
Middle Division Study Guide

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Proper Conduct and Manners in the Classroom and the Community

“Manners are the fabric of our society.”

I. Addressing an Adult

- A. Use Mr., Mrs., Ms. or Dr.
- B. Be patient if an adult is speaking with another person.
 - 1. Wait until their conversation is finished. In other words, try not to interrupt.
 - 2. If you have to interrupt, an “excuse me” is a polite way to do so.

II. Entering a Classroom

- A. To avoid doorway traffic jams, let students of the previous class exit before you enter.
- B. A greeting, such as, “Hello Mr.....,” “Good Morning Mrs...,” “Good Afternoon Ms....,” is courteous.
- C. Remove brimmed caps and hats and throw out gum in the trash.
- D. While the teacher takes role, sit down, read the board and prepare materials needed for class: notebook, homework, textbook, pen, pencil, calculator, etc.

III. During Class

- A. Remain seated, facing forward with proper posture.
- B. Be attentive.
- C. Do not talk to or disturb other students while they are being attentive.
- D. Raise your hand and wait to be called upon to share your ideas with the class.
- E. Do not interrupt others while they are speaking.

IV. At the End of Class

- A. Listen for final thoughts or assignments and jot them down in an assignment book.
- B. Wait until the classroom discussion ends or your teacher dismisses you before packing up your notebooks.
- C. Upon leaving the classroom, parting words such as “Thank you Mrs....,” “Have a good day Ms....,” “Goodbye Mr....” is courteous.

V. In Other Community Areas

- A. Be respectful and quiet in the library. If you wish to socialize, simply go outside.
- B. “Please” and “thank you” are always appreciated at the snack bar and lunch windows.

Technique for Listening: TQLR

I. **Tune-in**

- A. Prepare by reading an assignment or reference material ahead of time if possible.
- B. Set a purpose for listening.

II. **Question**

Think of questions that may be answered by the speaker as soon as the subject is announced.

III. **Listen**

- A. Think, as the speaker talks, of how his/her points fit into a general pattern and how his/her material is related to information you already know.
- B. Try to anticipate what the speaker will say next.
- C. Determine the main point of the presentation.
- D. Listen with a pen in your hand and your notebook open. Write down the main points that the speaker makes and any supporting details.

IV. **Review**

Make a list of the important ideas covered by the speaker when the speaker is finished presenting.

NOTES:

Skimming

Skimming is the most rapid way of reading. It can save you precious minutes for a bigger job ahead.

I. Uses of skimming:

- A. Primarily when you are doing research - determining whether a book has information that you need.
- B. Getting a general idea of content.
- C. Finding answers to specific questions – such as definitions for terms.
- D. Do NOT skim novel or textbook reading assignments unless specifically told to do so by your instructor.

II. How to Skim:

- A. Look for key words — such as a name, place, or date.
- B. Move your eyes quickly down the column of print until you spot the key word.
- C. Stop and read the sentence or paragraph.

NOTES:

Memorizing/Learning

- I. Before you start to memorize, you must understand thoroughly all of the material to be memorized.
- II. Write out what you have to memorize. This helps to make an impression on your mind.
- III. Read through the entire selection several times. Determine where the emphasis should come, what words need special stress, where to pause.
- IV. Memorize in short periods several times a day rather than in one long period. Ten-minute periods are recommended.
- V. Use keywords, acronyms, alphabetizing, etc. as aids.
- VI. Memorize by seeing mental pictures of what the material means, not just words, phrases and lines. Try drawing out a picture to help you learn the information.
- VII. Whenever possible, associate the material you are memorizing with something that is already a part of your experiences. It becomes more meaningful and easier to learn.
- VIII. Study aloud the material you are memorizing with someone as your audience. Have them test your accuracy.
- IX. Write the material from memory, and then compare it to the original for the best check.

NOTES:

The Mechanics of Note-Taking

- I. Set up each page in an orderly format, label the top of the page.
 - A. Date
 - B. Topic of lecture or reading page numbers
- II. Make notes brief and use phrases. Do NOT write in complete sentences.
- III. Emphasize important words: underline, capitalize, circle, box, and draw arrows.
- IV. Abbreviate as much as possible. (Be sure that you jot down the meanings to your abbreviations and keep them in your notebook.) Do NOT use these abbreviations in formal writing – only note-taking.

