

# **Tips from the Advising & Learning Assistance Center**

## **Contents**

Page 1	<b>Table of Contents</b>
Page 2	<b>Studying</b> How Much Time is Enough? How Do You Define “Studying”? Developing Effective and Efficient Study Habits
Page 3	<b>Practicing Time Management</b>
Page 4	<b>Time Management Tools</b>
Pages 5-8	<b>Textbook Reading</b> (Technical and Non-Technical Texts)
Page 9	<b>Technical Problem-Solving</b>
Page 10	<b>Getting Help Outside of Class</b>
Page 11	<b>Effective Listening and Note-Taking</b>
Page 12	<b>Cornell System of Note-taking</b>
Page 13	<b>How to Make a Crib Sheet</b>

## **Attachments**

Page 14	<b>Attachment 1A: Semester Calendar</b>
Page 15	<b>Attachment 1B: Using the Semester Calendar</b>
Page 16	<b>Attachment 2: Seven-Day Fixed Schedule</b>
Page 17	<b>Attachment 3A: To Do List</b>
Page 18	<b>Attachment 3B: Creating To Do Lists</b>

# Studying

## **How Much Time is Enough?**

You will have less “free” time and less time to learn course material than you had in high school. In high school you spent approximately 150 total hours per course, including in-class instruction and testing. You may have studied a total of five to ten hours per week, and it’s possible that your teachers used class time to help you review for exams.

At Rensselaer, you will spend somewhere between 38 to 50 total hours per course, including in-class instruction and testing and most professors will not use class time for review. What you learned in 40 weeks in high school, you will learn in 15 weeks at Rensselaer.

If you are taking 16 credits (four 4-credit courses) in one semester, then you will need to study 32 hours each week in addition to the time you spend attending your classes.

## **How Do You Define “Studying”?**

Studying means reading your textbook, practicing the example problems and doing extra problems to make sure that you recognize what to do when the problem changes, and making crib sheets to summarize and review material. See page 13 to learn how to make a crib sheet. You must work to understand WHAT you are doing as well as WHY you are doing it. You also need to practice doing problems quickly so you can complete them within the time allotted for taking an exam.

## **Developing Effective and Efficient Study Habits**

It’s important to review and study the material that you learn in class each day. The farther away from the lecture that you review the material, the less information you will retain. Studies indicate that if we don’t review what we were taught on the day on which it was taught, we will lose 50% of the information in just seven days. With review, we will retain about 83% of the information over seven days. Review your course material often!

## **Suggested Study Areas On Campus**

- Folsom Library
  - Benefits
    - Quiet, Individual study carrels; study rooms available to reserve
    - Library Café
- Freshman Dorm Study Rooms—Your dorm will have study rooms on each floor available to you. These are quiet and convenient places to study, alone or in groups.
- Rensselaer Union
  - Benefits
    - Located in center of campus
    - Great for group/team meetings
    - Provides a variety of study atmospheres
      - Rathskeller—low key booths and tables for studying and eating
      - McNeil Room--- Open setting great for group meetings
      - 3<sup>rd</sup> Floor--- More private and quiet tables

## Practicing Time Management

It is important that when you build your time management plan that you're realistic about how and when you function best.

**Know when you are alert.** It does no good to schedule studying when your body is demanding that you rest. Everyone has a time of day when they are very efficient and other times of the day when everything takes twice the time to get done. You want to study at your efficient time and play at your slow time.

**Be realistic** when you plan time for studies. Know how long your average problem/paper takes to get done. Plan a few extra minutes for things to go wrong. Add another bit of time for goofing off. Now you might have a realistic amount of time to get the work done!

**Learn to break big tasks into small tasks and to plan backward from the due date.** How many small parts can the large project/ paper/ presentation be broken into? Can you get started on any today? Look at the due date. Go backwards from there to today and schedule doing a small task each day/week until the task is done. You want to plan on having it done at least 3 days before it is due. That gives time for crisis and emergencies and computer crashes.

**Plan at least 2 hours of study for every credit hour** you are taking. For example, 19 credits will require 38 study hours. Early on, you may have an easy course that doesn't require much time to do the readings or homework. Use your extra study time to solidly learn the material that will lay the foundation for your junior and senior level courses. For example, use the study time to think about how you can apply the concepts to the real world. Make up your own exam questions from the lecture material, do extra problems, etc.

**Plan time for yourself.** If you're going to a movie, on a date, off-campus for a meal, or to play an intramural sport, plan for it so that you can do it guilt-free. Intentionally plan your free time and your study time so that life doesn't "just happen," rather YOU are in control of YOUR time.

