

2 Managing Your Time

Chapter Teaching Objectives

1. Show students how to take control of their time, their most valuable resource.
2. Explain how setting goals, organizing priorities, and creating balance can guide successful time management and planning.
3. Illustrate how time management relates to respect.
4. Explain how students can avoid time-management pitfalls like procrastination, distractions, being spread too thin, and motivation problems.
5. Demonstrate how students can use a daily planner and other tools to organize their tasks and their time—days, weeks, and each term.
7. Establish the value of a “to-do” list.
8. Demonstrate how students can maximize their study and review time.

Timing of Chapter Coverage

It is critical that students actively engage in organizing their time from the very beginning of the academic term. Although some students may not appreciate the importance of developing skills in time management—until they experience a sense of losing control over their time—it is important to link early information about time management to some of the differences between high school and college. For students who tend to ignore time-management techniques, assigning tasks that require them to plan will assist them in the long run. Procrastinators will get a better idea of why they behave as they do when they explore learning styles and personality types later in the text.

About This Chapter

This chapter focuses on how time management is a strategy to achieve success in college and in life. The text shares various methods to stay focused by spending your time wisely. The main goal of this chapter is to instill in students a sense of the value of managing time. Students often do not want to “waste” time on planning and managing their time. They may think these activities take more time than they are worth. They may also resist exercises they perceive to be “busy work.” One way to motivate students and to involve them in the activities in this chapter is to focus on time management as a life skill rather than as a study skill. For those who did not get into the habit of maintaining a planner in high school and do not necessarily intend to do so now, discuss how professionals use these tools in the world of work. Keep in mind that today’s students have available to them powerful time-management apps. Also focus on how organizing one’s time can assist in reducing stress.

Whereas good time managers usually know they are skillful at managing their time, poor managers may not be aware of how and when they waste time. This is especially true for students who were able to

survive in high school without devoting a lot of time to schoolwork or without developing organizational strategies. Asking students to assess their attitudes toward time before they actually begin to keep a record of how they spend their time sensitizes them to their individual strengths and weaknesses. (Note: If you are using peer leaders to co teach this course, let them take the lead when presenting this topic. Students are more likely to listen to their peers than to their instructor.)

Suggested Outline for Addressing Topics in Chapter 2

Step 1 Begin with a short lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a short or “punctuated” lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign a retention exercise
- g. Engage students through case studies
- h. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1 Lecture Launchers and Icebreakers

- For this exercise you will need a package of mini paper cups and toothpicks. Follow the steps for this exercise and follow up with a discussion of the experience. Students will find it not only amusing but also eye opening as they discover where their priorities lie.
 1. Pass out one paper cup and one toothpick per student.
 2. Tell the students that you are going to read them some questions (which are listed below). They are not to speak. If their answer to a question is “yes,” then they are to do nothing. If their answer to a question is “no,” then they are to poke a hole in the bottom of the paper cup.

3. Read each question, providing enough time for those students to poke their cups as needed. (Students may begin to laugh as they hear the sounds of multiple pokes throughout the classroom.) Make sure it is quiet before moving on to the next question. Consider adding more questions regarding additional topics that have been addressed in class.

Questions for Paper Cup Activity

- Have you gone to all your classes so far?
 - Have you arrived to all your classes on time or early?
 - Have you bought your required textbooks and e-books for all your classes?
 - Are you keeping track of all your activities? (for example, keeping a planner or using an app)
 - Have you completed all your reading assignments on time?
 - Have you completed all your writing assignments on time?
 - Have you stayed awake in all your classes?
 - Have you paid attention in all your classes?
 - Have you taken notes in your lecture classes?
 - Have you tried to participate and ask questions in your small classes?
 - Have you come prepared to all your classes? (laptop, tablet, paper, pen, book, assignments)
 - Are you managing your stress well?
 - Have you made at least one friend on campus so far?
 - If you are working a part-time job, are you working no more than 15–20 hours a week?
4. After you have finished reading all the questions, tell students to look at their cups.
 5. For fun, consider asking them to place the cups above their heads and pretend that you are about to go around and pour water in their cups.
 6. Ask them to imagine: If their cup represented their college life and the water that filled it represented their success, how are things looking for them right now? Are they successful so far? Are their priorities focused on college? If they have a bunch of holes already, what is the likelihood of having more holes later? Remind them to make sure they begin their college careers on the right foot. There will always be bumps in the road or more holes in the “cup of college life,” so it is important to prevent as many holes as possible. Discuss how they might change their priorities.
 7. You might consider repeating this activity again later in the term as a “check” on how things are going.
- College students, especially new students who may be away from home for the first time, may spend excessive amounts of time online and on their phones. It’s not inconceivable that students will spend more time on e-mail, instant messaging, social networking, and general Internet surfing than they do on their studies. After generating a discussion on how much of their time your students are spending online, you can segue into a dialogue about daily planning (e.g., building more structured Internet time into their schedule) or even procrastination (e.g., making sure that smartphone time doesn’t become a time-sucking distraction from their schoolwork).

