

MODULE 2

OUTLINES, STUDY MAPS, AND REVIEW CARDS:

Creating Your Own “Tour Guides”



WHY YOU NEED TO KNOW THE INFORMATION IN THIS MODULE

Have you ever struggled to organize the information in a textbook chapter so that you could learn it? Have you ever felt frustrated trying to take notes in class? Have you ever studied for a test but then not gotten as high a score as you hoped? If so, then this module will be of special interest to you. It explains outlining and study maps, two techniques for organizing information so that you can learn and remember it. It also explains the technique for creating review cards.

Creating outlines, study maps, and review cards will help you

- organize textbook information;
- take better notes in class;
- develop test review sheets;
- make higher grades on tests;
- organize information you want to include in essay test answers and papers.

The supplemental modules are organized exactly like the chapters in the text, so the sections will seem very familiar.

Super Student Tips

Here are tips from other students who have been successful in classes just like the one you're taking now. Here's what experience has taught them about the value of outlines, review cards, and study maps:



The main way I tried to get ready for tests was to reread as much as I could the night before the test. It didn't work real well, but I didn't know what else to do. Making test review cards is a much better way. And my grades have improved.”

–*Marielle*

“My writing teacher talks about outlines. We're supposed to make an outline before we write a paper. In my reading class, I learned that there are other good ways to use outlines.” –*Teddy*

“Study maps are easier for me than outlines. If you're a visual-spatial learner like me, maps might also be easier for you.” –*Elyssa*

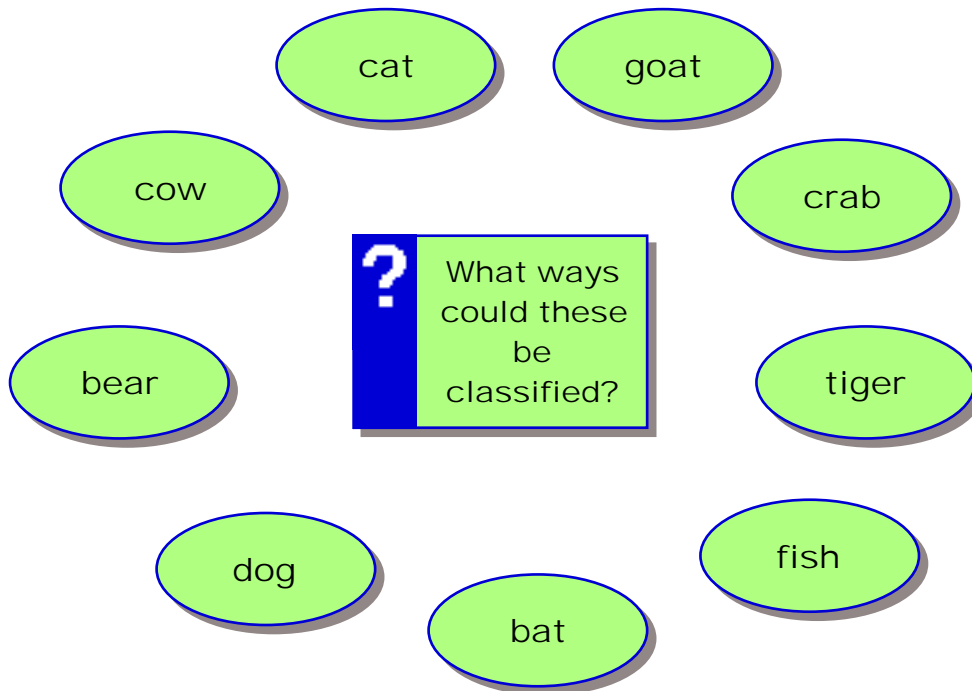
“I like review cards because I can make a few at a time. Also, I can carry them with me. Whenever I have a few spare minutes, I use them to review. Sometimes I ask a friend to quiz me over them.”

–*Abraham*

Jumpstart Your Brain!



Here's an activity to get your brain going! Think of at least half a dozen different easy ways you could classify these creatures. For example, you could classify them according to whether they are household pets (dog, cat, and fish). You could classify them according to whether they are three-letter words (cat, bat, dog, cow). At least two creatures must belong to any category you create. There are lots of possibilities!



On notebook paper, list the classification methods you came up with. How many classifications did you come up with?

Compare your answers to your classmates' answers. Explain to each other the categories you came up with. Which ones were the same? Different? Most creative?

MODULE 2: OUTLINES, STUDY MAPS, AND REVIEW CARDS

One important key to success is self-confidence.

An important key to self-confidence is preparation.

—Arthur Ash, professional tennis player

Have you ever tried to study for a test by rereading as much of the textbook material as you could—only to find that it didn't work very well? If so, you're not alone! Research shows that rereading is not an effective way to prepare for tests. There are better ways, ones that you'll learn about in this module. You can also use these same techniques to take notes and to organize information for papers you write.

The Big Picture for This Module

This module focuses on three techniques that you can use to organize information: outlining, mapping, and creating review cards. Once you are familiar with them, you can experiment to see which you prefer.

Brain-Friendly Tips



If you are a **visual-spatial learner** who thinks in pictures and images, study maps may work well for you.

If you are an **analytical/sequential learner** who likes to see the relationship between the parts and the whole, outlines may work well for you.

If you are a **tactile/kinesthetic learner**, the very act of writing information may help you remember it, regardless of whether you create an outline or a map.

If you are an **auditory learner**, you can rehearse aloud the information in your outline or map. First, read it out loud, and then cover it up and try to say the information from memory.

Looking at What You Already Know

Try your best to answer these questions. Write your answers on notebook paper. Once you have finished the module, return to this section. You'll realize how much you knew to begin with—of how much you've learned.

1. What does an outline look like?
2. What are some ways that outlining might be useful to students?
3. What is a study map (also known as a concept map)?
4. What are some ways that study maps might be useful to students?

What Outlines and Study Maps Have in Common

As you learn about outlines and study maps, you will discover that they have many similarities. More specifically, both outlines and study maps

- are ways of organizing information;
- are built on the concepts of topic, main idea, and details;
- show how ideas are related to each other and which ideas are more important;
- can be used in order to review for tests;
- can be used for a variety of other purposes, such as planning a paper or a speech.

Here's some really great news: research shows that just *making* an outline or study map is what helps you. Yes, it's also helpful to have it once you've created it, but your brain does a lot of processing while you are making it.

There are general guidelines for making outlines and study maps. In a moment, you'll have a chance to figure out some of those guidelines for yourself. Once you know the general guidelines, you can branch out and create outlines and maps as *personal* study tools.

Outlines

First, a quick review: You already know that every paragraph has a topic, and that every paragraph consists of a main idea and details. The main idea, the most important point the author wants you to understand about the topic, can either be stated by the author in the paragraph or implied (you have to formulate a main idea sentence). The rest of the information in the paragraph consists of examples and other details that help explain the main idea.

Now read the following paragraph. It contains information you might find in a health and wellness textbook: ways to reduce stress when driving. It has a stated main idea, the first sentence. Study the informal outline of it that follows, showing the kind of notes you might make in order to learn the material for a test. Use the selection and the outline as the basis for answering the questions.