## Time Management Tools

Below are three tools to help you take control of your time and give you guilt-free time to socialize and study.

**Semester Calendar**—Refer to Attachments 1A and 1B on pages 14 and 15. The semester calendar on page 14 is a great tool for keeping track of all of your homework due dates, quiz dates, exam dates, final exam dates, project completion dates, lab report dates, paper completion dates, etc. List club or team commitments, such as meets, games, meetings, non-standard practices, and team bonding time. Include holidays, special events (like Mentor Program activities), birthdays, trips, visits from relatives and friends, etc. so that you can plan your studies around them. Look for those crunch times when you may have several exams, projects and papers due in the same week. (Use the tools provided in Attachments 2 and 3A on pages 16 and 17 to help you plan your time to study and complete your projects and papers on time.)

Arrange your Semester Calendar without breaks between the months and tape all of the months in the semester together so you have a complete overview. Some students assign color-codes to their courses and highlight the items due for each course so they can easily track specific items and their deadlines.

**Seven-day Fixed Schedule**—See Attachment 2, page 16. Use this schedule to track those routine things that you do every week, regardless of holidays, like classes, sleep time, eating meals, exercise, club meetings, team practices, job commitments, etc. You may change the times from week to week that you eat your meals and exercise, but you should remember to guarantee time in your schedule for these things every week. Identify free time. Schedule study time (2 hours per credit hour). Re-evaluate your priorities if you run out of time on a particular day. Enjoy your free time!

**To Do List**—See Attachments 3A and 3B, pages 17 and 18. Your To Do List will help you to prioritize what you want to accomplish each day in a particular week. There are many ways to create this list, so feel free to customize your list to fit your personal style.

Pick one day of the week on which you'll create your weekly to-do lists. Include everything you to accomplish for the week on one list. Don't include habitual tasks like those on your 7-day fixed schedule. Include large tasks even if you can't complete them in one day. Assign priorities: how much will the task affect your grade and when is the deadline? Cross off completed tasks from your to-do list. If tasks are not completed, include them on next week's to-do list.

**Hint:** If you break a big task or project into smaller tasks, you can list the smaller tasks in priority order over several days or weeks to avoid feeling overwhelmed.

# Textbook Reading

Textbook reading is not like any other type of reading that you have done before. When properly approached, reading a textbook becomes a very active process. Most people don't see reading as an activity that requires more than looking at words on the page and hoping that they make sense.

## Non-Technical Textbooks

When reading a novel, or a good history text or humanities text, the task of reading is approached basically as "listening to the author."

If the **novel** is really good, the reader may experience the story almost like a movie with sights, sounds, feelings and smells.

With a good **history or humanities text**, often the style of writing is like having a conversation with the writer. Interesting bits are often sprinkled among the writing to make the theoretical points more interesting or to illustrate the point being made. Being able to **paraphrase what the author has written**, and including the **important characteristics of the theory/study/event**, will often be the response necessary to pass the examinations. In some cases, **understanding the similarities and differences** well enough to answer multiple choice exams, where the knowledge is applied, rather than recognized (a harder and seemingly trickier task) means that the material can't just be read the day before the exam, but has to be understood well enough to **write the response to the exam**, including the relevant characteristics of each topic and how they're different or similar.

## Technical Textbooks

When reading a technical textbook, a different approach to the reading task must be used. Only on rare occasions will a technical textbook have interesting stories to tell and can be read in the same manner as the humanities text. And even then, the interesting reading usually has nothing to do with how the reader will be expected to apply the information during an exam. So how do you read a technical textbook and get the information that you need?

- 1) **Change your idea about what reading is and make it an active process.** You must actively look for information and explanations. You must recall all of the information that you have on the topic. When you don't have any background on the topic at all, then you will have to ask whether the material makes sense based on what you know about other subjects.
- 2) In the past when you previewed a chapter, if you looked at the bold print, the italicized text, the pictures, charts and graphs and didn't see anything that you understood, you may have decided that previewing was a waste of time. However, if you change how you preview the material, you can use previewing as a tool for getting ready to actively listen to the lecture on the material and to learn from the textbook.

## Previewing the Textbook Actively

If there is an **introduction**, read the introduction to the chapter to learn what the author's purpose is in writing the chapter. What are you to learn about? What type of problems might

you have to solve? What new theories, concepts, ideas will be introduced and explained? This is the last complete reading you will do during the preview until you come to the end of the chapter.

When you look at the **topic headings**, ask yourself what you already know about the topic. Have you ever heard of it before? If you have, what do you know? If not, what do you think it might be about? What do you want the author/professor to tell you about this topic?

