STUDY FOR SUCCESS
Study Skills Guide
A DEDICATION TO ALL WITT LEARNERS

"Whaia te iti kahurangi
ki te tuohu koe
me he maunga teitei"

If you should ever bow your head
let it be to the loftiest mountain"

There are many mountains you will have to climb, some little, some big. You wear a korowai which will protect you and give you the strength to soar over those mountains. Don’t let anything stand in your way. You will graduate and your whanau, hapu and iwi will feel your achievements as well. Your skills and knowledge will benefit us all.

Kia kaha
Kia maia
Kia manawanui

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INTRODUCTION

So you have decided to enter the world of tertiary education. Whether you are a young starter or a late bloomer, you are about to embark on a new lifestyle that is completely different from the world of school, work or raising a family.

Study is a commitment to a future - your future - and deserves all the serious attention that you can muster.

This study guide will provide some ideas about how to get started and how to deal with many of the aspects of learning that you are about to face as a student. It does not provide all of the answers; consequently there are other avenues for you to seek guidance and support:

- Your department tutor
- Learning skills tutor
- Library staff
- Campus counsellors
- Kopa Manaaki
- Study groups
- Study skills workshops
- Internet websites (Check the sites listed throughout this guide and page 31 “Study Skills Websites”).

For contact details see the Student Handbook or your A-Z Diary.

Welcome to the world of learning,
a place where we are all learning together.
SO HOW DO YOU GET STARTED?

Things to think about ..........

<table>
<thead>
<tr>
<th>Preparatory questions</th>
<th>Yes</th>
<th>No</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you sorted out clearly why you are studying?</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Have you discussed your reasons for studying with family and friends?</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Have you made a place at home to study?</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Do you have any learning issues that you may need help with?</td>
<td></td>
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<td>4-14</td>
</tr>
<tr>
<td>Have you thought about what is going to be required of you when studying?</td>
<td></td>
<td></td>
<td>6-7</td>
</tr>
<tr>
<td>Does your programme booklet make sense to you?</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Have you found out your best way to learn?</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Have you thought about any possible changes that may have to happen to help you meet your study habits?</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Do you know how to organise your week/semester/year of study?</td>
<td></td>
<td></td>
<td>13-14</td>
</tr>
<tr>
<td>Do you know how to use course notes and resources?</td>
<td></td>
<td></td>
<td>17-18</td>
</tr>
<tr>
<td>Do you know what is expected of you in your assessments?</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Do you know how to get the best results from your tests and exams?</td>
<td></td>
<td></td>
<td>20-22</td>
</tr>
<tr>
<td>Do you know how to write an essay?</td>
<td></td>
<td></td>
<td>23-24</td>
</tr>
<tr>
<td>Do you know how to write a report?</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Do you know what referencing is?</td>
<td></td>
<td></td>
<td>26-27</td>
</tr>
<tr>
<td>Do you know how to present your assignments?</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Do you know what plagiarism is?</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Helpful books to read</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Do you know where to find on-line (computer) resources?</td>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

If you answered ‘no’ to any of these questions it may be time to get help
(Refer to Page 4).
STUDY SURVIVAL TIPS

BEFORE YOU BEGIN

• Find out the demands of the course – talk to your prospective tutor.

• Talk about your study plans with your family and friends.
  When you begin studying, some of your interests and priorities may change so it is important that you discuss with your family and
  friends what you are trying to achieve and why. Make a place to study.
  Children and partners often do not appreciate a parent/partner not being available when they want them – make specific time for them.

• Be prepared to delegate.
  Delegation can mean the difference between success and failure.
  Trust your family and friends to do this with you - share tasks such as household chores and child minding.

• Plan your travel to WITT.
  Attending the first 10 minutes will make the next 40 minutes easier to understand.

• Car parks on campus are precious.
  Allow time to find a car park and to walk to class.

• Find out where the important places are.
  Take a walk around campus - find your classrooms, the library, lifts, computer labs, toilets, the Learning Centre, the Health and Wellness
  Centre, Kopa Manaaki, your department’s office and the Student Association.

STARTED CLASSES AT LAST!

• Get to know your classmates.

• Form a study group.
  Share understandings from class or readings.
  Do test preparation together.
  If you need help to do this, talk with your class tutor or Learning Centre staff.

• Attend all classes – going to classes has been proven to improve success!

• Prepare for class by reading your notes and any other required material from your last class.

• Have access to a dictionary and a thesaurus.
  If you do not own one, there are some in the library or you can go online
  (refer to Page 31).
THE FIRST SIX WEEKS

• **Ensure you have a copy of your timetable**
  Informing you of where you need to be and when – time, class, room and tutor.

• **Read your course descriptor and course outline.**
  (Refer to Pages 8 - 10 of this booklet for guidance).

• **Put a semester/yearly study plan in place (use your year planner/diary).**
  In your diary, record all known assignment dates, personal and class events  (forgetting a wedding anniversary can be disastrous).
  Don’t forget to allow time for family commitments, relaxation and recreation.

• **Attend Learning Centre study skills workshops.**

• **Look after yourself.**
  Eat well, get plenty of sleep and exercise.

• **Need Help? Make appointments early.**
  (Refer to your student handbook).
  Don’t leave it to the last minute!.
  When in doubt, ask!!!

• **HAVE FUN!!!!**
UNDERSTANDING YOUR PROGRAMME BOOKLETS

THE COURSE DESCRIPTOR

- Each course within your programme has a course descriptor which provides you with information relating to your course.
- Make sure you have one for each course or module you have enrolled in and become really familiar with them.

