

ASC 100: Freshman Seminar for Teacher Education Majors
Unit 2 Exam – Study Guide

ch. 2: “Goals and Time: Planning Your Future and Your Time Wisely”

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|--|--|
| <input type="checkbox"/> How do goals help you strive for success? (p. 27) | <input type="checkbox"/> long-term goal (p. 28) |
| <input type="checkbox"/> How can you create and achieve realistic goals? (p. 29) | <input type="checkbox"/> short-term goal (p. 28) |
| <input type="checkbox"/> How can you effectively manage your time? (p. 31) | <input type="checkbox"/> SMART goal (p. 29) |
| | <input type="checkbox"/> behavioral management (p. 31) |
| | <input type="checkbox"/> personal time profile (p. 31) |
| | <input type="checkbox"/> prioritize (p. 34) |
| | <input type="checkbox"/> time traps (p. 35) |
| | <input type="checkbox"/> procrastination (p. 37) |

ch. 3: “Learning How You Learn: Making the Most of Your Abilities”

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|---|---|
| <input type="checkbox"/> Why explore who you are as a learner? (p. 46) | <input type="checkbox"/> metacognition (p. 46) |
| <input type="checkbox"/> What tools can help you assess how you learn and interact with others? (p. 47) | <input type="checkbox"/> learning modes (p. 47) |
| <input type="checkbox"/> How can you use your self-knowledge? (p. 55) | <input type="checkbox"/> intelligence (p. 48) |
| | <input type="checkbox"/> learning disabilities (p. 48) |
| | <input type="checkbox"/> the eight multiple intelligences (p. 49) |
| | <input type="checkbox"/> personality (p. 51) |
| | <input type="checkbox"/> the four personality types (p. 55) |
| | <input type="checkbox"/> chronology (p. 56) |

ch. 4: “Reading and Information Literacy: Learning from Print and Online Materials”

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| <input type="checkbox"/> What sets you up for reading comprehension? (p. 64) | <input type="checkbox"/> critical reader (p. 65) |
| <input type="checkbox"/> How can you respond critically to what you read? (p. 65) | <input type="checkbox"/> SQ3R (p. 67) |
| <input type="checkbox"/> How can SQ3R help you own what you read? (p. 67) | <input type="checkbox"/> skimming (p. 67) |
| <input type="checkbox"/> How can you be an information literate reader and researcher? (p. 72) | <input type="checkbox"/> scanning (p. 67) |
| | <input type="checkbox"/> surveying (p. 67) |
| | <input type="checkbox"/> questioning (p. 69) |
| | <input type="checkbox"/> annotating (p. 69) |
| | <input type="checkbox"/> highlighting (p. 70) |
| | <input type="checkbox"/> reviewing (p. 70) |

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ch. 5: “Listening and Note Taking: Taking in and Recording Information”

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| <input type="checkbox"/> How can you become a better listener? (p. 82) | <input type="checkbox"/> hearing (p. 82) |
| <input type="checkbox"/> How can you improve your note-taking skills? (p. 85) | <input type="checkbox"/> listening (p. 82) |
| <input type="checkbox"/> What note-taking systems can you use? (p. 88) | <input type="checkbox"/> internal distractions (p. 83) |
| | <input type="checkbox"/> external distractions (p. 83) |
| | <input type="checkbox"/> verbal signposts (p. 83) |
| | <input type="checkbox"/> Cornell notes (p. 89) |
| | <input type="checkbox"/> mind map/word web (p. 90) |
| | <input type="checkbox"/> charting (p. 90) |

ch. 6: “Memory and Studying: Retaining What You Learn”

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| <input type="checkbox"/> How does memory work? (p. 101) | <input type="checkbox"/> sensory registers (p. 102) |
| <input type="checkbox"/> How can you remember what you study? (p. 104) | <input type="checkbox"/> short-term/working memory (p. 102) |
| <input type="checkbox"/> How can mnemonic devices boost recall? (p. 109) | <input type="checkbox"/> long-term memory (p. 102) |
| <input type="checkbox"/> Which strategies can make studying for test day a success? (p. 110) | <input type="checkbox"/> journalists’ questions (p. 104) |
| | <input type="checkbox"/> chunking (p. 107) |
| | <input type="checkbox"/> reciting (p. 108) |
| | <input type="checkbox"/> rehearsing (p. 108) |
| | <input type="checkbox"/> mnemonic devices (p. 109) |
| | <input type="checkbox"/> rote (p. 110) |
| | <input type="checkbox"/> acronym (p. 110) |

ch. 7: “Test Taking: Showing What You Know”

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| <input type="checkbox"/> How can preparation improve test performance? (p. 118) | <input type="checkbox"/> pre-test (p. 120) |
| <input type="checkbox"/> How can you work through test anxiety? (p. 121) | <input type="checkbox"/> test anxiety (p. 121) |
| <input type="checkbox"/> What general strategies can help you succeed on tests? (p. 122) | <input type="checkbox"/> positive self-talk (p. 121) |
| <input type="checkbox"/> How can you master different types of test questions? (p. 123) | <input type="checkbox"/> relaxation techniques (p. 121) |
| <input type="checkbox"/> What can you learn from test mistakes? (p. 127) | <input type="checkbox"/> objective questions (p. 123) |
| | <input type="checkbox"/> subjective questions (p. 123) |
| | <input type="checkbox"/> absolute qualifiers (p. 125) |
| | <input type="checkbox"/> conservative qualifiers (p. 125) |