When you look at the **bold print or italics in the text**, ask yourself, is it new vocabulary, the statement of a theorem, or an explanation of a term or definition? What do you already know about it? If you know something about it, bring that information into your working memory, or go back and look it up in the text from the other course in which you learned it. Question whether it will be used the same way in this course or have a new function/definition. If you have never heard of it, take note of the term/definition/theorem as something that you will want to listen for in lecture, and **especially HOW the professor uses it**. If you plan to read the chapter before the lecture, actively look for the explanation when you return to read that section.

When you look at a **chart or table**, go over the information in the chart. What is the chart telling you? Why did the chart organize the information in the way that it did? Does the organization make sense to you? Will it be information that you will need later to solve problems? Note whether the professor refers to the chart during lecture. Does he/she address it directly or just use information from it in the example problems? Often, charts or tables contain information that the professor uses for test questions that the student swears was never covered or addressed in class. (An easy example is a table of common weak acids and bases that lists the common name, scientific name and the chemical formula. The related test question asks you to write the formula for the given substances listed by common name.)

When you first look at **graphs** in the textbook, determine if you can understand the graph mathematically. All graphs are some type of mathematical representation, and even if you don't understand the quantities that are represented, you should be able to explain the graphed relationship as if it were a graph in a calculus class. Next, look at the descriptions of the axis and read the written description under/next to the graph. Take note if the professor references the graph during lecture and whether he discusses the axis-labeled quantities. What is it you hope the text will explain about the graph so that you can understand it in context of the new material and can reproduce a similar graph during an exam or for homework?

When you look at the **diagrams/pictures** used in the text, what does the diagram/picture tell you? Can you understand it without reading the text? Have you seen similar diagrams/pictures in other texts? Will those help you to interpret this one? Does the professor use the diagram/picture in lecture?

Are there **example problems** in the text? Do you understand the mathematics used in the problem? Is the professor going over the same example problem in lecture or one similar to the ones in the text? During the preview, don't try to work out the problem, but do know what type of problem is being asked. You're looking for the text to explain what you need to know so you can do the problem on your own.

Now that you have read the introduction, looked at the section topics, the bold print, italics, formulas, charts, diagrams, tables, graphs and example problems, you may be lucky to have a text that has a **chapter summary**. If there is a summary, you should read it at this time. This will be the first exposure to the concepts presented in the chapter, in their condensed form.

How much do you understand from the information that you learned while you previewed the text? Is any of it similar to what you have learned in another class? What is still very unfamiliar to you that you will need to learn more about so that you can understand the summary when you go back to really read the chapter? ***What do you want the professor to explain in lecture? This will focus your listening, so that you will take better notes and have a reason for listening to the lecture.***

## **Reading the Textbook Actively**

Now that you have done the preview, you are ready to finally read the textbook. The reading of the textbook can occur before or after the lecture. Including the active preview, this will be your second exposure to the material being presented, or your third, if you're reading the chapter after the lecture. Material that is somewhat familiar is easier to learn than material to which you're exposed for the first time.

Now is the time to start answering all of the questions that you had during the preview and to expand on the answers to your preview questions that the professor addressed during lecture. Your intent should be to understand the material so that you can apply the knowledge to real world situations that do not follow a textbook format. (If your preview questions were not answered during the lecture, you should see the Teaching Assistant or Professor during their office hours or you can also seek the answers from your mentor or another upper class student who has taken the course and understands the material.)

Reading the textbook is now an active process. In other words, as you read the textbook, you pose questions and seek the answers to your questions from the textbook. You should not leave a section until you have all your questions about the section answered. (Remember to seek help from someone if you're having difficulty understanding a particular concept. You will need to build a solid foundation of knowledge from your early courses to understand the material presented in future courses.)

Read the introduction again and note what you're supposed to learn and what you should be able to do by the end of the chapter.

As you arrive at each section, don't plan on reading the whole section at once. Read one paragraph at a time. Stop at the end of the paragraph and ask yourself what you learned from that section:

- Did it help you understand the topic of the section?
- What are you to do with the information that you just read?
- What questions do you still have about the topic and what do you want the next paragraph to tell you or explain to you?
- How does what you just read tie into what you read before?

If you read actively, you will never have to feel that you've wasted 2 or 3 hours reading something that you didn't retain. You will be checking yourself after every paragraph, monitoring your understanding and working with the textbook to increase your understanding.