EXPLANATION OF TERMS

Programme Title: The programme (qualification) that your course or papers fit into.
Programme Code: Each programme has a number for administration purposes.
Course Title: The name of your course/module/paper.
Course Code: Each course has a number for administration purposes.
Credit Value: Credits for this course – usually 10 learning hours = 1 credit.
Level: Level of this course – certificate, diploma or degree and reflects skill.
Weeks: Lists the dates the course will run which is then broken down into class contact, self directed and total hours required to successfully complete the course.
Class contact hours: How many hours you spend in class?
Self-directed hours: How many hours you work on your own?
Total learning hours: The total hours needed for your course?

Rationale for allocation of hours: Explains how the hours of the course are worked out.
NQF Unit Standards: A list of the unit standards you can gain from your course (refer to page 9)
Purpose: What the course is for and the reasons for it.
Prerequisites: Lists experience or qualifications needed before the course.
Entry Recommendations: Any skills/knowledge you should have before the course.
Learning Outcomes: A list of skills and knowledge that you are expected to have developed on completion of the course.
Content/Main Topics: The topics covered to achieve the learning outcomes.
Basis of Assessment: States how you will be assessed.
Competency based – unit standards - tests.
Achievement based – assignments, tests and exams.

Assessment Schedule

<table>
<thead>
<tr>
<th>Content/topic</th>
<th>Content weighting %</th>
<th>Learning Outcome</th>
<th>Assessment weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of elements or subjects within the course.</td>
<td>Shows how important each item is to the course and the time to be spent on it.</td>
<td>Shows which of the learning outcomes listed will be met by completing this topic.</td>
<td>Shows what each assessment is worth for example, 40% means it is worth 40% of the course marks.</td>
</tr>
</tbody>
</table>

Assessment Programme: (Shows all the assessment tasks, timing and weighting.)

<table>
<thead>
<tr>
<th>Task (Example below)</th>
<th>Timing of assessment in this course</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Due end of week 8</td>
<td>40%</td>
</tr>
<tr>
<td>Exam</td>
<td>Week 12</td>
<td>60%</td>
</tr>
</tbody>
</table>

Learning and Teaching Resources: Any essential reading, computer software etc., which is required for the course.
THE COURSE OUTLINE
The course outline provides more detailed information about your course and should be read with the course descriptor. It contains:

- The course title and code.
- Tutor/coordinator contact details – name, classroom, contact details (phone number and email) and office hours.
- The course schedule: weeks, dates and content.
- A summary of assessment and how it will be marked and graded.
- Any additional information about how to present your work.
- Marking criteria for each assessment– this shows what you have to do to achieve each of the grades, the assessment topics and their purposes.
- Any health and safety information that you are required to be aware of.

These should have been given to you during the first week of your course.
KNOW YOUR WAY AROUND UNIT STANDARDS

There are ten levels involved in a qualification in New Zealand secondary and tertiary qualifications. The levels depend on the complexity of learning and are monitored by the New Zealand Qualifications Authority (N.Z.Q.A.).

 Levels 1-3 are based on senior secondary education and basic trades training.
 Levels 4-6 approximate to advanced trades, technical and business qualifications.
 Levels 7 and above equate with advanced graduate and postgraduate.

To find further information visit: http://www.nzqa.govt.nz/for-learners/index.html.

The following are terms that are associated with NZQA unit standards

- **elements** The course is broken into chunks, each chunk is an element.
- **learning outcomes** What it is expected that students will know by the end of the course.
- **credit** The estimated time needed for a typical learner to show they can meet the outcomes (1 credit usually takes 10 hours).
- **field** A broad area of learning such as “Communication”.
- **sub-field** Smaller topics which are taught from within the field.
- **accreditation** Teaching organisations that have been approved by N.Z.Q.A. to teach units on the framework.
- **moderation** Evaluation of individual programmes to ensure consistency of assessment across organisations providing the same courses.
- **performance criteria** A statement against which an outcome is assessed.
- **record of learning** A historical record of all the learning outcomes achieved by a learner.
SO HOW DO I LEARN?

Learning Styles Preference
Everyone has their preferred way of learning. Highlight your strongest preferences below.