Here is the selection:

Reducing Drivers' Stress There are several ways drivers can reduce their stress. One simple strategy is to allow more time by leaving a few minutes earlier. You will feel more relaxed, especially if you hit a traffic delay. A second technique is to listen to soothing music or recordings of books. Even if you get stuck in traffic, you will pass the time more pleasantly. A third way is to use relaxation techniques. For example, you can consciously relax your muscles, take slow, deep breaths, or repeat a calming phrase. A final suggestion is to get a traffic report before you leave home or as soon as you get in the car. That lets you take alternate routes and avoid roads where there are accidents, construction, or other slow-downs.

Here is the outline:

Reducing Drivers' Stress

There are several ways drivers can reduce their stress.

1. Allow more time by leaving a few minutes earlier.
2. Listen to soothing music or recordings of books.

3. Use relaxation techniques.
4. Get a traffic report before you leave home or as soon as you get in the car.

Now answer these questions about informal outlines. Write your answers on notebook paper.

1. Where does the title of the outline come from?
2. What is placed first in the actual outline (after the title)?
3. What comes next?
4. Why are the four items listed on separate lines and indented (moved to the right)?

This time, you'll read a three-paragraph selection about road rage. Road rage refers to drivers who act out their anger behind the wheel. Some enraged drivers become violent enough to injure others or even commit murder.

The first two paragraphs have stated main ideas, and the last paragraph has an implied main idea. To help you, the stated main ideas are underlined and the implied main idea is written in parentheses at the end of the last paragraph. Compare the selection with the outline of it. Then use your observations to answer the questions in the Stop and Process Exercise that follows the outline.

Here is the selection:

Road Rage: Danger Behind the Wheel

Mention road rage, and most people instantly think of irate 18-to-26-year-old male drivers. Road rage is more common in young adult men, but under certain circumstances, anyone can become an angry, even violent, driver.

According to the American Automobile Association (AAA), four specific behaviors account for most road rage. One trigger is gestures other drivers make, especially obscene gestures. A second behavior that infuriates drivers is being cut off by other drivers who crowd in front of them. A third behavior that exasperates many drivers is someone who is driving too slowly in the left lane—even if the “slow” driver is going the speed limit! The fourth behavior that sparks road rage is tailgating, or following dangerously closely.

Road rage is increasingly common, so how can you minimize your risk of becoming a road rage victim? Actually, there are five commonsense rules. One important rule is simply to be polite. Another rule is to give other drivers plenty of room; don't crowd them or tailgate. A third rule is not to be competitive over parking spaces or about going first. Another rule is to avoid eye contact with drivers who seem angry. A final rule is to get help if another driver is following you or trying to provoke a confrontation. Call 911 on your cell phone. Drive to a police station, shopping mall, or other place where there will be lots of people. Never, ever stop and get out of your car. *[Implied main idea: Following five commonsense rules can minimize your risk of becoming a road rage victim.]*

Here is the outline:

Road Rage: Danger Behind the Wheel

- I. Road rage is more common in young adult men, but under certain circumstances, anyone can become an angry, even violent, driver.
- II. According to the American Automobile Association (AAA), four specific behaviors account for most road rage.
 - A. One trigger is gestures other drivers make, especially obscene gestures.
 - B. A second behavior that infuriates drivers is being cut off by other drivers who crowd in front of them.
 - C. A third behavior that exasperates many drivers is someone who is driving too slowly in the left lane--even if the "slow" driver is going the speed limit!
 - D. The fourth behavior that sparks road rage is tailgating, or following dangerously closely.
- III. Following five commonsense rules can minimize your risk of becoming a road rage victim.
 - A. One important rule is simply to be polite.
 - B. Another rule is to give other drivers plenty of room; don't crowd them or tailgate.
 - C. A third rule is not to be competitive over parking spaces or about going first.
 - D. Another rule is to avoid eye contact with drivers who seem angry.
 - E. A final rule is to get help if another driver is following you or trying to provoke a confrontation.
 - 1. Call 911 on your cell phone.
 - 2. Drive to a police station, shopping mall, or other place where there will be lots of people.
 - 3. Never, ever stop and get out of your car.

— **Stop and Process Exercise 2.1:** Now answer these questions about formal outlines. Write your answers on notebook paper.

1. Where does the title of the outline come from?
2. Compared with the number of paragraphs in the selection, are there fewer, the same, or more Roman numerals (I, II, etc.) in the outline?
3. In the outline, where is the main idea of the first paragraph placed?

- 4 In the outline, where is the main idea of the second paragraph placed?
5. In the outline, where is the main idea of the third paragraph placed?
6. Compare paragraph 1 of the selection and Roman numeral I of the outline. Is the main idea always written beside a Roman numeral, even if it doesn't come first in the paragraph?
7. Compare the information in paragraph 3 and Roman numeral III. If the reader has to formulate an implied main idea sentence for a paragraph, is it still written beside a Roman numeral in the outline?
8. What is listed beneath each main idea in the outline and labeled A, B, C, etc.?
9. Are these written on the same line or on separate lines?
10. Beside Roman numeral III, what type of information is listed beneath item E?
11. What is the pattern of numbers and letters in outlines? (Look especially at III.)
12. What is the significance of how far information is indented (moved farther to the right)?
13. If it takes more than one line to finish writing a sentence (as it does in items I and II, for example), where should you begin writing on the line beneath it?

An **outline** is a formal way of organizing main ideas and supporting details to show relationships among them. You probably already knew what outlines look like. An English or writing teacher may have introduced you to them because they are an effective way to organize your ideas before you begin writing a paper. Read the following information to see if you answered all of the questions in Exercise 2.1 correctly.

An outline can consist of complete sentences for main idea sentences and the details that go with each of them. This is called a **sentence outline**. (The outline about road rage that you earlier is this type of outline.) Sentence outlines are helpful when you study for tests because they contain more complete information.

You can also use only topics or phrases, but be sure they say enough to give you the information you need. Informal outlines you create for your own use can consist of a combination of sentences and phrases.

The special placement of information on a page is what makes outlines so useful. The placement shows which ideas are more important and which ones are less important. Details are placed *beneath* the important main idea they go with. The less important information is, the farther it is *indented* (moved to the right). You can glance at an outline and know that the information written beside the Roman numerals is the most important information. Outlines also show which ideas go together. Because details are written beneath the main idea they go with, it's clear that they pertain to that particular main idea.

Outlines can be short or long. You can outline a single paragraph or an entire section of a textbook. Usually you will want to outline one or more sections of a textbook chapter because it's an effective way to prepare for tests.

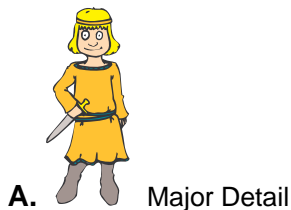
To illustrate, a formal sentence outline for a three-paragraph selection would be organized like this. Remember that regardless of whether main ideas are stated or implied, they go beside Roman numerals.