Step 2 Classroom Activities

a. Lecture

REVIEW FROM LAST CLASS

Students were told that the next class would be about managing their time. If you asked them to bring all their class syllabi, have them create a schedule of all their term assignments and exams. If you have a peer leader, you may consider having him or her lead this activity. If you asked students to record how they spent their time over a week or a handful of days, have them use the results to complete the Retention Exercise, “Tracking ‘Actual Time.’”

DEVELOP A MINI-LECTURE OR PUNCTUATED LECTURE (A LECTURE INTERSPERSED WITH STUDENT RESPONSE)

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the College Success Companion Site at macmillanhighered.com/collegesuccess/resources to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

FOCUS ON KEY LESSON THEMES

1. Time—Your Most Valuable Resource
2. Setting Goals
3. Getting Your Priorities in Order
4. A Balancing Act
5. R-E-S-P-E-C-T
6. Time-Management Pitfalls
7. Don’t Put It Off! Beating Procrastination
8. Dealing with Distractions
9. Ask Yourself the Tough Questions
10. When You’re Spread Too Thin
11. Maintaining Motivation
12. Get Smart about Organizing Your Days, Weeks, Tasks, and More
13. Using a Daily or Weekly Planner
14. Scheduling Your Time Week by Week
15. At the Top of My To-Do List Is “Make a To-Do List”!
16. Thinking about Your Class Schedule
17. Maximizing Study and Review Time
18. Going from Here to There—Using Travel Time Wisely

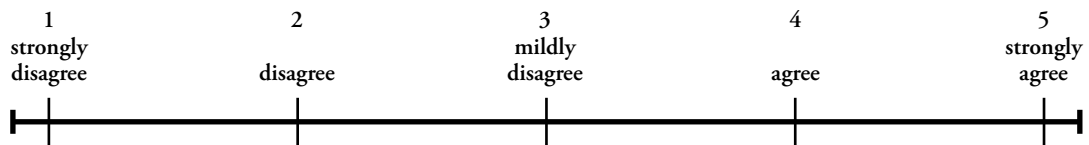
b. Self-Assessment

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter.

Chapter 2

Managing Your Time Self-Assessment

Instructions: Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- _____ I work on an assignment a little at a time before the deadline.
- _____ I hand in my work on time.
- _____ I am an independent person who needs little to no direction.
- _____ My college coursework is always my first priority; everything else I do is based on my school schedule.
- _____ I am not a procrastinator.
- _____ I have strong organizational skills.
- _____ I have a to-do list that I update on a regular basis.
- _____ I am good at avoiding distractions.
- _____ I am good at balancing my time among school, work, family and friends, and social activities.
- _____ I am a punctual person, always arriving on time or ahead of time.

FEEDBACK

- *If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:*

This seems to be a subject in which you have some knowledge or experience. Reading this chapter will further solidify your knowledge on the subject. You are in a perfect position to help classmates with questions or to help lead class discussions in the area.

- *If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:*

Take extra time reading and going over the section of the chapter that pertains to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you have had only some introduction to this material. Additional information on the topic may help you get over any obstacles.