<table>
<thead>
<tr>
<th>Visual Learners</th>
<th>Auditory Learners</th>
<th>Kinaesthetic Learners (hands on)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy doodling - my notes have lots of pictures and arrows in them</td>
<td>My written work doesn’t look tidy as it often has cross-outs and rub-outs</td>
<td>I don’t like to read directions; I’d rather just start working</td>
</tr>
<tr>
<td>I remember something better if I write it down</td>
<td>It helps to use my finger as a pointer when reading to keep my place</td>
<td>I learn best when I am shown how to do something and then can practice</td>
</tr>
<tr>
<td>I often get lost or am late if I don’t write down the directions told to me</td>
<td>Books with very small print and/or poor copies are tough for me to read</td>
<td>Studying at a desk is not for me</td>
</tr>
<tr>
<td>When trying to remember someone’s telephone number or something new it helps me to get a picture in my mind</td>
<td>I understand how to do something if someone tells me rather than having to read the same thing to myself</td>
<td>I tend to solve problems through a more trial-and-error approach rather than from a step-by-step method</td>
</tr>
<tr>
<td>If I am taking a test, I can ”see” the textbook page where the answer is</td>
<td>I remember things that I hear, rather than things that I see or read</td>
<td>Before I follow directions, it helps me to see someone else do it first</td>
</tr>
<tr>
<td>It helps me to look at the person while listening. It keeps me focused</td>
<td>Writing is tiring. I press down too hard with my pen or pencil</td>
<td>I find myself needing frequent breaks while studying</td>
</tr>
<tr>
<td>When I was young I had help with my speech</td>
<td>My eyes get tired fast, even though the optician says my eyes are ok</td>
<td>I am not skilled in giving verbal explanations or directions</td>
</tr>
<tr>
<td>It’s hard for me to understand what a person is saying when there are people talking or music playing</td>
<td>When I read, I mix up words that look alike such as “them” and “then” and “bad” and “dad.”</td>
<td>I do not become easily lost, even in strange surroundings</td>
</tr>
<tr>
<td>It’s hard for me to understand a joke when someone tells me</td>
<td>It’s hard for me to read other people’s handwriting</td>
<td>I think better when I have the freedom to move around</td>
</tr>
<tr>
<td>It is better for me to get work done in a quiet place</td>
<td>If I had the choice to learn new information via a lecture or text, I would choose to hear it rather than read it</td>
<td>When I can’t think of a specific word, I’ll use my hands a lot and call something a “what-cha-ma-call-it” or a “thing-a-ma-jig.”</td>
</tr>
</tbody>
</table>
## Hints for each type of learner

<table>
<thead>
<tr>
<th></th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinaesthetic Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn by</td>
<td>Someone showing me</td>
<td>Hearing instructions</td>
<td>Trying it myself</td>
</tr>
<tr>
<td></td>
<td>Likes description</td>
<td>Likes plays (theatre) and dialogue</td>
<td>Likes action stories Not really interested in reading</td>
</tr>
<tr>
<td>Reading</td>
<td>Imagines the story and pictures</td>
<td>Moves lips while reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>Looks at the word to see if it looks correct</td>
<td>Says the word when spelling</td>
<td>Writes the word to decide if the word “feels” right. Weak spelling</td>
</tr>
<tr>
<td>Hand Writing</td>
<td>Good (size and appearance is important)</td>
<td>Handwriting was poor when young. Writes lightly</td>
<td>Good when there is a lot of space on the page. Presses hard on the pen</td>
</tr>
<tr>
<td>Memory</td>
<td>Remembers faces, forgets names</td>
<td>Remembers names, forgets faces</td>
<td>Remembers the activity, not what was seen or talked about</td>
</tr>
<tr>
<td></td>
<td>Takes notes</td>
<td>Repeats things aloud</td>
<td></td>
</tr>
<tr>
<td>Distracted by</td>
<td>Movement and untidiness</td>
<td>Sounds</td>
<td>Movement and sound</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Writes down problems</td>
<td>Talks about problems alone or with others</td>
<td>Attacks problem physically</td>
</tr>
<tr>
<td>Nothing to do</td>
<td>Looks out the window</td>
<td>Hums.</td>
<td>Moves around</td>
</tr>
<tr>
<td></td>
<td>Draws pictures</td>
<td>Talks to people</td>
<td></td>
</tr>
<tr>
<td>New Places</td>
<td>Looks around</td>
<td></td>
<td>Tries things out, touches things</td>
</tr>
<tr>
<td>Emotions</td>
<td>Face communicates emotions</td>
<td>Voice communicates emotions</td>
<td>Body communicates emotions</td>
</tr>
<tr>
<td>Communication</td>
<td>Quiet</td>
<td>Likes listening and talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses simple descriptions</td>
<td>Uses long descriptions</td>
<td>Likes to move when speaking Not interested in talking about details</td>
</tr>
<tr>
<td>Imagination</td>
<td>Very detailed imagination</td>
<td>Imagines sounds</td>
<td>Imagines activities</td>
</tr>
<tr>
<td>Art</td>
<td>Likes paintings and detailed art</td>
<td>Likes music and talking about art</td>
<td>Likes sculpture and touching art</td>
</tr>
</tbody>
</table>

(Adapted from Modality Questionnaire, Muskingum College, 1998).

### For a more in-depth look at how you learn:
- WITT Learning Centre: Learning Styles booklet or a Personal Learning Plan.
- Visit:  
  - muskingum.edu/%7Ecal/database/psinventory.html
MANAGING YOUR TIME

THE DIFFERENCE BETWEEN SUCCESS AND FAILURE

<table>
<thead>
<tr>
<th>Do you know how to organise your time?</th>
<th>Yes</th>
<th>Unsure</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know how you currently use your time?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Have you ever done a daily monitor on your time?</td>
<td></td>
<td></td>
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<tr>
<td>Are there any benefits to using a year planner/diary?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Are there times in your life when you need to isolate yourself to study?</td>
<td></td>
<td></td>
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<tr>
<td>Have you organised a quiet space to do your home study?</td>
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<tr>
<td>If you have 3 assignments due in the same week, can you prioritise?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Do you know how long you like to work at one time?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- You are about to change your life style!
- You will have to do some study at home.
- You will have to adjust your priorities to meet your new study schedule!

Our goal is to help you become aware of managing your time as a tool for organising, prioritising and succeeding in your studies in a lifestyle that has many competing activities such as family, friends, study and work, etc.

Try the following exercise and see how you are going.