- I. First main idea sentence (most important information)
 - A. Supporting detail for main idea I (less important information)
 - 1. Minor supporting detail for supporting detail in A (even less important information)
 - 2. Minor supporting detail for supporting detail in A
 - B. Supporting detail for main idea I
 - C. Supporting detail for main idea I
 - D. Supporting detail for main idea I

- II. Second main idea sentence
 - A. Supporting detail for main idea II
 - B. Supporting detail for main idea II
 - C. Supporting detail for main idea II

- III. Third main idea sentence
 - A. Supporting detail for main idea III
 - B. Supporting detail for main idea III

In Chapter 8 we compared a paragraph to a kingdom. The main idea was the king; the major details were the king's loyal subjects (supporters); the minor details were the subjects' children (who support their parents, or in this case, details that support other details). Suppose you outlined a paragraph that had two major details, and one of those details had two minor details. If you made a picture of where each type of information goes in an outline, it would look like this:





B. Major Detail

Steps in Creating a Formal Sentence Outline

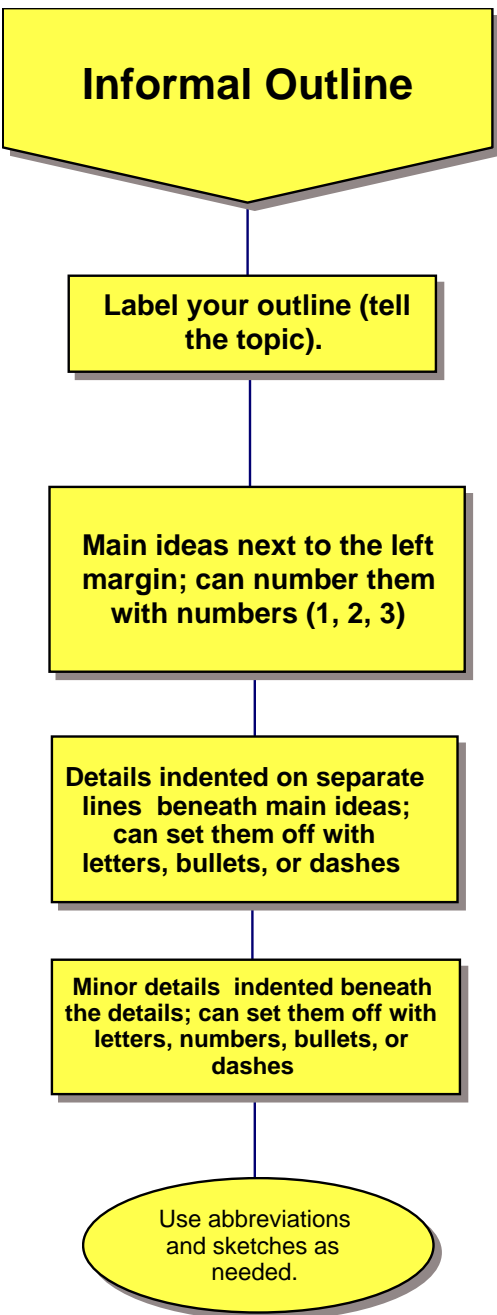
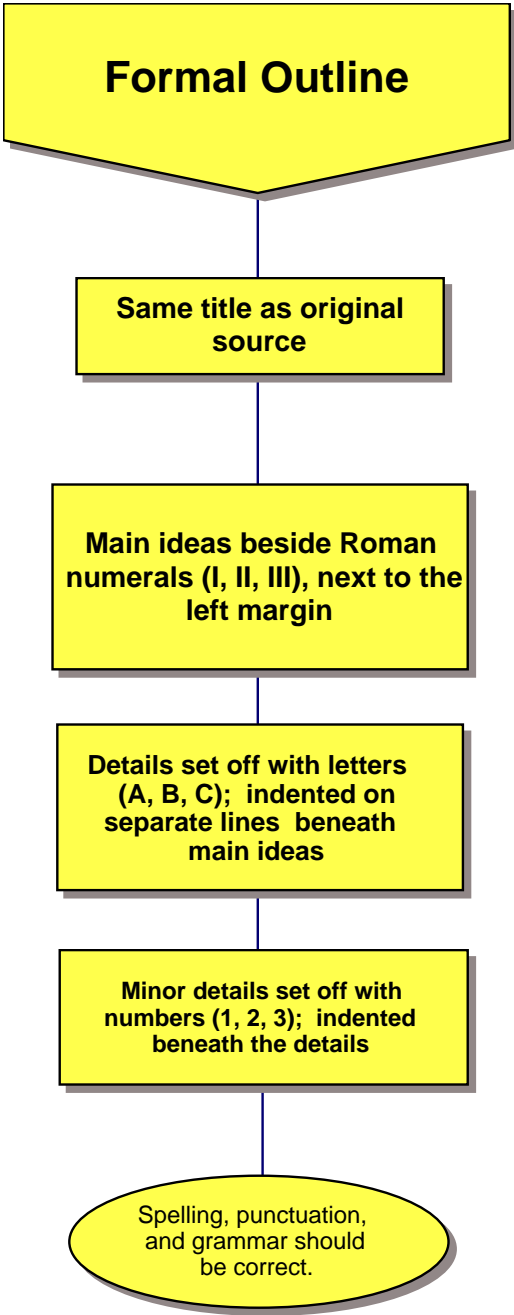
Once you've read a textbook section, how do you create a sentence outline for it? For a **formal outline**, there are certain guidelines you must follow:

1. Use the title of the textbook section as the title of your outline. Don't title your outline "Outline." That isn't very helpful!
2. Skip a line and write the Roman numeral I (one). Use Roman numerals: I, II, III, IV, V, and so on, for main ideas. Beside I, write the main idea of the first paragraph. Even if the paragraph has a stated main idea sentence, try to rewrite it in your own words. You'll learn more.
3. Write each major (primary) detail in the paragraph on a separate line beneath the main idea sentence. Indent each of these. Label each detail with an uppercase letter, starting with A. There will be a separate line and letter for each detail. There may be only a couple of details for a main idea, or there may be several.
4. If there are minor (secondary) details, indent them beneath the major detail they support. Use Arabic numbers (1, 2, 3) for them. (Outlines alternate numbers and letters.)
5. If any sentence you write is longer than one line, indent the second line and start writing beneath the first word in the line above it. This makes the numbers and letters stand out clearly.
6. Use another Roman numeral (II) for the main idea of the next paragraph. Then indent and write each supporting detail on separate lines beneath it. Label each detail with a capital letter.
7. Repeat the process for the remaining paragraphs.

Informal Outlines

When you create an **informal outline** to help you learn material, you don't have to follow the formal rules, but you should still make the relationship among the ideas clear by using separate lines and indenting. For main ideas, you can use regular Arabic numbers: 1, 2, 3, 4, and so on, instead of Roman numerals. You can use dashes or bullets to set off the details, or you can number those as well. What matters is that *you* understand your outline, not how perfectly correct it is. Informal outlines of a paragraph might look like any of these:

The following chart shows a comparison between formal (traditional) outlines and informal outlines that you make for your own study purposes. Note that on both, it is where you place information on the page that signals how important it is and shows the relationship among the ideas.



Bonus Tips



1. When you make an outline, take advantage of *signal words* and *clues* in paragraphs that indicate how the information is organized. Watch for numbers, bullets, and transition words such as *first*, *second*, *then*, *moreover*, *next*, and *finally*.
2. Use *sentence* outlines for complicated material, such as information in government and science textbooks.