- *If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:*

Let’s go over your quiz. It seems this chapter will be almost totally new information for you. There are additional resources on your campus that can help you with this subject.

c. Discussion

- This activity gives students a visual perspective of where and how well they are managing their time.
 1. Have students list twenty tasks they need to complete in the next two weeks. They should number the tasks 1–20 in no particular order.
 2. Then provide a short introduction to the author Stephen Covey and his book *The 7 Habits of Highly Effective People*. In his book he talks about how the activities we do can be categorized into one of four quadrants: I. Urgent and Important, II. Not Urgent and Important, III. Urgent and Not Important, and IV. Not Urgent and Not Important. Covey’s theory is that we should be spending more time in Quadrant II where there is limited stress and time to build relationships. We should reduce time spent in unimportant activities (QIII and QIV). Although sometimes Quadrant I can’t be avoided, if time is managed more effectively, we can reduce the stress that comes from being in a situation that is both urgent and important.
 3. After explaining Covey’s time-management matrix, pass out handouts of the grid or simply have students draw it themselves. Have your students place the numbers 1–20 (representing each of the tasks they wrote on their numbered list) in the appropriate quadrant where they fit based on urgency and importance.
 4. Facilitate a brainstorming session on ways to readjust how they manage their time.
 - What are ways to reduce time spent in QI (urgent/important)?
 - What are ways to stay in QII (not urgent/important) most of the time?
 - What are ways to reduce time spent in QIII (urgent/not important)?
 - What are ways to stay out of QIV (not urgent/not important)?
- This may be an appropriate time to discuss the “2-for-1” rule: Students should plan to study 2 hours outside of class for every hour spent in class. Obviously, the true amount of time needed for each class can depend on the instructor’s expectations, and the student’s previous knowledge, organization, and ability and can vary considerably. But it is important early in

Important	I Urgent	II Not Urgent
	III Not Important	IV

the term for students to understand differences in expectations between high school and college and to understand that instructors who assign the equivalent of 6 hours of reading and homework per week for a three-credit-hour class are not overloading them. In high school, students spend 6 or 7 hours per day in class; in college they may spend as few as 2 or 3 hours per day in class. It is important that as students plan their time, they acknowledge that they bear more responsibility for their own learning in college than they did in high school. Use the Retention Exercise, “Tracking ‘Actual Time,’” to emphasize this point.

- **Goal-setting activity:** Have students choose one course this term as their “nonprocrastination” course. Explain that for this one course, they should set a goal to do everything on time or ahead of time. In other words, this one course will be their test course to get rid of bad habits and to practice good habits like using a calendar. In class, ask students to compare their nonprocrastination course with their other courses, considering factors like preparedness, stress level, attendance, how it affects their grades, and ultimately how much they got out of the course.

d. Group Activities

- Assign students into small groups of three or four. Within each group, assign roles. One will play the role of a student trying to study. The others should provide potential distractions—a roommate who wants to chat, a floor mate who stops by and invites the student out for a pizza, an old friend who keeps texting, and so on. As a group, these students should work together to create a skit illustrating how the beleaguered students could gracefully

(but firmly!) remove themselves from potentially distracting situations. Have each group perform their skits for the entire class. Then ask the class to critique each group's skits.

- As an alternative to the previous activity, have students perform improvised skits (i.e., performed as soon as the roles are assigned). Emphasize that those playing the role of the distractors need to be persistent, as this will test the student's ability to say "no."
- Divide the class into small groups of two to four students. In the small groups, have each student share his or her current class schedule with the other student(s). The students should exchange ideas on how to effectively handle time-management problems and the challenge each sees in the others' schedules. Students should discuss how they would arrange their schedule differently for the next term.

e. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Using their syllabi from *all* of the courses they are taking this term, have students schedule their exams and assignment due dates in their personal student planner. This will be a valuable resource for them to keep, as it will allow them to see what papers and tests they have during any given week for the entire term. You may give extra points for this exercise.
- Be prepared to discuss how you make time for different things in your own life, including setting aside time to study. Give a testimonial on how good time management is a major reason for your success as a student.
- Show students your methods of time management (apps, planner, daily schedule, etc.), and explain how these methods have been beneficial to you.
- Share with the class your strategies for coping when "the going gets tough." Be honest; explain how some stress-related situations could have been avoided. This would be a good time to remind students about the numerous support services that are available on campus. Refer students to the Create Community section at the very end of the chapter for a list of resources.

f. Retention Exercise

Retention exercises, created by the authors, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year.

TRACKING "ACTUAL TIME"

Assign your students to a week of tracking their time. Using a weekly timetable (see example in Figure 2.1 in the text), a planner, or a calendar on their computer or phone app, they should keep track of how they spend every hour for an entire week. They should fill in every time slot. At the end of the week, ask them to count how many hours they spent on various activities. How many hours spent studying? With family? Socializing? By themselves during personal time? Exercising? Relaxing? Working? Sleeping? Doing household chores such as laundry or dishes? Watching television? Eating? Shopping? Reading for pleasure? Talking on the phone? Texting? What activities merit more time? Which activities should take less time? In what ways did students waste time?