DAY PLANNER:
- Review how you spend your time,
- Prioritise your goals and objectives
- Compare the two

Determine how you spend a “typical” 24-hour day: enter the hours or parts of hours for each activity, subtract the amount from the total:

<table>
<thead>
<tr>
<th>Daily Activities:</th>
<th>Hours spent</th>
<th>Hours Left start @ 24</th>
<th>Daily Activities:</th>
<th>Hours spent</th>
<th>Hours left start @ 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping:</td>
<td></td>
<td></td>
<td>Exercise/sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal care/grooming:</td>
<td></td>
<td></td>
<td>Transportation (school, work):</td>
<td></td>
<td></td>
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<tr>
<td>Meal preparation /eating/clean-up:</td>
<td></td>
<td></td>
<td>Work/internship:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family commitments:</td>
<td></td>
<td></td>
<td>Classes:</td>
<td></td>
<td></td>
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<tr>
<td>Socialising/entertainment (with friends):</td>
<td></td>
<td></td>
<td>Studying:</td>
<td></td>
<td></td>
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<tr>
<td>Relaxing/TV/video games, etc. (alone):</td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
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</tr>
</tbody>
</table>

If you find that there are not enough hours in the day, you will have to make choices about which areas need to change. This is always a difficult decision and different for each student.
WEEKLY PLANNER

Now look at a week in your life – see how you use your time!

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Once you have established how you use your time and what your priorities are, it is time to create a semester or year plan. You will need to do this so that you can organise your preparation time for your assignments and tests/exams. If you are prepared, you will not get quite so upset when the unexpected happens. A year planner is in the A-Z Student Diary.

Important information to include in your year plan:

- Important family dates: family birthdays, wedding anniversaries, etc
- Assignment due, assessment and test dates
- Holidays, sporting and cultural events

FIRST SEMESTER/YEARLY PLANNER

Have a go and practise planning the first semester or year!

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>April</td>
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Need more help? Try one of the following:

- The Learning Centre’s learning skills tutors (one-on-one or email)
- Time management study skills workshops
- Websites such as: http://owl.english.purdue.edu/handouts/index.html
  www.iss.stthomas.edu/studyguides
HOW DO I GET THE KNOWLEDGE?

Attend all classes as this is where you will encounter many ideas and new information

- Listen in class
- Participate in discussions
- Read widely on the topic
- Take notes

Make sense of what you hear and read in order to LEARN!

Understanding is the key to 'real' learning

- Ensure that you understand your course material before you leave the classroom.
- Ask questions or find out where you can find more on the subject.
- Knowledge builds from understanding rather than just being taken in.

Listening tips

Ten questions to ask yourself while listening in class

1. What is the tutor saying; what does it really mean?
2. How does that relate to what has been said/read before?
3. Where is this going; what's the point being made?
4. How is that helpful; how can I use this?
5. Does this make any sense?
6. Am I getting the whole story?
7. Is anything being left out?
8. If it is, why is not included?
9. Do I understand what is being said or should I ask for clarification?
10. Where can I find out more to help my understanding?

For more information:
www.northshore.edu/services/support/study_sk/listen_notes.pdf
Participate in discussion

Some advice

• Don’t be afraid to have your say during classroom discussions but be sure that your opinion is based on a careful reading, class discussions, experts in the topic as well as your own experience.
• Listen carefully to what everyone is saying (both tutor and other students).
• Show respect for others’ opinions and expect to be respected for yours.
• Stating your well-informed opinion is important to your evaluation because it is one of the many ways you show what you have learned in the classroom.
• Focus your discussion on your study of the topic, your reaction, your opinion and your ability to understand other points of view.
• Mark or make notes of the points you wish to answer, discuss or question. Remember: a question is just as valuable as an opinion in the course of discussion and is probably shared by your classmates. Questions also reveal that you are trying to understand others as well as trying to be understood.
• Introduce your contribution with a quick summary of the discussion or point (“As I understand it....”) Restating the main idea shows that you are trying to understand and reveals where you are in your understanding.
• Keep your comments to the point and don’t hesitate to refer to your notes. Logic is not a speed test.
• After you have spoken, it is appropriate to ask for feedback (“Do you understand my point? Do you agree?” “What do you think?”). (adapted from Zimmerman, 2001).

Reading

Helpful strategies for reading with understanding:

1. Scan the article -
   • Read the introduction
   • Look at pictures, diagrams, cartoons and graphs
   • Read the conclusion or summary

2. Go back – read the article
   • Pause – think – reflect
   • Take notes
   • Re-read for anything missed or not understood

3. Read with a pencil/pen/highlighter in your hand
   • Underline
   • Highlight
   • Number facts
   • Notes in margins or sticky backed note paper
     (if not your book)
   • Make a list of new words and their meanings.


5. Don’t read for too long (15 – 20 minutes), short bursts help concentration.
Writing notes

The essentials

- Note down the essential ideas and facts - not every word
- Write key words - expand later
- Look for patterns and key ideas
- Use your own words, not the lecturers
- Copy all diagrams and graphs
- Don’t be afraid to be non-linear
- Make your writing readable
- Leave blank spaces - you’ll expand later

Three examples of note-taking

Compare the following three examples and sort out which would be easiest for you to understand and learn from? There is no one right way – just ensure it has meaning for you!

Example 1: “Acupuncture” in full text

The idea is actually 5,000 years old, originating in China and based on the principle of meridian lines which correspond to the flow of life energy through a person’s body. “Needling” certain points on the body along the meridians can relieve pain and even cure disease. This method has often worked where conventional medicine has failed. The acupuncturist inserts very fine stainless steel needles lightly into the flesh of chosen points. The needle sets up some kind of nervous impulse along the meridian which eventually causes a response in the corresponding organ or part of the body. The nervous impulse sent to the brain blocks out the pain which is coming from the affected area.