Brain-Friendly Tip



When you outline information from a textbook so that you can learn it for a test, *paraphrase* it. That means put it in your own words. This helps your brain process the information. Since you will be using words you know, you will understand the material better and remember it longer. Paraphrasing material in outlines also helps you prepare for tests.

Topic Outlines

Outlines can consist of topics (phrases) instead of complete sentences. A **topic outline** shows the major topics and the subtopics that go with each of them. They're helpful for seeing how a textbook chapter is organized (see Bonus Tip box) or for planning a speech. They're also handy for planning a paper or an essay test answer before you begin to write. A *topic outline* would look like this:

- I. First major topic
 - A. Subtopic of the first major topic
 - B. Subtopic of the first major topic
 - C. Subtopic of the first major topic
- II. Second major topic
 - A. Subtopic of the second major topic
 - B. Subtopic of the second major topic

- C. Subtopic of the second major topic
- D. Subtopic of the first major topic

III. Third major topic

- A. Subtopic of the third major topic
- B. Subtopic of the third major topic

If you are a visual learner, picture an outline as a series of boxes that are linked together in order, one beneath the other. There will be one box per paragraph. Everything inside a box belongs together. If you visualize the diagram of boxes, the first “box” would contain the same information as “I” in an outline, and the second box, beneath it, would have the same information as “II” in your outline.

Cross-Chapter Connections



In Chapter 6 you learned about writing sentences, which will help you write correct sentence outlines.

In Chapters 7-9, you learned about topic, main ideas, and details, the important ingredients in an outline.

In Chapter 10 you learned about authors' writing patterns. Paying attention to the pattern helps you understand how the information is organized. That makes it easier for you to create an accurate outline.

Bonus Tip



Did you know that textbook authors provide topic outlines of chapters? They do this with the headings and subheadings they use. Headings that are of equal importance appear in the same size and style of print. More general headings for major sections appear in larger type than subheadings.

Take advantage of this gift authors provide! If you like seeing the big picture—how all the parts of the chapter fit together—use the headings to help you. They're a built-in roadmap, and you can use them to help you create your own mental of written outline of the chapter.

— **Stop and Process Exercise 2.2:** Read the following paragraph. The topic is *staying healthy*. Then complete the formal sentence outline of it on notebook paper by writing the information that belongs on the blank lines.

Staying Healthy

There are several things you can do to stay healthy. First, have an annual medical exam. Your doctor will run routine tests to screen for any problems. Take a list of any questions you want to ask the doctor. Second, drink enough water and eat a sensible diet. Drink at least six 8-ounce glasses of water a day. Eat several servings of whole grains, fresh fruits, and vegetables. Limit your intake of products with white flour and sugar. Third, exercise at least 30 minutes a day, five days a week. For cardiovascular health, walk briskly, take an aerobics class, or play a sport. For strength, you should work out with weights at least three times a week.

Staying Healthy

I. There are several things you can do to stay healthy.

A. First, have an annual medical exam.

1. Your doctor will run routine tests to screen for any problems.

2. _____

B. _____

1. Drink at least six 8-ounce glasses of water a day.

2. _____

3. Limit your intake of products with white flour and sugar.

C. Third, exercise regularly.

1. _____

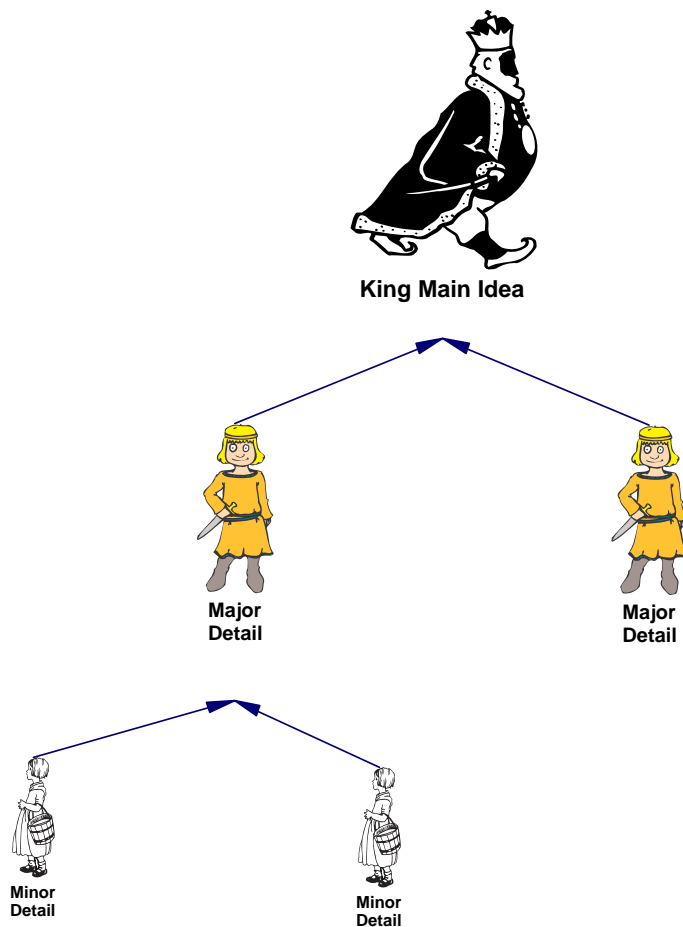
2. In addition, you should incorporate strength training by working out with weights at least three times a week.

Check your answer with your instructor or a classmate. How did you do on the outline in Exercise 2.2? Is outlining a technique that you think might work for you? Next we'll look at another study tool, mapping, that is a different but equally effective way to organize information.