*g. Case Studies***TINA**

Tina turns in her sample daily planner. It is filled in completely from 6:00 a.m. to 1:30 or 2:00 a.m. every day. As you read through it, you realize that this schedule is not an exaggeration. Tina takes public transportation to attend classes about an hour ride each way. She is a single mother; her son and daughter are both in elementary school and are active in athletics, scouts, and church activities. Tina works full-time to support her family and pay for school. She is taking fifteen credit hours, including a laboratory science. Tina says she is so stressed out that she is afraid she won't survive until final exams.

Discussion Questions

1. How might you respond to Tina's concern that she won't survive the term?
2. What are some of the things that Tina can do to keep from feeling overwhelmed?
3. Are there any campus resources that Tina can use to help ease her load?

CHARLIE

Charlie has always been a C student. Before coming to college, however, he decided that he was going to work harder and reach for higher grades. At first, his mission was successful. He studied mainly in the library on a regular schedule and used his planner to chart out and prioritize his to-do list. Before long, Charlie was making A's and B's. But at a Halloween party, Charlie met Vanessa. The two hit it off, and soon they were practically inseparable. Charlie watched his grades decline. He knew he needed to get his studying back on track, but whenever he blocked off study time, Vanessa would either suggest that they study together (in which case Charlie accomplished much less than when he studied alone) or she would go off and pout. Charlie isn't sure what to do. He really likes Vanessa and doesn't want to lose her, but he also doesn't want to have to sacrifice his GPA for a girlfriend.

Discussion Questions

1. What are some things Charlie could say to Vanessa to help her understand his situation?
2. How should Charlie handle Vanessa's pouting and suggestions that they study together instead of alone?
3. Should Charlie break up with Vanessa?

h. Video

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*.

Step 3 Review***a. Wrap Up***

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to students on any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. List at least three steps in taking control of their time.
2. Explain how setting goals, organizing priorities, and creating balance can guide successful time management and planning.
3. Understand how time management relates to respect.
4. Use strategies successfully to avoid time-management pitfalls like procrastination, distractions, being spread too thin, and motivation problems.
5. Use a daily planner and other tools to organize time and tasks.
6. Employ strategies and use tools to organize their day, week, and school term.
7. Use to-do lists effectively.
8. Maximize their study and review time.

c. Address Common Questions and Concerns about the Topic

- *Why should I keep a written list of the things I need to do? I can remember everything in my head.*

Answer: By creating a to-do list, you can prioritize the tasks you need to accomplish. You can also create a system of differentiating between academic assignments and personal errands, such as denoting each type in a different color. And of course, every time you complete a task you are rewarded with the satisfaction of being able to physically cross it off the list.

- *I know I am a procrastinator. Why should I do things any differently in college than I did in high school? I work best under pressure.*

Answer: As the text explains, recent research indicates that procrastinators are more likely to develop unhealthy habits like consuming excess alcohol, smoking, having insomnia, eating a poor diet, and failing to get enough exercise. Procrastination can also seep into other areas of a student's life, creating a pattern of avoidance. It is best to get these tendencies under control earlier rather than later, or else you can begin to feel overwhelmed by your commitments.

- *How can I manage my time when my roommate is completely disorganized and keeps me up all night?*

Answer: Try to create a plan for your living space. You could work with your roommate to set "quiet hours" for studying or sleeping. If you are not on good terms with your roommate, or the roommate refuses to comply, you could ask the resident assistant or hall director to intervene. As a last resort, you could apply for a room reassignment.