Example 2: “Acupuncture” in Note Format

(i) What is acupuncture?
- idea 5,000 years old, originating in China
- based on meridians corresponding to flow of life energy through the body
- used to relieve pain, cure disease
- often used when conventional medicine failed

(ii) How does it work?
- Insertion of very fine needle (stainless steel) lightly into flesh at point of meridian
- needle sends message to brain and blocks pain
Example 3: “Acupuncture” in Mind Map format

**ACUPUNCTURE**

**ORIGIN:**
- 5000 years old
- originated in China

**PROCESS:**
- Needles (Stainless Steel) inserted through flesh or meridian
- message sent to brain
- blocks pain

**PURPOSE:**
- To relieve pain
- Cure disease
- Used when conventional medicine unsuccessful

**BASED ON:**
- Meridians control of life flow through body

NOTE!!!
If you find yourself rewriting notes – ask yourself - is this for learning or to ensure it looks nice? Prioritise your time!

**Take charge of your learning**

i) The tutor gives you information.
ii) You think about it – link it to what you already know.
iii) You challenge it when you do follow up reading.
iv) You react to it (both intellectually and emotionally).
iv) You ask questions in class and in discussion.
v) You re-assess what you think you know – look for patterns, use examples.
vi) If something is not understood or confusing – ask your tutor.
vii) PERSISTENCE IS THE KEY TO SUCCESS!

**THIS PROCESS WILL MAKE YOU AN ACTIVE LEARNER!!**

For more information

- Visit the WITT Learning Centre
- Visit websites:
  - www.northshore.edu/services/support/study_sk/listen_notes.pdf
  - owll.massey.ac.nz?index.htm
  - www.iss.stthomas.edu/studyguides/
  - www.harvardwestlake.com/students/studyskills/chapter2.html

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HOW WILL I BE ASSESSED?

Assessment is carried out in a variety of ways depending upon the department you are in and the course you are taking. You could be asked to do:

- Tests
- Exams
- Oral presentations
- Posters
- Essays

Your ability to understand what is being asked of you is the most important part of any assessment. It may be the difference between an 'A' and a 'D' or an 'achieved with merit' and a 'not yet achieved'.

Answering questions

All questions have three elements that are equally important:

- What do you have to do? (action words).
- What is the main topic? (topic words).
- What are the boundaries of the question? (context for the question)

It is often helpful to make clear in your mind what a tutor wants or for an essay create a chart to summarise what is required.

<table>
<thead>
<tr>
<th>Action words (what do I have to do?)</th>
<th>Topic words (what do I have to do it to?)</th>
<th>Boundaries (or limits of the question)</th>
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<tbody>
<tr>
<td>Identify</td>
<td>Type of play</td>
<td>Observed</td>
</tr>
<tr>
<td>Describe</td>
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<tr>
<td>Identify and describe</td>
<td>It's importance to development</td>
<td>Theory and research</td>
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</table>

Look closely at the examples that follow:

i) **Nursing or child development**

Identify and describe the type of play observed and its importance to a child’s development with reference to theory and research.

<table>
<thead>
<tr>
<th>Action words (what do I have to do?)</th>
<th>Topic words (what is the topic?)</th>
<th>Boundaries (or limits of the assignment)</th>
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<td>Theory and research</td>
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ii) **Art History**

Review the art of an international artist whose work has impacted on a New Zealand artist. Describe the impact on style, materials used and the use of colour.

<table>
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<tr>
<th>Action words (what do I have to do?)</th>
<th>Topic words (what is the topic?)</th>
<th>Boundaries (or limits of the assignment)</th>
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<tbody>
<tr>
<td>Review</td>
<td>Art of an international artist</td>
<td>Impacted on NZ artist</td>
</tr>
<tr>
<td>Describe</td>
<td>Impact</td>
<td>Style, materials used, use of colour.</td>
</tr>
</tbody>
</table>

iii) Once you have done this, you should know exactly what your tutor wants. If you are still unsure, check your chart with your tutor.
Understand Action Words

Action words tell you what you have to do. There are three main types: information words, relation words and interpretation words.

i) Information Words - ask you to show what you know about a subject:
   - **define**  
     Give the exact meaning - sometimes more than one meaning
   - **explain/describe/examine**  
     Explain the main points in detail. It will often be helpful to define, compare, contrast, summarise, and - especially - to illustrate and analyse ideas.
   - **illustrate**  
     Explain the ideas with the help of examples. (Your answers will have phrases such as ‘For example’ and ‘This is shown by …’).  
   - **summarise**  
     Briefly list the important ideas you learned.
   - **trace**  
     Give a step-by-step account. (Your answer might have phrases such as ‘There are five stages by which …. The first stage is when …’).
   - **research**  
     Gather material from many outside sources, and analyse what you have found.

ii) Relation Words ask you to show how things are connected.
   - **compare**  
     Show how two or more things are similar/different.
   - **contrast**  
     Show how two or more things are different.
   - **apply**  
     Use details that you’ve been given to demonstrate how an idea, theory, or concept works in a set situation.
   - **discuss**  
     ‘Discuss’ means to come to a conclusion about an issue, giving reasons for your view.
   - **relate**  
     Show or describe the connections between things.

iii) Interpretation Words ask you to give an opinion that is supported by evidence, use examples, definitions, and concepts from class/ research.
   - **assess**  
     Summarise your opinion and measure it against something else.
   - **prove, justify**  
     Give reasons or examples to demonstrate how or why something is the truth
   - **evaluate, respond**  
     State your opinion of the subject as good, bad, or some combination of the two, with examples and reasons.
   - **support**  
     Give reasons or evidence for something you believe (be sure to state clearly what it is that you believe)
   - **synthesize**  
     Bring two or more ideas together, not only saying how they are the same or different—but provide a reason for them.
   - **analyse**  
     Show the relationships between ideas. Many relationships are causes and effects and therefore, many sentences will have phrases such as ‘because’, ‘as a result’ and ‘A leads to B because of C’.
   - **argue**  
     Take a side and defend it with evidence against the other side.