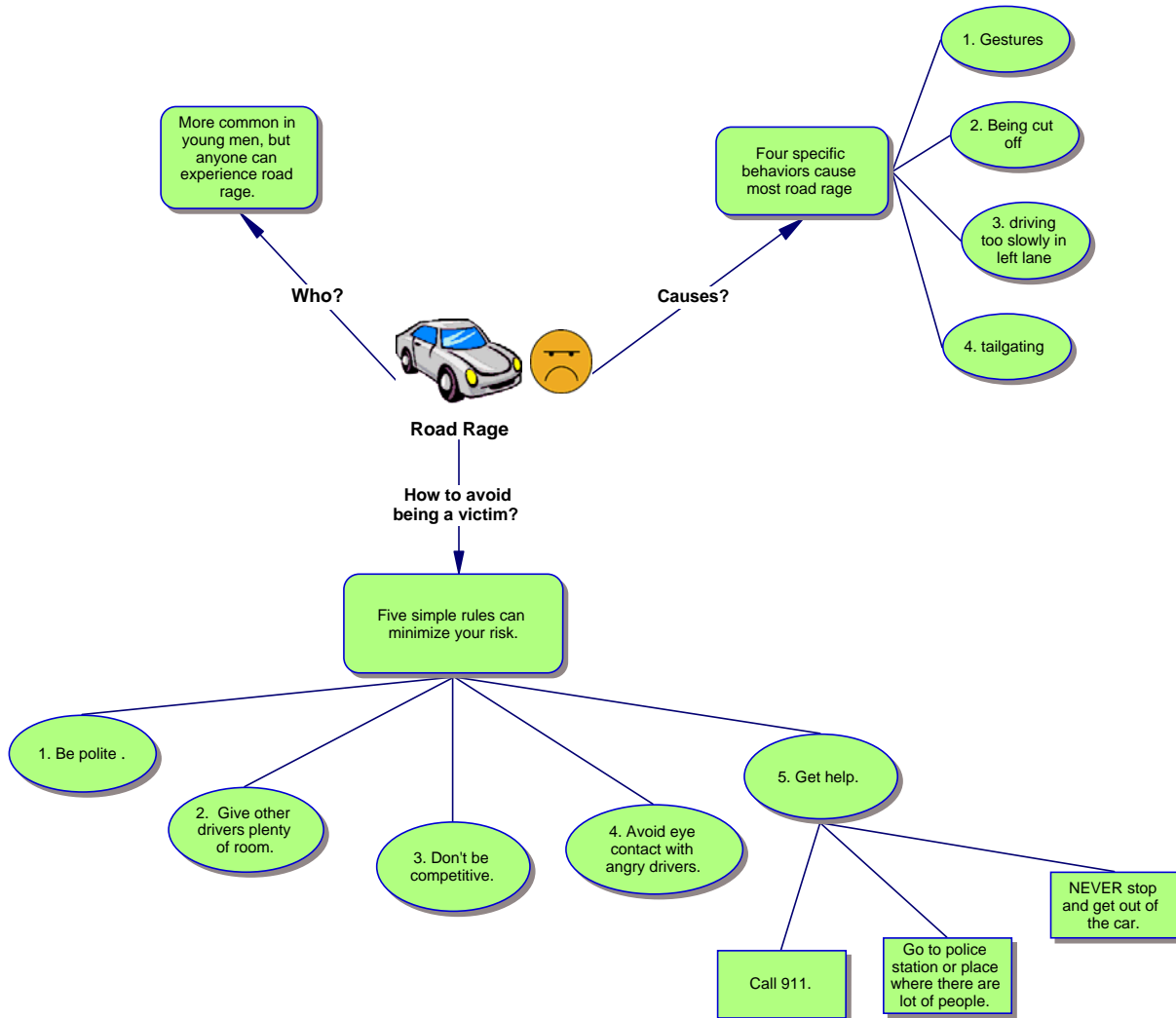
Study Maps

Like outlines, study maps show relationships among ideas. A **study map** is an informal, personal way of representing information in graphic form. Graphic means that the diagram uses symbols, shapes (boxes, circles, etc.), and images that you connect with lines and arrows. You write key words or concepts inside the shapes. On the connecting lines—the links—you write questions or words that explain the relationships between the concepts. Study maps are also called *maps*, *mapping*, *concept maps*, *mind maps*, *graphic webs*, and *graphic organizers*.

To continue the Kingdom of Paragraph analogy, here is how the main idea, major and minor details would be organized on a map:



Here is a study map of the selection about road rage. Look it over carefully, and use it to help you answer the questions about study maps. You may want to review the selection on road rage first.



— **Stop and Process Exercise 2.3:** Now answer these questions about study maps. Write your answers on notebook paper.

1. When making a study map, what is placed in the middle of the page?
2. What is linked directly to the center item?
3. What is used to connect items in the map?
4. What is written on each connector?

5. Can a map include pictures (such as sketches or clip art)?

Although there's no one right way to make study maps, they do have certain characteristics. If you follow these steps, you'll make effective maps. In these steps, you'll find the answers to the questions above.

Steps in Creating a Study Map

1. On scratch paper, jot down key terms and major concepts related to a topic. (You already know to watch for key terms that appear in special print.) Include *everything* that's important. Your map won't be much help if you leave out necessary information. Decide which concepts are the most *general* ones and which are more specific.
2. On a clean sheet of paper, write the overall topic in large letters in the center of the page. Draw a circle, box, or some other shape around it (such as a star, a cloud, or some other object, depending on the topic). This will be the hub that you connect everything else to. Visualize the hub of a bicycle wheel with spokes radiating from it.
3. Around the topic in the center box, write the important related information (subtopics and key terms). Circle them, and add simple sketches if you find them helpful.
4. Now draw lines or arrows to connect the circled terms and concepts to the center box (overall topic). Your map will look like a bicycle wheel. (Of course, you can be creative: You might draw chain links or lines made of dashes or dots, for example.)
5. And here's the most important part: *on each line that links two pieces of information, tell how the pieces are related*. Label each line with a phrase that tells the connection between the two items. You can also write questions on the link. (Sometimes it makes sense to connect other parts of the map to each other. Label those links, too.)
6. Revise the map until the information is clear. You may even need to redraw it. That's okay: It helps transfer the information into your long-term memory.

Bonus Tip



When you make a map, you may find that unlined paper works best. Or you may find it helpful to turn lined paper sideways so that the lines go up and down. Experiment.

Use color and bold letters when you make a study map. Incorporate small sketches and symbols. Use whatever shapes best suit the contents of your map. For example, if you are creating a map that tells the five types of context clues, you could draw a star shape in the center of the page and write one type of clue at each star point. Your map might consist of a hand holding a cluster of five labeled balloons on strings. If you make a map that describes a process, you could use a clock face and list steps beside the numbers. To show differences and similarities between two things, you could draw two large, overlapping circles. In each circle you could list individual characteristics that are different; in the overlapping space, list the ways they are alike. The simplest type of map is a *flowchart*, a series of boxes connected with arrows. You might draw a flowchart to show the steps in a process, a timeline, or a series of events that lead to a certain outcome.

The possibilities are endless. The point is to make your map *complete* and to organize the information in a way that makes sense to *you*.

Even though there's no one right way to do a study map, it always takes time and effort to create a good one. You may need to redraw your map to arrive at a final version. The act of making and revising maps helps you process the information.

Brain-Friendly Tips



Study maps are brain-friendly!