Sample Abbreviations:

no. or #	= number	diff	= different		= therefore
lk	= like	w/	= with	etc.	= and so on
ex	= example	w/o	= without	vs	= versus, as
p	= page	2	= to, two, too		opposed to
pp	= pages	@	= at	ch	= chapter
b/c	= because	wrt	= write	Q	= question
b/4	= before	rt	= right	lrn	= learn
wd	= word	i.e.	= that is	>	= larger than
rf	= reference		= there is	<	= smaller than
		→	= means		= change
					= increase
					= decrease

- V. Strive to capture general ideas and concepts rather than details. This enables you to follow the development of ideas.
 - A. Write down the main ideas.
 - B. Write down important minor ideas.
 - C. Record just enough supporting facts, examples, or details to clarify the main ideas.
- VI. Copy certain material word for word.
 - A. Definitions
 - B. Formulas
 - C. Statistics
 - D. Statements that you do not understand

- VII. Listen for clues to important points such as repetition of a main idea or key words such as “Remember,” “I will now list,” “It is important to know,” etc.
- VIII. Be sure that your information is accurate and complete. Review your notes that night and ask the teacher questions the following day to clarify any confusion.
- IX. Write down “?” next to any information you don’t understand. Either ask the teacher during class or seek him/her outside of class for clarification.

NOTES:

Forms of Note-Taking

Heading Form

This is an easy method of recording information. Since this procedure is versatile, it is a good one to use when information is being given orally. There are four logical classifications that can be used to organize information. They are:

- I. Simple list — The heading is provided and the facts are listed under the heading

Example:

Prominent People

Figures in Sports

1. Kobe Bryant
2. Michelle Kwan

Entertainers

1. Tom Cruise
2. Jennifer Aniston

- II. Chronological list — Information is listed in the exact time order in which the events occurred. This form is especially useful for certain types of history and English notes.

Example:

United States History

1607-1699 Early Settlements in the New World

1. Jamestown (1607)
2. Santa Fe (founded 1610)
3. Pilgrims sail (1620)

- III. Comparison-Contrast — Information is listed to show similarities and differences. A chart is a good method to use in recording this type of information.

Example:

- | <u>Jamestown (1607)</u> | | <u>Plymouth (1620)</u> | |
|-------------------------|--|------------------------|--|
| 1. | Colonists came directly from England. | 1. | Colonists came from England, but went to Holland before settling in the New World. |
| 2. | Colonists were sent by the London Company for financial reasons. Their primary goal was to make money. | 2. | Colonists came in search of the freedom to practice religion their own way. |
| 3. | Colonists were primarily “gentlemen.” They were lazy and did not want to work hard. | 3. | Colonists were mostly from the lower classes, had trades, and expected to work hard. |

IV. Cause and Effect — Information is listed to indicate a cause and its effect on a person, place or thing.

Example:

Cause: Erosion

- Effect:
1. causes rocks to be broken up on changed into soil
 2. moves soil downhill

Outline Form

Outlining is an organized arrangement of information. In order to outline, you must be able to determine main idea, major details, and supporting details.

I. The proper form for an outline is as follows:

Topic Heading	I. MAIN IDEAS	The <i>main idea</i> of each paragraph states the most important point made by the author.
Area	A. MAJOR IDEA B. MAJOR IDEA	The <i>major details</i> of each paragraph are those that most strongly support the main ideas.
for	1. MAJOR DETAIL 2. MAJOR DETAIL	
Questions	a. MINOR DETAIL b. MINOR DETAIL	The <i>minor details</i> of each paragraph are those that give additional information about the main idea or add to the interest of the paragraph.

II. The important points to note when outlining:

Notice that information that is most important (main idea) is the farthest to the left and is marked with Roman numerals. The next most important information (major ideas) is indented and marked with capital letters. The information least important (minor details) is further indented and denoted by lower case letters.

Notice, too, that there must be at least two parts to any category. If there is a I, there must be a II; if there is an A, there must be a B; if there is a 1, there must be a 2. Use a dash if you only have one item.