For more information visit:  [www.unc.edu/depts/wcweb/handouts/readassign.html](http://www.unc.edu/depts/wcweb/handouts/readassign.html)

Tests and Exams

There are three equally important parts to a test or an exam.

A. Preparing for the test or exam

i) **Find out about the test from your tutor:**
   - What will the test cover? What is important?
   - The length of the test – (1 hour, 2 hours, etc.).
   - Date and time of the test.
   - How many and what types of questions will be in the test? – (multi-choice, short answer, etc.).
ii) Organise study materials and schedule study time

- Collect your class notes, textbook notes, assignments, past quizzes, lab notes, etc., checking that none of the material is missing.
- Divide material into manageable units.
- Work out how much time you need to study each piece of work.
- Organise short blocks of study time rather than long blocks as you will learn and retain far more.

iii) Anticipate test questions

- Refer to past tests in the course.
- Turn learning objectives into questions.
- Check your textbook for study questions, problems, or case studies.
- Use the study guide, if there is one.

iv) Work with the material.

- Actively work with your notes - write, draw, discuss, practice and use memory techniques using all your senses - the more active you are, the more likely you will learn the material.
- Create study charts or mind maps, outlining course content and grouping important points, facts and ideas that relate to each topic.
- Join a study group so that you can discuss and share your ideas.
- Say material out loud to yourself - check if it is right – correct or add to it.
- Write cue cards with important information, examples and definitions on them. Carry them with you all the time and refer to them during the day.
- Create memory techniques:
  - Poems or rhymes: Columbus sailed the ocean blue in fourteen hundred and ninety two.
  - Acrostics: Richard Of York Gave Battle In Vain (rainbow colours Red, Orange, Yellow, Green, Blue, Indigo, Violet)
  - Word Part Clues: Practice or practise - c = clinic where the doctor practices s = skipping
  - Visualise: Make a picture in your mind of a cell as a little M & M lolly, each part linked to what your body does, i.e. brain = nucleus, muscles = mitochondria, skin = cell membrane, etc.
- Test yourself

B. Taking the test - general test strategies

- Arrive early: - Plan to arrive 10 to 15 minutes before the test starts.
- Make memory notes: - As soon as the test is handed out, quickly jot down on the back of the test any material you are worried about forgetting (a definition, a formula, a date).
- Preview the test: - Skim through the test, looking at the type and number of questions asked. Anticipate the content of the test and budget your time.
- Budget your time: - Decide roughly how many minutes you can allow for each question or section so that you finish the test.
- Carefully read directions: - Make sure you know what you have to do before you start. If the directions are unclear or ambiguous, ask. When you are nervous, you tend to rush which results in either misreading directions or not reading them at all.
- Do easy questions first: - Do not waste energy worrying about the questions that you do not know. Answer first the easy questions and return to the more challenging ones.

C. Learning from the test

- Identify what you did well.
- Identify what you could have done better.
- Analyse any errors you made and work out how to do better next time.

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Common mistakes made by students:

- Misread or misunderstood the question.
- Knew the material but was unable to recall it.
- Did not study thoroughly enough.
- Studied the wrong material.
- Answer poorly organised
- Not enough supportive evidence in an essay
- Poor spelling, punctuation and grammar
WRITING ESSAYS

Essay writing can be a challenging but rewarding experience, which requires you to really think about what you are learning. It involves making and following a plan.

The following is an overview of the process.

1. CAREFULLY PLAN YOUR ESSAY
   i) Create an essay planning chart
      Three Headings:
      What do I do? (describe, analyse etc)
      What do I do it to? (What do I describe?)
      What are the boundaries of the topic?
   ii) Put the essay topic onto the chart
      Check for further information and clues for content for the purpose of the unit and the marking schedule.
   iii) Create a basic plan or mind map of what you expect to include and write headings to help you organise your content. Be prepared to alter it if needed.
   iv) Read widely and choose potential quotes as you read:
      Write a reference list as you go. Note which readings have the same ideas, this gives 2 references for the same idea and makes your argument stronger.
   v) Organise your notes logically under your essay headings.
   vi) Time to write your first draft
      Getting started is often the hardest part - if you find it hard to get started, write an overview of what you want to write.
      Write topics in the order listed
      Pull it all together with linking sentences

2. FIRST DRAFT
   i) Organise your theme or argument and check it against your basic plan, essay topic and marking schedule
   ii) Decide which words need defining so that you and the market have common understandings.
   iii) Classical structure:
      State your view, prove it with examples; state arguments against it; conclude.

3. OTHER DRAFTS
   This may be one more or several more, depending on how satisfied you are with it.
   i) Check word count - reduce, reduce!
   ii) Check each idea follows logically
   iii) Check for any repetition, ambiguity and use of references.