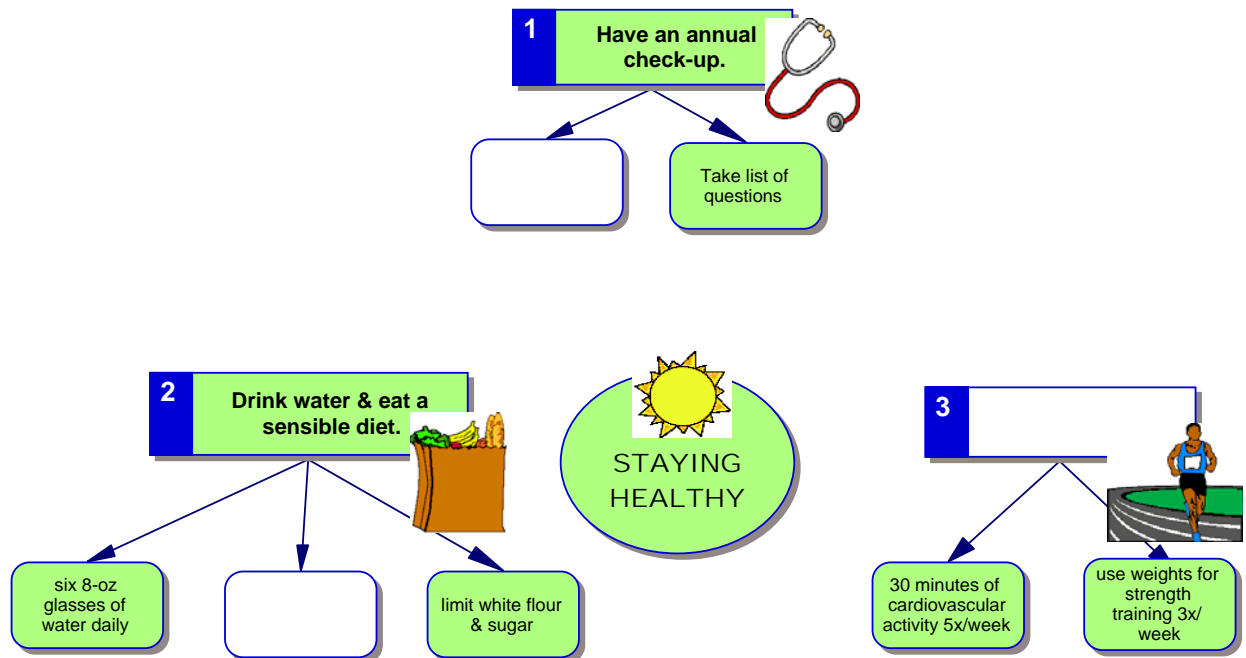
1. Your brain pays attention to high contrast and novelty. It pays attention to things that are very different from each other and to things that are new and interesting. Each study map is different from any other one. Maps involve words and pictures and colors—contrast and novelty.
2. Ninety percent of brain's input is from visual sources. Study maps are visual aids. (Outlines also let you see how ideas are related.)
3. Your brain has an immediate, inborn response to *symbols*, *icons*, and other *simple images*. (That's why advertisers use them.) Study maps take advantage of the brain's fondness for images.

As mentioned earlier, study maps are especially helpful to visual-spatial learners, people who like to think in images. Also, if you like computers, you might want to investigate software that is designed to create maps. Inquire at your local computer store.

— **Stop and Process Exercise 2.3:** Reread the following paragraph. The topic is *staying healthy*. Then use the information in it to figure out what belongs in the three blank spaces in the study map. You do not need to type it in.

Staying Healthy

There are several things you can do to stay healthy. First, have an annual medical exam. Your doctor will run routine tests to screen for any problems. Take a list of any questions you want to ask the doctor. Second, drink enough water and eat a sensible diet. Drink at least six 8-ounce glasses of water a day. Eat several servings of whole grains, fresh fruits, and vegetables. Limit your intake of products with white flour and sugar. Third, exercise at least 30 minutes a day, five days a week. For cardiovascular health, walk briskly, take an aerobics class, or play a sport. For strength, you should work out with weights at least three times a week.



Did you figure out that these are what belong in the blank boxes: “routine screening tests” goes beneath box 1, “lots of whole grains, fruits, and vegetables” beneath box 2, and “Exercise regularly” belongs in box 3?

Review Cards

Many students know a secret to success: they make review cards. Review cards are similar to vocabulary cards. They are excellent study tools when it’s time to review for a test. Did you know that simply *making* the cards helps transfer the information into your memory?

Review cards are a study tool created by writing questions and answers on cards as a way of selecting, organizing, and reviewing the most important information in a textbook chapter. They provide a way of giving yourself a private test before the instructor gives you the actual one. The cards reveal what you know and what you still need to learn. When you master the information on them, you will feel more confident and relaxed at test time, and you will make a higher grade.

Steps in Creating and Using Review Cards

Here are the steps for making review cards.

1. On the *front* of an index card, write a question. Use questions you create from the section headings in a chapter, questions included in the chapter, questions from your instructor, or a combination of these. You can also write things such as “List three ways...” or “Describe how...”, or “Explain the steps in....”
2. On the *back* of the card, write the answer to the question or write the information called for. Write the answers in words similar to the way you will see or write the information on a test. The purpose of these cards, however, is to help you learn, so include a sketch or a memory peg if you like.

3. After you have made your review cards, turn through the stack one card at a time. Answer each question aloud. Then turn the card over to see if you answered it completely and correctly.
4. When you can consistently answer a question correctly, remove it from the stack.
5. For questions you stumble on or cannot answer, turn the card over, and read the correct answer aloud. Then say it aloud from memory. Keep those cards in the stack until you master the information on them.

Each time you work through the stack, you will learn more of the information on the cards. You can review the cards whenever you have a few free minutes. You can review them by yourself, with a partner, or with members of a study group.

Here is an example of what review cards look like:

Front

What are the six basic emotions?

Back

1. joy
2. surprise
3. fear F
4. anger A
5. disgust D
6. sadness S

Memory peg: Joy was surprised by fads.

Here again is the sample passage about staying healthy, along with the first two review cards for it. Reread the passage and examine the review cards.

Staying Healthy

There are several things you can do to stay healthy. First, have an annual medical exam. Your doctor will run routine tests to screen for any problems. Take a list of any questions you want to ask the doctor. Second, drink enough water and eat a sensible diet. Drink at least six 8-ounce glasses of water a day. Eat several servings of whole grains, fresh fruits, and vegetables. Limit your intake of products with white flour and sugar. Third, exercise at least 30 minutes a day, five days a week. For cardiovascular health, walk briskly, take an aerobics class, or play a sport. For strength, you should work out with weights at least three times a week.

Card 1--front

What are three things you can do to stay healthy?

Card 1--back

1. annual medical exam
2. enough water and sensible diet
3. exercise at least 30 mins/day, 5x/wk

Card 2--front

What should you know or remember about an annual medical exam?

Card 2--back

1. Doctor will run routine screening tests.
2. Take a list of questions you have.

— **Stop and Process Exercise 2.4:** Here's your chance to practice making review cards. Use the information in the passage to complete further review cards. Whenever you see a blank line, write on notebook paper the appropriate question or answer. You can refer to the passage as you complete this activity.

Card 3--front

How much water should you drink every day?

Card 3--back

Card 4--front

What does "eat a sensible diet" mean?

Card 4--back

-- _____

--Limit intake of products with white flour and sugar.

Card 5--front

How much water should you drink every day?

Card 5--back

Card 6--front

How long and how often should you exercise?

Card 6--back

Card 7--front

Card 7--back

- walk briskly
- take an aerobics class
- play a sport

Card 8--front

What should you do for strength?

Card 8--back

You might make different numbers of review cards or word your review cards differently from other students. It will depend on how complicated the material is and how much you already know about the subject. The important thing is to create enough cards so that *you* learn and remember the material.

Creating and using review cards can make the difference between failing grades and passing grades. They can turn a poor student into a good student, and they can turn a good student into a great one!



My Toolbox of Outlines, Study Maps, and Review Cards

Now it's time to record the information that you need to remember about outlines, study maps, and review cards. You know how to do each of them, so you can choose one to record the information:

- *Write informal outline notes.*
- *Create one or more study maps.* Remember to label the links.
- *Make review cards.* Use index cards for these.

Regardless of which option you choose, include the key terms, definitions, and strategies for all three tools. Follow the guidelines in the module for creating the study tool you decide to use.

Module Check

Module 2: Outlines, Study Maps, and Review Cards

On notebook paper, number from 1-15 and answer the following questions about the information in the module. In each sentence, fill in the missing information. Some answers require more than one word. These are indicated.