- I. Roman numerals — Main Idea
 - A. Capital letters — Major Ideas
 - 1. Arabic numerals — major details
 - 2.
 - a. Small letters — minor details
 - b.
 - (1)Arabic numerals in parenthesis
 - (2)
 - (a)
 - (b)
 - 3.
 - B. Major Idea
- II. Main Idea

Block Form - Chapter Study

2"	<i>Block Form</i> 5"	
Questions	Notes	Reflect
“What are two reasons colonists came to the New World?”	1. Reasons for coming to the New World. A. Profit making B. Religious freedom	Own ideas or aids Virginia Company

- I. If your textbook has sub-titles, turn the sub-titles into a question and read to find the answer.
- II. A lack of sub-titles need not be a problem. Find the topic sentence and reword it in question form.

Key and Summary Form

(for taking and reviewing class discussion and textbook notes)

- I. When you take notes, leave rather wide margins on the left and right sides of the page. Then when you review your notes (if at all possible, within 24 hours after taking them), use these margins as described below:

The topic of the textbook reading/discussion should have been noted at the top of the page when you took the notes.

In the left-hand margin write the keywords from each line.	KEY WORDS	(TOPIC)	S			In the right-hand margin write one or two sentences that summarize the material on the page, relating it to the topic.
	_____	_____	U			
	_____	_____	M			
	_____	_____	M			
	_____	_____	A			
	_____	_____	R			
		Y				

- II. Some advantages of this method:
- A. Helps you to retain the lecture and textbook material. — Studies show that the typical student forgets about 60% of new material within 24 hours after it is presented.
 - B. Forces you to think about the material in terms of its important ideas.
 - C. Helps build the vocabulary you will need to perform well in the subject — in discussion, the writing of papers, exams, etc.
 - D. Provides organized study material for final review before exams.
 - E. Saves time — if you have reading assignments that cover the same topic discussed in class, you save time and study more effectively by coordinating the two.

Try this method: When you take notes, use only one side of the opened notebook for class notes. Save the other side for notes from the text. Then when you read the text, record *only* those points that are *not covered* by the class notes.

Research, Etc...

Notecards

When preparing for research projects, some Brentwood teachers will require you to create notecards as you read from your sources. While time consuming, creating notecards makes writing a research paper easier and the end product more organized.

Format:

Type of Notecard Last name of source, Page #	Slug **subject of notecard
Note from Source	
**Either a quote, paraphrase or summary depending on the type of note card this is.	

Example:

Quote Gandhi, 23	Life
<i>“Live as if you were to die tomorrow. Learn as if you were to live forever.”</i>	

The Big6

The Big6 is a process model of how people of all ages solve an information problem.

1. Task Definition
 - D 1.1 Define the information problem
 - 1.2 Identify information needed in order to complete the task (to solve the information problem)
2. Information Seeking Strategies
 - 2.1 Determine the range of possible sources (brainstorm)
 - 2.2 Evaluate the different possible sources to determine priorities (select the best sources)
3. Location and Access
 - 3.1 Locate sources (intellectually and physically)
 - 3.2 Find information within sources
4. Use of Information
 - 4.1 Engage (e.g. read, hear, view, touch) the information in a source
 - 4.2 Extract relevant information from a source
5. Synthesis
 - 5.1 Organize information from multiple sources
 - 5.2 Present the information
6. Evaluation
 - 6.1 Judge the product (effectiveness)
 - 6.2 Judge the information problem-solving process (efficiency)

A Sample Big6 Table

Step	Task	Date Due	Date Completed	Student Initials	Teacher Initials
1. Task Definition	Create a list of the questions you will answer in your project				
2. Information Seeking Strategies	Brainstorm all possible sources of information and choose the best sources for this project				
3. Location and Access	Find the sources you are going to use. Find the information within the sources				
4. Use of information	Take notes on the information in the sources. Be sure that you find all the answers to your questions in step one.				
5. Synthesis	Create a written draft. Create a final draft.				
6. Evaluation	Judge the process (efficiency) Judge the product (effectiveness)				

Oral Reports

- I. See the information on written reports.
- II. Copy your outline on note cards and study your outline until you are thoroughly familiar with the material.
- III. Have a good opening statement. It should be memorized.
- IV. Practice your talk several times before the final delivery.
 - A. Practice your delivery while standing.
 - B. Use your note cards.
 - C. Speak to an audience if possible or practice in front of a mirror.
 - D. Time your remarks to finish in the allotted time.
- V. Speak slowly and distinctly.
- VI. Stress important points.
- VII. Use illustrations and examples.
- VIII. Summarize at the end.
- IX. Have a strong closing statement. It should be memorized.