- *How am I supposed to find enough time to study when I have to work to pay my way through school (or play a collegiate sport, or create time for my family . . .)?*

Answer: Time management is key to juggling multiple commitments. Studying doesn't mean that you have to give up all nonacademic pursuits. On the contrary, students who work or participate in sports often achieve higher grades than their less active counterparts—partly because of the important role that time management plays in their lives. However, if you are truly overloaded with commitments and cannot reduce your load of responsibility, you may need to reassess whether now is the right time to pursue your education.

d. *Writing Reflection*

- Have students pretend they are a personal consultant and write a paper evaluating their current lifestyle and assessing how well they spend their time. The paper should include suggestions on ways to improve how they manage their life. Remember, personal consultants try to find positive ways to motivate their clients to be better people, so the papers should be written from a positive angle but still include a helpful critique.
- Have students make a personal contract with themselves on how they wish to run their life. The contract should include steps for organizing their life and identifying short-term goals to accomplish. Students may choose to include more in their contracts, such as long-term goals.
- Use the discussion and writing features throughout the textbook, such as the Try It! or Applying What You've Learned features, as opportunities for students to reflect on topics discussed in the chapter. Students get to express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the student, and provide an avenue for personal questions.

e. *Web Resources*

Personal Goal Setting www.time-management-guide.com/personal-goal-setting.html

This comprehensive site offers a wealth of information about personal goal setting and how students can turn those goals into action plans.

Printable Checklists www.allfreeprintables.com/checklists/to-do-lists.shtml

Direct your students to this site so that they can print out free to-do lists. The site also offers free, printable checklists for other activities, such as grocery shopping and childproofing your home.

Student Organizer www.primasoft.com/so.htm

Some students may benefit from an electronic organizer but cannot afford one. In this case direct them to the above link for PrimaSoft's Student Organizer software, which organizes everything from assignments to their own custom dictionary of terms. After a 45-day free trial, students who like the software may purchase it for a small fee (around \$20).

Mind Tools for Getting the Most out of Your Time www.mindtools.com/page5.html

This Web site contains an index of articles on how to improve time-management skills.

f. For More Information

- Covey, S. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.
- Davidson, J. (2001). *The complete idiot's guide to managing your time* (3rd ed.). New York: Alpha Books.
- De Graaf, J. (Ed.). (2003). *Take back your time: Fighting overwork and time poverty in America*. San Francisco: Berrett-Koehler.
- Lagatree, K. (1999). *Checklists for life: 101 lists to help you get organized, save time, and unclutter your life*. New York: Random House Reference.
- Merrill, A., & Merrill, R. (2003). *Life matters: Creating a dynamic balance of work, family, time, and money*. New York: McGraw-Hill.
- Moore, M., & Hammerness, P. (2011). *Organize your mind, organize your life*. Don Mills, Ontario, Canada: Harlequin Press.
- Pychyl, T. (2013). *Solving the procrastination puzzle*. New York: Jeremy P. Tarcher/Penguin.

Step 4 Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. What is the first step to effective time management?
 - a. avoiding distractions
 - b. realizing that you are in control
 - c. overcoming procrastination
 - d. using a daily or weekly planner
2. Autonomy is _____.
 - a. luck
 - b. independence
 - c. being alone
 - d. a stage of life
3. Two of the most cited differences between high school and college are increased autonomy and _____.
 - a. increased interdependence
 - b. greater responsibility
 - c. less responsibility
 - d. decreased interdependence
4. Setting some goals for the future allows you to _____.
 - a. relax as you work your way through college
 - b. investigate other majors and careers
 - c. take control of your life and your time
 - d. control how others spend their time
5. According to the text, for most students the greatest challenge of prioritizing is _____.
 - a. not having had to do it in high school
 - b. having parents telling them what to do
 - c. not having enough work to prioritize
 - d. balancing college with family, community obligations, and employment
6. In college, _____ is a virtue that faculty expect of students.
 - a. punctuality
 - b. procrastination
 - c. autonomy
 - d. multitasking
7. Which of the following best demonstrates a respectful student's behavior?
 - a. James is running late to class. He continually texts his friends to find out what they are studying so he doesn't miss out on any of the topics.
 - b. John is trying to find someone to cover his shift at work for that afternoon. He e-mails his coworkers during class to find out if anyone is free and keeps checking for their responses.
 - c. Kathy shuts off her phone when she arrives for class so that she won't be tempted to check her messages and can give Professor Miller her full attention.
 - d. Mike is following his favorite team and wants to make sure that it is winning the game so he keeps looking at the Web for updates during class.

