anxiety is at, if you are overwhelmed, give these a try:
  - Get out – find a relaxing environment away from where you study (avoid beds at all costs)
  - Relax and review – think of things that relaxes you; take deep breaths. Once you are relaxed, review gently
  - End it – close your study session, feel confident and think about your exam being over
  - Think positively – imagine yourself nailing the exam
- Get armed: material preparation – get all materials for your exam
- Getting jacked: Physical preparation
  - Five-minute power nap – risky; set an alarm no longer than 5 minutes
  - Eat – half-hour before the exam, eat something light (bagel, fruit, etc.)
  - Caffeinate – only a cup or two
  - Ritt it up – take any medication 30 minutes before
  - Aerobic activity – brisk walk, a few push-ups. Get your heart rate up
  - Warm up mentally – take 10 minutes to read material out loud. Just read!

**Section 2:** Add Points Before You Begin (p.226) Key is to engage with the test and the testing environment from the moment you walk into the classroom.

- Getting situated
  - Make sure you're accommodated

- Aborting Illegal Exams (p.227)
- Get priority seating
- Warm up – brainstorm or write to warm up; could be about material, goals for exam, or about the testing environment
- Test in Hand: Prereading and Planning – time spent before answering any questions
  - Listen – professor’s instructions, write down on a separate piece of paper (Listen for words like mistake, forgot, correction, or choice)
  - Get on the same page – ask questions to clarify before you begin (Will reminders be given for time? Who is tracking time? Can you take break?)
  - Scan the test – preread the test, break down different sections of test
  - Make a plan of attack – how are you going to take your test?
  - Planning time – the percentage of your grade that each section is worth is equal to the amount of time you should spend on that section
  - Clear your mind – dump all information you can remember on the top of back of your test (formulas, dates, equations, theories, etc.)

**Section 3: Test Taking (p. 231) specific tips for specific exams**

- Tips for Any Exam
  - Critically read directions – engage with them
  - The Cover-up – cover up everything above and below the question that you are working on
  - Touch base every 5 questions – keep track of progress, especially if you are using a Scantron
  - Answer what you know; play the guessing game; leave nothing blank
  - Review – always time for this
- Essay Exams
  - Know the question – isolate the topic, key words, or multiple parts
  - Develop a thesis-driven response – want a thesis done by the first 10 minutes
  - Brown-nose – try to work professor’s favorite concepts or ideas into essay
  - Outline – turn this in with essay because you might get some credit if you run out of time
  - Get the most important info down first
  - One more time – review if you have time
- Multiple-choice
  - Watch for modifiers – not true and except
  - Watch for absolutes – never, none, always, all
  - Read it through – all choices
  - Consider all of the above – statistically is correct answer choice
  - Value sameness – focus on two answers if they are similar
  - Avoid extremes
  - The bigger, the better – if you are on a time crunch, go with the most complete answer
  - Look for grammar mistakes – if the answer choice doesn’t align with the question, that’s not it
- SA and Others

- Gauge the length – do you need a definition or a complete sentence
- Be to the point – definition (get it out as little words as possible); complex answer (main point, three details, restated main point)
- Matching Questions
  - Skim – look for pattern
  - One at a time – cover all options except the one you are on, but read all of them
- True/False
  - Think true – look for what is wrong
  - Watch for modifiers – most 100% statements are false
  - Watch for lists – eliminate anything that could be wrong → answer is false
  - Think logically – two statements that are not connected
  - Don't leave it blank!

#### **Section 4: Interpreting Test Results (p. 238)**

- Review your test; Study better
  - Evaluate the structure – ignore right or wrong; look at structure which will help you create an effective review
  - Evaluate the content – ignore right or wrong; where did the question come from? What type of questions? What type of information was tested?
  - Look at strengths – what did you do good at?
  - Look at weaknesses – What did you struggle with?
  - Plan for next time – What would you do differently?
- Reviewing to test better
  - Get the big picture – pay attention to what sections you did and didn't do well on, spend more time accordingly
  - Look at your momentum – did you do better at the beginning or end? Did you do better on certain types of questions?
  - Look at how the test was graded
  - Find “stupid” mistakes
  - Look at changed answers
- Reviewing your Exam to learn
  - Take test notes – for final exams
  - Break down wrong answers
  - Go get the answer if you don't know
  - Take any queries to the professor – if you think you were wrongly graded

#### **Part 3:**

#### **Chapter 10 – Living a Less Ordinary Life (p. 247)**

#### **Section 1: Saving the Self from the Institution (p. 248)**

- Developing the Reflective Self – loosely about mental health, but more for emotional clarity
  - Think about seeing a mental health counselor
  - Ask yourself hard questions
  - Be spiritual

- Pursue balance
- Know and trust your gut
- Developing the Creative and Passionate Self – don't place restrictions on yourself
  - Be with children
  - Be involved with the world
  - Journal, sketch, and record
  - Seek out pop culture
  - Make things
- Developing the Connected Self – connection to your roots grounds you and affirms the intuitive self
  - Know your family history
  - Call home once a week
  - Get political
  - Seek challenging relationships
- Developing the Resilient Self – develop the warrior inside of you
  - Personally define success
  - Find the fan club
  - Survive setbacks
  - Embrace struggle and risk
  - Don't fear failures

**Section 2: True Academic Success and the Search for New Ways to Learn (p. 257)**

- Individualizing Your Education
  - Know Yourself
  - Use the power of relationships
  - Independent Study
  - Independent Majors
- Project-Based Learning
  - Bring your life into your work
  - Do it in the classroom
  - Explore service-learning
  - Seek out “doing” classes
  - Make things
  - Be open