Your College Experience Concise 12th edition Gardner Solutions Manual

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2 Time Management

Chapter Teaching Objectives

1. Discuss the importance of managing time effectively while attending college.

2. Describe strategies and tools for getting organized, such as planners, weekly timetables, and to-do lists.

3. Discuss common time-management problems in college such as procrastination and distractions.

4. Explain the importance of setting priorities and goals and the role time management plays in doing so.

5. Demonstrate how students can allocate their time wisely and make sure their college schedule works for them.

Timing of Chapter Coverage

It is critical that students actively engage in organizing their time from the outset of the academic term. Although some students may not appreciate the importance of developing skills in time management—at least not 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

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professionals use these tools in the world of work. Keep in mind that today's students find more usefulness in maintaining a planner than in filling out a schedule form. Also focus on how organizing one's time can assist in reducing stress.

Whereas good time managers usually know they are good 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 coteach this course, let these peers take the lead when presenting this topic, because students are more apt to listen to their peers than to their instructor.

Suggested Outline for Addressing Topics in Chapter 2

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

a. Present a lecture
b. Assign a self-assessment
c. Lead a discussion
d. Involve students in a group activity
e. Involve peer leaders
f. Assign chapter exercises
g. Assign a retention exercise
h. Engage students through case studies
i. 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
g. Prepare for testing

Step 4 Preview for next class

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Expanded Lesson Plan

Step 1 Lecture Launchers and Icebreakers

- For this exercise, you will need a package of mini Dixie 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 Dixie cup and one toothpick per student.

2. Tell the students that you are going to read them some questions. 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 Dixie 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 all your required textbooks for all your classes?
   - Are you keeping track of all your activities? (for example, keeping a planner)
   - 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? (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 right now for them? 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

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make sure they start out 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 too many holes. 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. 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 the Internet 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 of their class syllabi, have them create a schedule of all their term assignments and exams. (See Figure 2.1, Monthly Calendar.) 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 Minilecture
Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes
1. Managing Your Time
2. Taking Control of Your Time
3. Your Memory Cannot Be Your Only Planner
4. Using Time-Management Tools
5. Procrastination
6. Overcoming Procrastination
7. Dealing with Distractions
8. Setting Priorities
9. Find a Balance
10. Don't Overextend Yourself
11. Stay Focused

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12. Appreciating the Value of Time
13. Creating a Workable Class Schedule
14. Scheduling Your Classes in Blocks

b. Self-Assessment

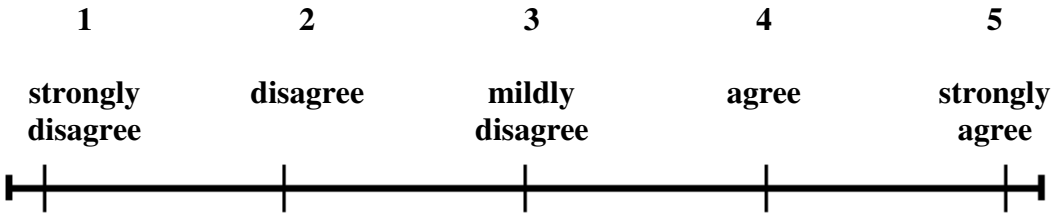
Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter.

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Chapter 2

Time Management 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 plan ahead using a planner or calendar app.

_____ I hand my work in on time.

_____ I am an independent person who needs little to no direction.

_____ School 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 college, work, family, and social activities.

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Feedback

- ***If students respond that they "strongly disagree" or "disagree" with 0–3 questions, you might provide the following feedback:***
  This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they "strongly disagree" or "disagree" with 4–5 questions, you might provide the following feedback:***
  This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered "strongly disagree" or "disagree," as this could be an indication you are having difficulties in these areas. 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:***
  This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out 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 our time where it counts (QII) and where there is limited stress (not in QI and QIII) and avoid where time is wasted (QIII and QIV). Although sometimes these other quadrants can't be avoided, you can use your time more efficiently if you reduce the number of activities that fall under these categories.

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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 based on urgency and importance.

	Urgent	Not Urgent
Important	**I**	**II**
Not Important	**III**	**IV**

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 "two-for-one" 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 teacher's expectations and the student's previous knowledge, organization, and ability, and can vary considerably from week to week. But it is important early in the term for students to understand differences in expectations between high school and college and to understand that teachers 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.

- **Tech Tip activity:** Ask students to download a free electronic calendar or phone app. Students should draw up a plan for the term and enter their weekly commitments into the calendar, highlighting their most important deadlines and activities. They should also transfer the information into Outlook, iCal, or a similar ShareWare program. Encourage students to try out the to-do list functions as well.

- **Goal-setting activity:** Have students choose one course this term as their "nonprocrastination" course. Explain that for this one course, they need to do

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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 or planner. 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

- Divide 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 calling on the phone, and so on. As a group, these students should work together to create a skit illustrating how the beleaguered student could gracefully (but firmly!) remove themselves from potentially distracting situations. Have each group perform their skit for the entire class. Then ask the class to critique each group's skit.

- 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 distraction 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 handle time-management problems effectively and discuss the challenges they see in each other's schedules. Students should discuss how they would arrange their schedules 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 nice resource for them to keep, since 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 time aside to study. Give a testimonial on how good time management is a major reason for your success as a student.

- Show students your method of time management (app, planner, daily schedule, etc.), and explain how these methods have been beneficial to you.

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- 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.

f. Chapter Exercises

The instructions for these exercises are listed in the Instructor's Annotated Concise Twelfth Edition at the front of the book (page IAE-6). Additional information is provided below.