4. CONCLUSION
   i) Summarise points made in the essay.
   ii) Restate your position with confidence
   iii) Ensure it relates to the essay topic.
   iv) No new content!!

5. INTRODUCTION
   i) Time to write your introduction as you now know what the essay is about.
   ii) Map out the main ideas and give the overall idea of where you are going.
   iii) Define key terms

6. REFERENCING
   i) List all books/articles etc, mentioned in your essay.
   ii) Use the Referencing booklet for details.

7. PROOF READING
   i) Read or have it read out loud to check it makes sense, the grammar, punctuation and spelling are correct.
   ii) Do not reply solely on the computer, read the essay backwards to check spelling.

8. PRESENTATION
   [EASY MARKS]:
   i) Use computer presentation as it provides clarity and ease of reading for the market increased marks?
   ii) Set up page setup before you begin

9. TIME TO HAND IN

[Diagram of essay writing process with steps 1-9]
The writing of an essay follows a fairly **standard format**.

There are basically three sections:
- an introduction,
- body
- conclusion.

Look at the diagram and the notes following to gain some idea of how an essay develops.

---

**ESSAY**

�풀리그 اختوب

I. INTRODUCTION
   - General Statements
   - Thesis Statement

II. BODY
   - A. Topic Sentence
     1. Support
     2. Support
     3. Support
     [Concluding Sentences]
   - B. Topic Sentence
     1. Support
     2. Support
     3. Support
     [Concluding Sentences]
   - C. Topic Sentence
     1. Support
     2. Support
     3. Support
     [Concluding Sentences]

III. CONCLUSION
   - RESTATEMENT OF THE main points; final comment

**PARAGRAPH**

- Topic Sentence
  - A Support
  - B Support
  - C Support
  - Concluding Sentence

Note: The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement.

(Treston, Calder & Bode (2002))

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**For further information:**
- The Learning Centre: ‘assignment writing’ and ‘referencing’ booklets
  - One to one help
  - Pathways to Learning Study skills programmes
- Books, journals, databases and the web in the WIT library
- The websites listed in this booklet are a great place to start.
- On line: [www.unc.edu/depts/wcweb/handouts/readassign.html](http://www.unc.edu/depts/wcweb/handouts/readassign.html)
REPORT WRITING

What is a report?

A report provides information needed for discussions, meetings and making decisions. It informs, analyses, makes suggestions and often provides recommendations. It should be well researched, clearly written, logical, concise and presents conclusions simply and clearly. To be effective, it should be targeted at its intended readers. How they are structured can vary. Check with your department for the format that is required.

One possibility of a report structure using a table of contents to show numbering and format:

- The document has a cover page, which shows the title of the report, the date and the author.
- Each section is on a new page.


REFERENCING

Referencing is when you acknowledge in your work, that you have used someone else’s words or ideas. There are two parts to the process:

i) Referencing in your writing

Indirect quotes (citing):
Using someone’s ideas but not their actual words.

Direct Quotes (quoting):
Using someone else’s exact words.

Spender (1990) suggests that women’s work at home has often been dismissed by society at large because it not always recognised as real work. (Author and date of publication are listed in the text).

“Vast areas of female ‘work’ have been ignored to the extent that trying to include them in the male defined parameters of what constitutes work would be ridiculed” (Spender, 1990, p. 69).

OR

Women’s work at home has often been dismissed by society at large because it not always recognised as real work (Spender, 1990).

Note: There is no highlighting

Indirect quotes have author and year

Direct quotes have author, year and page

ii) The reference list at the end of your work

When writing, you may refer to the many books and journals that you have read. At the end of your assignment, you should list (surnames listed alphabetically) all the books etc., mentioned in the assignment.

There is a basic process you follow.

The examples on the right follow the APA system.

The reference list will include:

For books:
Author’s surname, author’s initials, the date of publication, the title of the book, the place of publication and the publisher.


For journals and magazines
Author’s surname, author’s initials, the date of publication, the title of the article, the title of the journal or magazine, the volume, number and page numbers.

For a web based document:
Author’s surname, author’s initials, the date of publication, the title of the article, the date you retrieved it from the web and the web address.

Some referencing systems also use footnotes at the bottom of the page. Check with your department which referencing system you are to use. Check on page 31 for websites about each system or the APA Referencing Guide from the Learning Centre.

NOTE: It is important to check out the punctuation within the reference list.
REFERENCING SYSTEMS

Differing institutions have their own preferred style. Check with your course handbook on the required style before writing up and submitting your work.

The five main styles are listed below in alphabetical order:

American Psychological Association (APA)
- Purdue University: http://owl.english.purdue.edu/handouts/research/r_apa.html

Chicago Writing Style
- Milwaukee School of Engineering: http://www.msoe.edu/gen_st/style/
  http://www.bedfordstmartins.com/online/cite7.html

Harvard Referencing Style
- University of South Queensland: http://www.usq.edu.au/library/resources/genref/harvardprint.htm
- University of Sheffield: http://www.shef.ac.uk/library/libdocs/hsl-dvc1.html

Modern Language Association (MLA)
- Online writing Lab (OWL) Purdue University: http://owl.english.purdue.edu/handouts/research/r_mla.html

Vancouver Referencing Style

Generic sites: provide access to many referencing systems.
- http://www.bedfordstmartins.com/online/citeappxa.html
- http://memorial.library.wisc.edu/citing.htm
- Purdue University Owl writing lab is very comprehensive.
- Monash University sites provide a Virtual Librarian to take you through the processes.