1. Research shows that _____ is not an effective way to review for tests.
2. Both outlines and study maps are ways of _____ information.
3. For the title of an outline, use the title of the original _____.
4. The type of outline that can include dashes and bullets is _____ a formal outline / an informal outline (choose one).
5. In an outline, information that is indented is _____ important than information that is farther to the left.
6. In an outline, _____ are listed on separate lines beneath the main idea they go with.
7. In a formal outline, _____ (2 words) are written beside the Roman numerals.
8. You can create outlines and study maps to help you _____ for tests.
9. When making a study map, write the _____ (2 words) in a box in the center of the page.
10. Study maps are a way of representing information in _____ form.
11. Making outlines and study maps helps you process information and transfer it into _____ (2 words).
12. If a selection has five paragraphs, a formal outline of it would have _____ (how many) Roman numerals.
13. In formal outlines, numbers and _____ alternate for each new level of information that is added.
14. Use lines and arrows to _____ key terms and major concepts to the overall topic.
15. To make review cards, write _____ on the front of index cards and _____ on the back.

Module 2 Review Exercises: Outlines, Study Maps, and Review Cards

Set 1

Read the paragraph about a daily fitness program. Use the paragraph as the basis for making an informal outline, a study map, and a review card.

On notebook paper, complete the *informal outline* (below) of the paragraph:

A Daily Fitness Program There are three components of a daily fitness program: the warm-up, the workout, and the cool-down. The key component of the program is the actual workout. Experts agree, however, that the workout should be preceded by a warm-up to prepare the body for physical activity. They also agree the workout should be followed by a cool-down to return the body to rest and promote effective recovery.

Source: Adapted from Charles Corbin, R. Lindsey, G. Welk, and W. Corbin, *Fundamental Concepts of Fitness and Wellness*, p. 38. Copyright © 2001 The McGraw-Hill Companies, Inc.

Here is the structure of the informal outline:

Title: _____

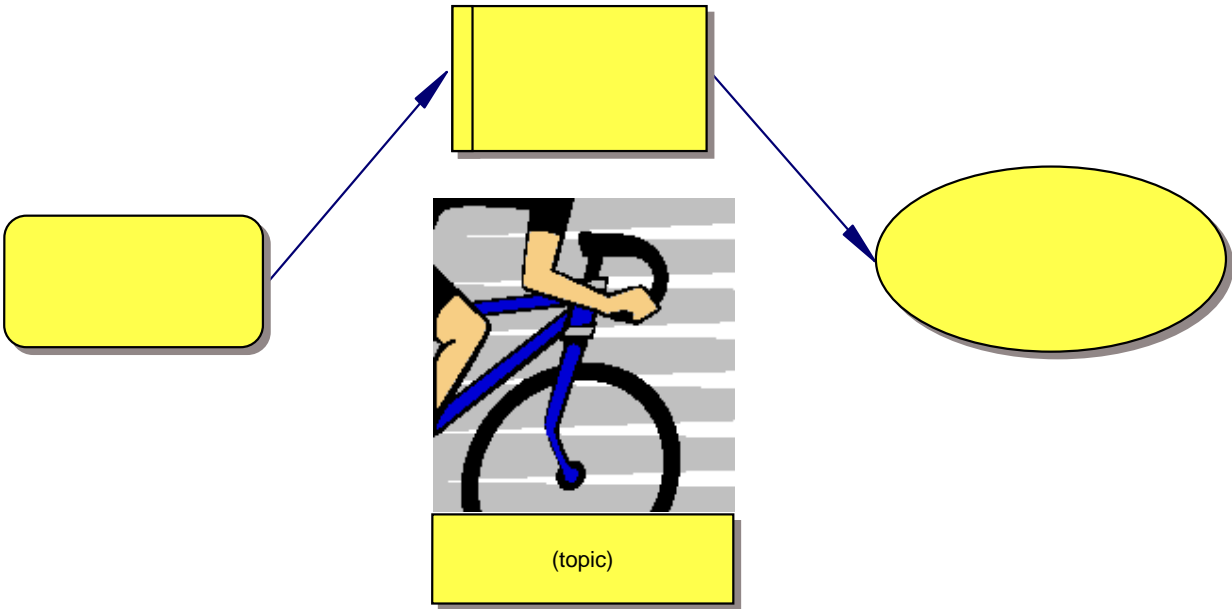
Main idea: _____

1. _____

2. _____

3. _____

Now complete this *study map* of the same paragraph. Draw the boxes on notebook paper. Label the middle of the map with the topic of the paragraph. In the other three boxes, write the three important components of it.



Finally, complete the back of this *review card* about the information in the paragraph. Again, write your answers on notebook paper. Draw the shape of the card, if you like.

Front

What are the three components of a daily fitness program and what is the purpose of each part?

Back

2. Read the selection below, “Tips for Exploring Your Career.” Use the information in it to create an informal outline, a study map, and review cards.

Tips for Exploring Your Career

If you are like most students, you probably could use some help you prepare for choosing a career. There are several guidelines that will help you.

Talk with professionals. Try to obtain a realistic view of their various occupations. Find out what they like and dislike about their work.

Get work experience. This is a great way to learn about working conditions in the field you want to pursue. A part-time job, volunteer work, or an internship can provide valuable experience and help you determine if a specific career path is right for you.

Explore careers in depth. Many people do not have traditional titles. Focus on your interests and skills and incorporate them into possible careers.

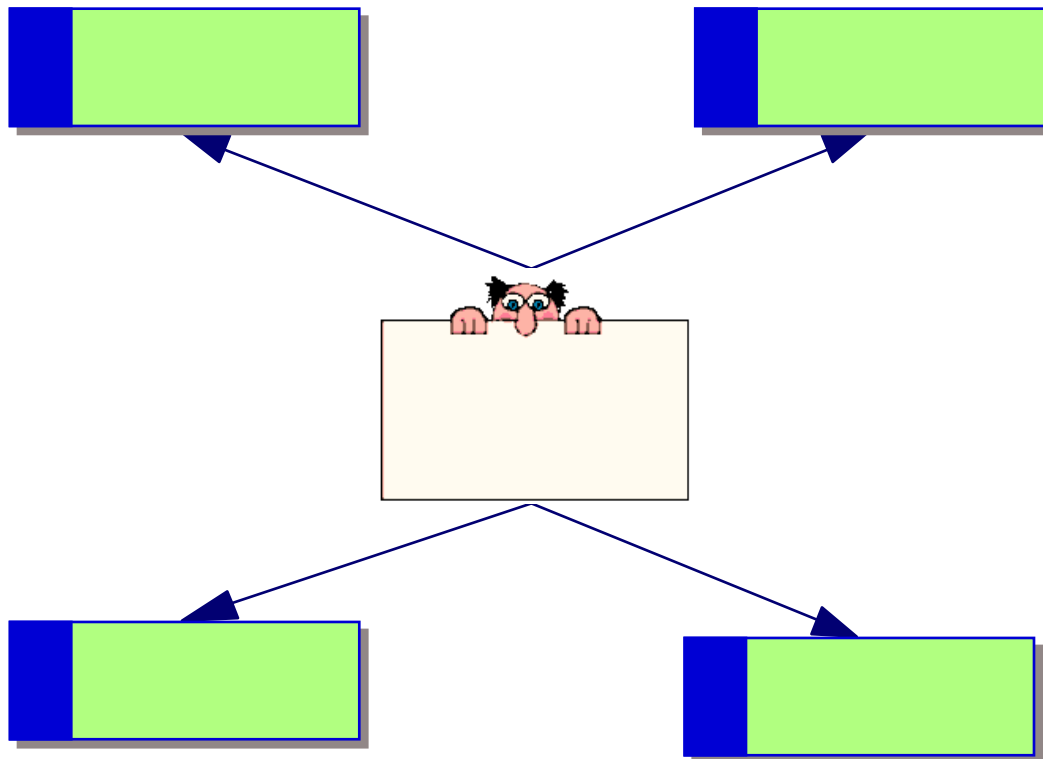
Network. Personal contacts are excellent ways to learn about careers and to find a job. Networking provides access to people who can serve as mentors and help connect you to jobs and opportunities. Personal and professional contacts must be created, cultivated, and expanded. Here are some tips that can help you network:

- Brainstorm a list of contacts.
- Talk with instructors, advisors, and counselors.
- Talk with other students.
- Collect business cards.
- Join professional organizations.

Source: Sharon Ferrett, *Peak Performance: Success in College and Beyond*, 4th ed., p. 14-20. Copyright © 2003 Glencoe McGraw-Hill, Inc.

On notebook paper, make an *informal outline* the preceding selection. The title tells you its topic. The paragraph is already very well organized, so all you'll need to do is add numbers, and bullets, and indent the details. You can use the sentences from the paragraph or paraphrase them. Write your outline on notebook paper. Be sure to include the title.

Next, also on notebook paper, complete a simple *study map* of the major information in the paragraph. Remember to put the title in the center of the page. Since this is a simple map and the major headings are sentences, you need to attach only those four major items to the center box.



Now complete these two *review cards* for the information in the selection. Use notebook paper. Draw the shape of the cards, if you like.

Front

List four guidelines for exploring a career.

Back

1. _____
2. _____
3. _____
4. _____

Front

What is networking, and
what are five tips for networking?

Back

Networking: _____

5 Tips for networking: _____

Set 2

Read the selection below. Your instructor will assign you to do one or more of the following:

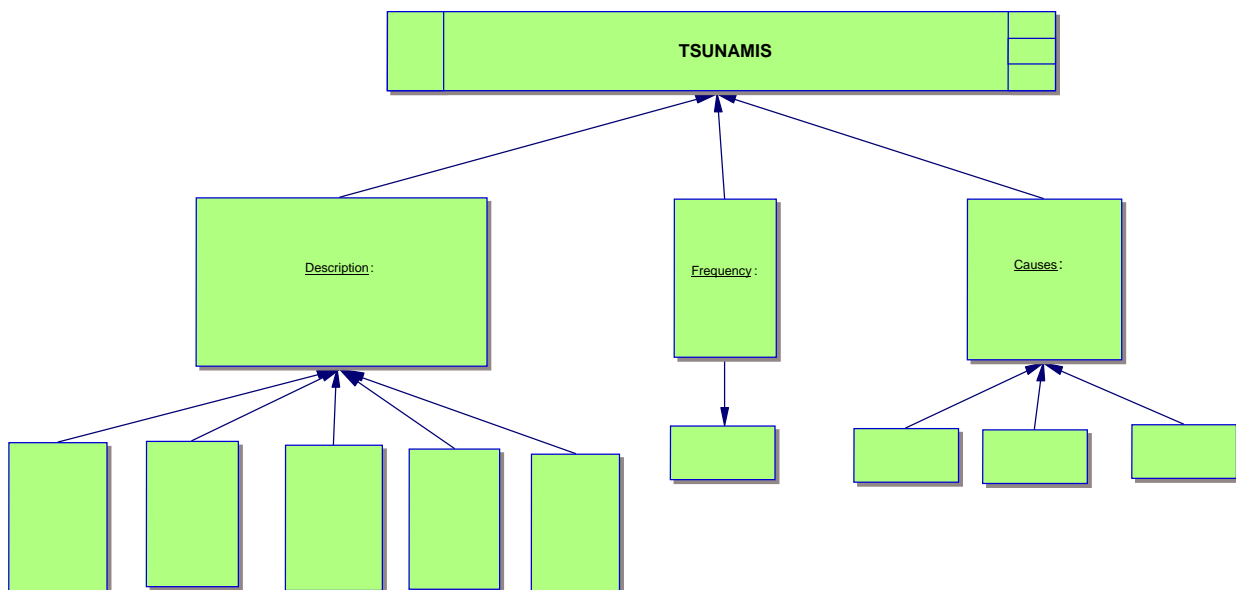
- On notebook paper, create an *informal outline* the selection. On your outline, be sure to indent less important information (the details), and write each detail on a separate line.
- On notebook or unlined paper, create a *study map*. Use the partially completed form below to get you started.
- On notebook paper or index cards, create *review cards*. Make one card for each of the three parts of the selection. Use the partially completed cards below to help you get started.

Tsunamis

What Is a Tsunami? A tsunami (tsK-näz m*) is a series of huge waves that cause massive destruction and loss of life when they hit a coast. The waves can be several hundred miles apart. More than an hour can elapse between the times the waves hit. Tsunamis can cross an entire ocean in only a few hours, however. In the open ocean, they travel at more than 600 miles per hour, faster than a jet plane. The waves themselves can be several hundred meters high by the time they hit land.

How Often Do They Occur? Although any tsunami makes news worldwide, they are rare. In fact, there are only about six of them every century.

What Causes a Tsunami? Most tsunamis are caused by underwater earthquakes. Only powerful earthquakes that register at least 6.75 on the Richter scale can cause tsunamis. Underwater volcanic eruptions can also cause a tsunami. So can an underwater “rock slide.” Although it is rare, a tsunami can also be triggered by an asteroid or meteoroid from space smashing into an ocean.



Review Cards

Card 1--Front

What is a tsunami?

Card 1--Back

Definition:

Characteristics:

Card 2--Front

Card 2--Back

Card 3--Front

What causes a tsunami?

Card 3--Back

- 1.
- 2.
- 3.
- 4.

ASSESS YOUR UNDERSTANDING

On notebook paper, write your answers to the questions below. How well do you think you understand the three study tools presented in this module? How did you do on the Module Check and the exercises? Could you explain outlines, study maps, and review cards to someone who is not familiar with them? Circle a number on the scale below to indicate how well you understand making *outlines*, *study maps*, and *review cards*.

1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Oops! I never got out of the dugout! Made it to first or second base. Hey, I hit a home run!

Now identify anything you still don't understand about outlines, study maps, or review cards. What do you still need to learn or need clarification on? Write your response on notebook paper.

For anything you don't understand or couldn't remember, what steps can you take to solve the problem? Do you need to reread? Ask a classmate or your instructor questions? Write the information down or review it some other way? Write your response on notebook paper.

These three study techniques, along with summarizing (which is presented in another module), are powerful techniques. They can enable you to learn more, remember more, and make higher grades. Be sure you understand them before you move on. You will probably discover that one technique works better for you, but you cannot make that decision unless you understand all of them.