8. _____ is a lifelong skill that will continue to be essential to your success in school and your professional life.
- a. Procrastination
 - b. Overextending yourself
 - c. Time management
 - d. Multitasking
9. How people manage time can tell you a lot about their _____.
- a. social needs
 - b. attitude toward others
 - c. postcollege plans
 - d. habits
10. Text messaging or doing homework for other classes during a class period is _____.
- a. acceptable as long as you are not obvious about it
 - b. disruptive and disrespectful
 - c. acceptable because you are paying to be there
 - d. acceptable as long as you are Googling the topic being discussed
11. What is the most important reason to be on time for class?
- a. It affects your class participation grade.
 - b. Your parents are paying for your tuition.
 - c. It shows respect for both your professor and your classmates.
 - d. You might miss something you need to know for a test.
12. A person does NOT procrastinate because he or she _____.
- a. is a perfectionist
 - b. finds a task boring or irrelevant
 - c. is afraid of the task
 - d. has too much to do
13. Promising yourself a _____ is a good strategy for beating procrastination.
- a. reward
 - b. good grade
 - c. poor grade
 - d. punishment
14. According to the textbook, a primary source of stress for college students is simply _____.
- a. not studying enough
 - b. studying, but not efficiently
 - c. handling relationships
 - d. being overextended
15. If you question your decision to attend college, one way to NOT work through this feeling is to _____.
- a. consider attending part-time instead of full-time
 - b. let some things go
 - c. prioritize
 - d. not attend at all, opting to do nothing
16. Shane is concerned that he will not have time to study for his classes based on his work schedule each week. In order to help him stay organized, Shane creates a calendar with deadlines and builds in specific study time. Shane is _____ his schedule.
- a. prioritizing
 - b. cluttering
 - c. confusing
 - d. overscheduling

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17. For each hour spent in class, you should schedule _____ hour(s) of study time.
- a. $\frac{1}{2}$
 - b. 1
 - c. $1\frac{1}{2}$
 - d. 2
18. Using a planner to help you keep track of your time helps you with all of the following *except* _____.
- a. developing invaluable skills for the work world
 - b. keeping track of commitments and maintaining control of your schedule
 - c. knowing how much time you need to complete your assignments
 - d. rewarding yourself for meeting goals
19. Maria is taking a full load of eighteen credits this semester. Each credit is worth an hour of class time each week. How many hours each week should Maria allocate to studying this semester?
- a. 30
 - b. 36
 - c. 40
 - d. 45
20. What is a good way to help keep yourself motivated and on schedule?
- a. Reserve 30 minutes per each hour of class time for studying.
 - b. Stay up late when trying to cram before a test.
 - c. Don't take breaks while studying.
 - d. Schedule aerobic workouts weekly.
21. Recognizing what time of day or night you study more effectively is being aware of your _____.
- a. learning style
 - b. body clock
 - c. sleep deprivation
 - d. time management
22. Ryan has a lot to accomplish tonight when he studies. He really dislikes his math class but has decided to start studying that topic first. Ryan is demonstrating _____.
- a. studying difficult or boring topics first
 - b. multitasking
 - c. breaking down larger tasks
 - d. asking others for help
23. Which of the following students best demonstrates good study behaviors?
- a. Wesley takes the bus to work every day. He uses the long bus ride to finish his reading for upcoming classes.
 - b. Sandy often checks the Internet for e-mails and social media updates when studying because it helps her focus when she tries to study a topic.
 - c. Peter really enjoys his study group but finds that they often get off topic discussing friends.
 - d. Robbie often multitasks while studying to take advantage of the limited time that he has to study.
24. Research shows that students will study more effectively if they can _____.
- a. become good at multitasking
 - b. concentrate on one task at a time
 - c. avoid exercise because it will tire them out
 - d. listen to music while studying

25. An example of using your study time wisely is _____.
a. using waiting time to review
b. multitasking
c. waiting until the end of the day to review
d. checking Facebook to stay up-to-date on your peers
26. Which of the following is NOT a way to manage your time?
a. Ensure that your usage of time supports your goals.
b. Create and use weekly and daily to-do lists.
c. Multitask to take advantage of every minute.
d. Use a calendar or planner.
27. Which of the following is NOT done when studying?
a. Reward yourself for meeting goals.
b. Allow for flexibility if you need more study time with a certain topic.
c. Listen to music.
d. Let others help you study by using flashcards and other study aids.
28. Block scheduling is when you _____.
a. use your study time in blocks
b. schedule your classes back-to-back to cut down travel time
c. take longer classes
d. take classes each day
29. As a strategy to organize your day, _____.
a. restrict a task like checking e-mail to a certain time, not every hour
b. create a rigid schedule that allows for no interruptions
c. try to read the same text for consecutive hours within a study session
d. study at the same time each day, no matter what
30. If you need help with time-management skills, you could ask all of the following for help *except* a(n) _____.
a. academic adviser
b. peer
c. academic skills center
d. career center

True/False

31. Recognizing that you can be in control is the first step to effective time management.
32. Setting priorities in college involves finding a way to balance your academic schedule, social life, family life, and time for yourself.
33. In all cultures, strict promptness is important.
34. Most of the decisions you make today are irreversible; there's no turning back.
35. In attempting to overcome procrastination, promising yourself a reward for finishing a task can be effective.