NOTES:

Internet Tips

The Middle School's website is www.bwscampus.com/middle. The Library section has many links to help you, including:

- Our book catalog, Winnebago
- Catalogs of local public libraries
- Magazine article databases and other reference tools
- Homework Help

General:

Subject or Web Directories - sites which organize web sites by subject.

Use these if you are looking for general information, have a topic which may be too broad to put in a search engine, or if you know that the topic contains keywords that would be too common on the Web. Use also when you want only academic sites and not personal sites.

Librarian's Index to the Internet (free) - <http://www.lii.org>
Encyclopedia Britannica Online (use from campus) - <http://search.eb.com/>

Search Engines - sites which index each word of a website. Search Engines attempt to index as many sites as possible. Use them when you know exactly what you are looking for, and can come up with precise and unique keywords.

***Before using the search engines, you should create a list of keywords and phrases that will produce the most relevant pages from the search engines. After you have produced a list of phrases, enter these words into a few selected search engines. As you see the results of your searches, and you begin learning more about your topic add new terms to your list.

Go to the Internet Public Library's web searching page for descriptions and comparisons of most search engines:

<http://ipl.si.umich.edu/div/websearching/>

Remember:

- Read help screens of search engines - they vary and are quite helpful.
- Become an expert on using a couple of different search engines. Experiment with different search engines to find your favorites.
- Try your searches on more than one search engine - you will get different results.

With most search engines, if you add a plus sign (+) in front of a term in the search box, the search engine will know that the term must appear in the pages. If you add a minus sign (-) in front of a term, the search engine knows that the term must not appear in the pages. For example, *Lincoln +president -car* will give results about President Lincoln, not a Lincoln Navigator.

If you put quotation marks around phrases your results will be more precise. For instance a search for *"Brentwood School" + "Los Angeles"* will immediately bring up the link for our school.

If your search produced no good results:

- Read the search engine's help screens.
- Check your spelling
- Be less specific in your query.
- Broaden your search by using the word OR between keywords
- Use quotation marks around phrases.
- Try another search engine.

If your search produced too many results:

- Be more specific by adding keywords
- Use words that uniquely identify what you're looking for.
- Narrow your search using the words AND (+) or NOT (-) between phrases and keywords.
- Try the "advanced search" or "power search" option of the search engine.

Web Evaluation – remember to evaluate your sources for accuracy, reliability, bias, and currency. Refer to the Web Evaluation Sheet on the next page.

If you ever find yourself on an inappropriate web site, or a site that makes you uncomfortable (i.e., one you wouldn't show your parents or teachers), just quit your browser by clicking on the X in the upper right hand corner, or going to File – Exit in Netscape, or File-Close in Explorer. You may then want to ask for help with your searching so you do not run into the same offensive material again.

Evaluating Web Resources

Web Site: _____

URL: _____

Authority/Credibility --- Who owns the web site and why?

Ye s	N o	N/A

Is the author's name and email address included?

Author's name _____

Credentials _____

Is the web site affiliated with any major institutions?

Which? _____

Who is the sponsor? _____

What is the expertise of the individual or group that created the site?

Does the author's/group's affiliation appear to bias the information?

How so? _____

Are the sources of information stated?

Content - Does the web site contain accurate, reliable information?

Is the purpose of the site clearly stated? What is it?

Was it updated recently? When? _____

Is the information meaningful and useful?

Does it contain original information?

Is any sort of bias evident? If so what?

Does the information appear to be fact or opinion?

Does the information appear to be accurate?

Does it contain primary source material?

Are the links up to date?

Are the links evaluated?

Are the grammar and spelling correct?

Student Evaluator(s): _____

Source: Berger, Pam. Using the INTERNET to Enhance Your Library Program. Bellevue: Bureau of Education and Research, 2000.