- **Working Together: Comparing Class Schedules** This exercise may work best if you list some criteria that students can use to assess one another's schedules. Examples of such criteria would be planning to get to class on time; finding time to eat and exercise; using time between classes wisely; scheduling time for studying; avoiding distractions; and so on.

- **Exercise 2.1: Goal Setting** Ask students to list five goals they would like to set for themselves in the coming decade. Then have them identify two measurable objectives for achieving each of the goals they have set. It may be helpful to identify an example to present in class.

- **Exercise 2.2: Your Daily Plan** If the assignment is to be graded, specify what you want included (e.g., classes, appointments, obligations, items from their "to-do" list). It can also be helpful to ask students to write an evaluation of the usefulness of their planner as they currently use it and to brainstorm other ways that maintaining a planner can assist them in organizing and controlling their time.

  If students already maintain a planner (many have developed this habit in high school), consider giving them the option of photocopying a week from their planner, adding any required information that is missing, and turning it in as an assignment.

g. Retention Exercise

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

Tracking "Actual Time"
Some students will drop out of college because they are unable to manage the multiple commitments on their time. Help students become more aware of how they manage their time by using a weekly timetable (see example in Figure 2.2 in the text), a planner, or a calendar or app on their computer or phone to keep track of how they spend their time every hour for an entire week. Tell them to fill in every time slot. At the end of this week, ask students to count how many hours they spent on various activities. How many hours

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did they spend 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?

h. Case Studies

Tina

Tina's daily planner is filled in completely from 6:00 A.M. to 1:30 or 2:00 A.M. every day. And this schedule is not an exaggeration. Tina commutes 75 minutes each way to attend classes. 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 15 credit hours, including a laboratory science. Tina says she is so stressed that she is afraid she will never make it to final exams.

Discussion Questions

1. How might you respond to Tina's concern that she won't make it to final exams?
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 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?

Sarah

It's Friday, and Sarah just got a weekend extension on the history essay that was due today. Friday evening her boyfriend calls and says he wants to drive up and spend the weekend with her. She knows why he wants to come: It's because he's still nervous about them

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being in different cities. She doesn't think she can afford to socialize all weekend. She wonders if he understands how worried she is about her courses.

Discussion Questions

1. Should Sarah agree to the impromptu visit with from boyfriend?
2. What factors do you think led to Sarah's need for an extension in the first place?
3. How might Sarah better manage her time so that she can complete her assignments by the due date *and* still spend time with her boyfriend?

i. Video

Show the videos on *LaunchPad Solo for College Success* that correspond to this topic and portions of the comprehensive instructional video *French Fries Are Not Vegetables.* Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

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. Discuss strategies for managing their time.
2. Describe strategies and tools for getting organized, such as planners, weekly timetables, and to-do lists.
3. Discuss common time-management problems in college, such as procrastination and distractions, and strategies for overcoming these.
4. Explain the importance of setting priorities and goals and the role time management plays in doing so.
5. Discuss the importance of allocating time effectively, and create a day, week, and school term plan that works for them.

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 of task or deadline 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.

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- ***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 review the student profile of Abby York at the beginning of the chapter. Ask them to describe how they have prioritized school, work, and extracurricular activities in the past, and whether their priorities are likely to change in college, and why. Which aspects of their life will become higher priorities? Which will become lower priorities?

- Have students pretend they are personal consultants and write papers evaluating their current lifestyles and assessing how well they spend their time. The paper should include suggestions on ways to improve how they manage their lives. 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 personal contracts with themselves on how they wish to run their lives. The contracts should include steps for organizing their lives and

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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, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, 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 students, and provide an avenue for personal questions.

e. Web Resources

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

Digital Distractions
Search Terms: Stanford Digital Distractions in the Classroom
This blog post presents the issue of digital distractions in the classroom from the perspective of both students and professors.

Mind Tools for Time Management
Search Terms: Time Management Mind Tools
This Web site contains an index of articles on how to improve time-management skills.

Overcoming Procrastination
Search Term: Unstuck
Unstuck is a free app and blog which serves as a digital coach to overcome procrastination and roadblocks, and to achieve goals. The site also includes a blog which provides a wealth of advice and tips on how to get unstuck.

Printable Checklists
Search Terms: Printable Checklists
Direct your students to sites online where they can print out free "to-do" lists. Several sites also offer free, printable checklists for other activities, such as grocery shopping.

f. For More Information

Covey, Stephen. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change.* New York: Simon and Schuster, 2013.

Davidson, J. *The Complete Idiot's Guide to Time Management* (3rd ed.). New York: Alpha Books, 2003.

DeGraaf, J., ed. *Take Back Your Time: Fighting Overwork and Time Poverty in America.* San Francisco: Berrett-Koehler Publishers, 2003.

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Merrill, A., and R. Merrill. *Life Matters: Creating a Dynamic Balance of Work, Family, Time, and Money*. New York: McGraw-Hill, 2003.

Moore, M., and P. Hammerness. *Organize Your Mind, Organize Your Life*. Don Mills, Ontario, Canada: Harlequin Press, 2011.

Pychyl, Timothy. *Solving the Procrastination Puzzle*. New York: Jeremy P. Tarcher/Penguin, 2013.

g. Prepare for Testing

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 2 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

Step 4 Preview for Next Class
Chapter 3: Emotional Intelligence

Tell students the next class will be about emotional intelligence. If you choose to have students complete the Emotional Intelligence Questionnaire in advance, remind them to bring their results to the next class.

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