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36. If you are unable to overcome procrastination, it may be time to reexamine your goals and priorities.
37. One way to beat procrastination is to break down big jobs into smaller steps.
38. When taking into account how many hours per week they should study, students taking a load of fifteen credits should consider their schedule comparable to a full-time job.
39. First-year students don't always have much flexibility when it comes to how they set up their class schedule.
40. Scheduling all your classes in a block of time without breaks is never an effective scheduling method.

Short Answer

41. Name three components of good time management.
42. Name one thing you can do to demonstrate basic politeness in the classroom.
43. List three ways to avoid distractions while studying.
44. How can you avoid overextending yourself?
45. Name one benefit and one drawback to block scheduling.

Essay

46. What behaviors do you consider to be rude and disrespectful? What role can you play in enhancing civility in the classroom?
47. Describe the top five ways that you organize your day. What are the strengths and challenges of these methods, ways, or behaviors?
48. Which principle of time management do you consider more important? Why?
49. What is your ideal class schedule, and why?
50. Identify your top priorities for this semester. Rank them based on their importance and create a plan of how you will schedule time for each of these priorities.

Chapter 2 Answer Key

- | | |
|--------------|------------------|
| 1. b, p. 13 | 21. b, p. 25 |
| 2. b, p. 13 | 22. a, p. 27 |
| 3. b, p. 13 | 23. a, p. 27 |
| 4. c, p. 15 | 24. b, p. 27 |
| 5. d, p. 17 | 25. a, p. 27 |
| 6. a, p. 18 | 26. c, p. 27 |
| 7. c, p. 18 | 27. c, p. 28 |
| 8. c, p. 18 | 28. b, p. 28 |
| 9. b, p. 18 | 29. a, p. 28 |
| 10. b, p. 18 | 30. d, p. 30 |
| 11. c, p. 18 | 31. True, p. 13 |
| 12. d, p. 20 | 32. True, p. 17 |
| 13. a, p. 20 | 33. False, p. 18 |
| 14. d, p. 22 | 34. False, p. 18 |
| 15. d, p. 22 | 35. True, p. 20 |
| 16. a, p. 23 | 36. True, p. 20 |
| 17. d, p. 23 | 37. True, p. 20 |
| 18. d, p. 23 | 38. True, p. 25 |
| 19. b, p. 25 | 39. True, p. 26 |
| 20. d, p. 25 | 40. False, p. 28 |
41. Answers should include three of the following: knowing what your goals are, setting priorities to meet your goals, anticipating the unexpected (future needs and possible changes), placing yourself in control of your time, making a commitment to staying focused, and carrying out your plans. p. 18
 42. Answers will vary: be in class on time, arrive early, be on time for scheduled appointments, make adequate plans to be on time to places; don't "hog the floor." p. 18
 43. Answers will vary: find a quiet place to study; make to-do lists; think of consequences of not studying; break down large tasks; don't use phone or check e-mail or social networking sites; say "no" to those who want your attention, etc. p. 20
 44. Answers will vary: determine what a realistic workload is for you, don't allow your academic work to take a backseat to extracurricular activities or other time commitments, do not take on more than you can handle, learn to say "no." p. 22

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45. Benefits include cutting travel time and providing more flexibility for scheduling employment or family commitments. Drawbacks include little time to process information or study between classes, fatigue, stress, too many exams or projects due on the same day, and each absence due to illness means missing all of your classes, instead of two or three. p. 28

Step 5 Preview for Next Class Chapter 3: Understanding How You Learn

Tell students that the next class will be about different learning styles and will also cover emotional intelligence. Remind them to review the chapter before the next class. If you choose to have students complete the VARK or the Emotional Intelligence Questionnaire in advance, remind them to bring their results to the next class.