Essays

- I. Establish the subject, type and purpose of the essay. What specifically is the question asking and in what format can you best answer that question?
- II. Brainstorm on a sheet of paper and list the thoughts and ideas that will be pertinent to the paper. You may brainstorm in any form helpful to you (web, Venn diagram, list, chart, etc.)
- III. Organize your ideas and find appropriate examples and quotations from the work of literature to help you formulate a **thesis statement**: your main point or argument that you will prove in the essay. Then, begin to formulate your ideas and quotes into an outline. Be sure that one idea and example leads to the next and that they are all tied together.
- IV. After you have your thesis, quotes and ideas organized into separate paragraphs, write your **first draft** (if at all possible on a computer to make editing easier). Always double space your writing in 12 point font. Make sure your introduction begins with a “hook” or “grabber” that will arouse the reader’s attention and make him/her begin to consider your topic. Your thesis statement should be the final sentence of your introduction.
- V. Carefully read over your first draft with a pen or pencil in hand for **revision** and correction. Revision is not merely changing a word here or there; rather, it is adding description and analysis, altering phrases or entire sentences, changing order of sentences and quotations, condensing, and sometimes even eliminating phrases or sentences. When you are ready, go back and write your **second draft**.
- VI. Reread the second draft slowly and out loud using these questions as a guide:
 - A. Do the opening few sentences grab the reader’s attention? Are they on topic and relevant?
 - B. Is the thesis strong, to the point, and argumentative enough?
 - C. Do all of the ideas in the paper follow the outline, lead naturally into one another and stick to the subject?
 - D. Have you varied your word choice and sentence structure? Do you begin sentences in varied ways and write sentences of differing length and style? Do you use strong and original adjectives and verbs?
 - E. Is the entire paper in the present tense? Have you avoided passive voice, personal pronouns and contractions?
 - F. Have you provided enough detail and analysis after quotes to prove your thesis?

G. Is the ending effective and consistent with the rest of the essay?

Make a neat, **final copy**. Spell check it and read over it slowly and carefully!

Test Taking Tips

How to Prepare for a Test

- I. *Review your work regularly.* Take a few minutes each day to review any class work or notes you have. By spending a few minutes reviewing notes you will find it easier to remember information.
- II. *Ask the teacher what kind of test it will be.* The test probably will be objective, essay, or a combination of objective and essay. Objective tests have many test items: fill in the blank, true and false, multiple choice, and matching. Objective tests assess your knowledge on the subject while an essay test tries to see if you can organize the knowledge into paragraph form.
- III. *Anticipate possible questions on the test as you read over your notes.*
- IV. *Make up and stick to a test-study schedule.* Do not wait until the night before the test. This is cramming, and your brain will forget much of what you tried to cram into it.
- V. *Get help from your teacher* when you do not understand something that may be on the test.
- VI. *After you have thoroughly reviewed your material,* it is sometimes helpful to review with a friend.

NOTES:

Objective Tests

- I. Survey the test, reading directions carefully and noting number and types of questions being asked.
- II. Answer all of the questions unless you are told you will be penalized for guessing.
- III. Do easy questions first or the ones with greatest point value.
- IV. Change answers only when you are certain.
- V. In “True-False” tests absolute statements are usually *False*.
example: all, must, always, never, only
Relative statements are usually safe.
example: sometimes, usually, some, maybe
- VI. Think about how many kinds of answers to any questions there might be.
example: How are tree and bee alike?
- VII. Be alert to questions that give answers to other questions.
- VIII. Objective type questions:
 - A. Multiple choice
 - B. Matching
 - C. Classification
 - D. Completion (fill in blank)
 - E. True-False
 - F. Rearrangement/Sequencing (order, rank)
 - G. Identification

Essay Questions

- I. Survey the test, reading directions carefully in order to plan your time. Remember to pace yourself throughout the test by checking the clock frequently, always allowing time to review your work when completed.
- II. Think through each question, jotting down ideas as they come to you.
- III. **Organize your answers before writing.**
- IV. Be sure to allow time for checking. Stick to your self-imposed time limit for each question.
- V. When reading the essay question, pay attention to the following key words:
 - A. **Compare** — Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.
 - B. **Contrast** — Stress the dissimilarities or differences of things, qualities, events or problems.
 - C. **Define** — Give concise, clear, and authoritative meanings. Do not give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from the things in other classes.
 - D. **Describe** — Recount, characterize, sketch, or relate in sequence or story form.
 - E. **Diagram** — Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.
 - F. **Discuss** — Examine, analyze carefully, and give reasons pro and con. Be complete, and give details.
 - G. **Evaluate** — Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, your personal evaluation.

After

- I. Look over the test during any remaining time.
- II. Reread to correct errors in spelling, punctuation, and sentence construction.

Follow-up

- I. Always go over each question and answer when the test is returned by the teacher.
- II. Be sure to note the errors you are making so that you can eliminate them on the next test. This will increase your efficiency in taking tests.

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