NOTE: Being selective about the sites you use is a professional responsibility. Choose with care and check the sites validity. For example, is it advertising? Have you heard of the author? What date was it produced etc?
ASSIGNMENT PRESENTATION TIPS

i) Always check the course guidelines for your tutor/departmental expectations, for example: left margins, double spacing requirements, referencing layout (hanging indents), where to number pages and place your student ID number, number of words and due date, etc.

ii) Read your assignment out loud – is it easy to read or are there parts where you stumble?

iii) Write the main point of each paragraph in the margin. Do the ideas flow logically on from each other? Have you discussed the same topic in two different places (other than in the conclusion)? Have you linked each paragraph to the one before and after?

iv) Check the length of your sentences – Are there too many long or short sentences? Are there any words that really do not need to be there (redundancies)?

v) Have you varied the way you start your sentences or do many of them start the same way? Look for sentences with weak openings such as “This is” or “There are..” or “It is”.

vi) Have you included any first-person pronouns? (I, we, my, our, me, ours, etc.) (The answer should be “no”).

vii) Have you used jargon, slang, clichés or abbreviations like won’t, can’t etc?

viii) Are there any sentences that could have two meanings (ambiguities)?

ix) Have you used any gender biased language? (he, she, him, her, etc).

x) If you use a computer spell checker, remember it only underlines (in red) spellings that are not words. It cannot tell the difference between ‘there’ and ‘their’.

xi) Check all the punctuation: Do your sentences make sense?

xii) Proofread the finished printed copy through a final time: Do not change your content. Ask a fellow student to do your final proofreading.

xiii) Keep a copy of your paper. Even the best tutors occasionally misplace a paper.

xiv) Check your referencing. If you are unsure about referencing, check with the Learning Centre or if you are expected to use APA referencing, pick up a APA Referencing Guide.

xv) THINK SMART!!! If you are unsure about anything, ask for someone else’s opinion:

Your tutor, another student, or the learning skills tutors at the Learning Centre.
Do not expect them to completely proof your work – take a particular problem to them.
PLAGIARISM

What is plagiarism and why is it important?
Plagiarism means using other people’s ideas and/or words/pictures in our writing or discussion without making it clear that it is not our own work. In effect, stealing someone else’s work and calling it our own.

Strategies that avoid plagiarism
Give credit whenever you use:

- another person’s idea, opinion, theory, facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
- quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words.

How to recognise unacceptable and acceptable paraphrases
Here is the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the east, they transformed farm hands into industrial labourers and provided jobs for a rising tide of immigrants. With industry came urbanisation, the growth of large cities (like Fall River Massachusetts where the Bordens lived), which became the centres of production as well as of commerce and trade.

**Here is an UNACCEPTABLE paraphrase that is PLAGARISM**
The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came urbanisation, the growth of large cities like Fall River where the Bordens lived, which turned into centres of commerce and trade as well as production.

**What makes this passage plagiarism?**
It is considered plagiarism for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original’s sentences.
- The writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarising.**

**Here is an ACCEPTABLE paraphrase:**
Fall River where the Borden family lived, was typical of north-eastern industrial cities of the nineteenth century. Steam-powered production had shifted labour from agriculture to manufacturing and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew and large urban areas arose. Fall River was one of these manufacturing and commercial centres (Williams, 1999).

**Why is this passage acceptable?**
This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original using the writer’s own words.
- Lets the reader know the source of her information.

Writing Tutorial Services, Indiana University, Bloomington, http://www.indiana.edu/~wts/wts/plagiarism.html
REFERENCE LIST


STUDY SKILLS WEBSITES WORTH A VISIT

Study Survival Tips: (page 6)

Online dictionaries:
General dictionary: http://www.onelook.com/
Medical dictionary: http://cancerweb.ncl.ac.uk/omd/
Art dictionary: http://www.artlex.com/
Other languages: http://www.yourdictionary.com/languages.html

Know your way around your course handbook and unit standards: (page 8)
http://ourwitt.witt.ac.nz/documents/Quality_Management/00_Statutes/ 02_Prog_Regs_%26_Course_Info%20Version.doc

So how do I learn: (page 11)
http://muskingum.edu/%7Ecal/database/psinventory.html

Managing your time: (page 13)
http://owl.english.purdue.edu/handouts/index.html
http://www.iss.stthomas.edu/studyguides
(The latter web site has been listed as it provides study guides in 24 other languages which may be useful for those whose first language is not English, for example in Chinese the web address: http://www.iss.stthomas.edu/studyguides/Chinese/).

So how do I get the knowledge: (page 15)
http://www.northshore.edu/services/support/study_sk/listen_notes.pdf
http://owll.massey.ac.nz/general_skills/reading/difficult_material.htm
http://www.iss.stthomas.edu/studyguides/
http://www.harvardwestlake.com/students/studyskills/chapter2.html
http://www.hswriting.ca/handouts/notes.asp

How will I be assessed: (page 19)
http://www.unc.edu/depts/wcweb/handouts/readassign.html
http://www.indiana.edu/~wts/wts/plagiarism.html

Referencing Systems: (page 26)

Plagiarism: (page 29)
http://www.indiana.edu/~wts/wts/plagiarism.html
www.itsn.ac.uk/genericcentre

General study skills websites:
http://owll.massey.ac.nz/index.htm
http://www.iss.stthomas.edu/studyguides/
http://owl.english.purdue.edu/handouts/index.html
A further website that may be of interest:
Websites listed throughout this publication were functioning on December 10, 2003.