You're reading for the second time and you encounter the same **charts/figures/diagrams/pictures** as you did during your preview reading. This time around review them, think about how they're associated with the material you're reading. How much

more do you understand about them? Do you understand why the information is presented the way that it is? How might you be tested about this information?

Next, you encounter an **example problem** in the text. (If you don't know how to perform the required operations, refer to your math textbooks and brush up on the mechanics.) Cover up the solution and see if you can work out the example, based on the information that the textbook provides. If you get stuck, or don't know what to do, look at the solution. If you need help, seek out a student who knows how to work the problem and can explain how to solve it. **Don't waste your precious time struggling or becoming frustrated; ask for help!**

After you do a step, check to see if you did it correctly. If not, correct what you did.

**Working a problem** that you encounter during your reading helps you to actively learn the material as opposed to passively reviewing the example. As you learn new theories and the mathematical representations, try to recall related information from previous courses. What other identities might you substitute in an example? Make notes to yourself on your worksheet or directly in your textbook that will come in handy when you review for a quiz or an exam.

Ask yourself if the example problem illustrates the information/concept/theorem/ technique being discussed. How could the text have done a better job? Did/will the professor explain this type of problem during lecture? What did he/she say differently about the example that helped you understand what was being illustrated?

Continue through the text, paragraph-by-paragraph, example-by-example, until you get to the summary. Read the summary again. Do you understand it better now? What parts do you need to go back and fine tune?

Work the problems that you have for homework.

Review your lecture and reading notes the day that you take them and again over the weekend.

You have previewed, read, attended lecture, reviewed notes, completed homework (5 exposures to the material).

**To prepare for an exam**, review and correct your homework, review your notes and run through the example problems again. Doing all of these things will help you to establish a solid knowledge base that you can fine tune, rather than a knowledge base that can barely support you.



## Technical Problem-Solving

A good way to begin solving a technical problem is to copy the problem from the book on to a piece of paper which will become your worksheet.

Begin solving the problem, by **identifying the givens** in the problem, i.e. the initial information you have been given to solve the problem. List the givens in a column or some manner that separates them from the rest of the word problem.

**Draw a picture** of the problem, if possible, and label the parts of the sketch with the information that you are given. A picture can help you to decide what to do next.

**Identify the unknown(s)** that you are asked to find.

What are the **units** of the unknown? Can you do a unit **analysis of the givens** to understand what you must do with them to solve for the unknown?

Do you have enough information to simply plug the information into a **formula** and solve? Have you made a **formula sheet** to help you with this step?

Do you need to perform an intermediate step, using the information given, to supply the **missing information** that you need? (Frequently, enough information is provided to solve a problem. You may need to perform two or three intermediate calculations that will yield information that, at first glance, appeared to be missing information. In some cases, an appropriate identity or substitution provides what appeared to be missing information.)

Make **notes** on your worksheet that **follow** your **thought process**. Your notes create a logic trail indicating why you performed a specific step, why you chose one formula over another, or why you used a substitution or a particular identity. This small amount of time makes the homework sheet a valuable study guide when preparing for exams.

Use of margin notes on your homework creates a **study guide**. Identifying why you did what you did will eliminate any mystery when, weeks or months later, you review the problem again for a midterm or final.

Finally, make sure the answer makes sense. Have you used the correct units and answered the question stated in the problem?

## Getting Help Outside of Class

### Professors' Office Hours

On the first day of class, your professor should provide you with information about when she/he has office hours outside of class time for you to seek help. Most professors are willing to spend time during office hours to explain concepts or to work problems with you to help you understand the material.

### Teaching Assistants

Most courses with large enrollments have Graduate Teaching Assistants (TA's) assigned to help the professors oversee the labs, run problem-solving sessions, and grade exams and lab reports. Most TA's will also have office hours and are available for you to seek individual help.

### Supplemental Instruction

Some first-year courses offer Supplemental Instruction (SI). In the fall, Introduction to Engineering Analysis, and Chemistry I have SI. In the spring, Physics I has SI. SI Instructors are specially trained graduate students who attend the course lectures and whose role is to help you understand the most important points of the lecture, what information is likely to be on an exam, and the important concepts that you should have learned from reading your course textbook. If your course has a Supplemental Instruction session, take advantage of this opportunity and attend the sessions! Why? ***Students who've attended these sessions have earned a full grade point higher than their classmates who didn't attend these sessions!!!***

### FREE Tutoring

For information about tutoring services visit the web site for the Advising and Learning Assistance Center at <http://alac.rpi.edu/setup.do>. Tutors are matriculated undergraduate students who have successfully completed the course they are tutoring. In addition, all tutors complete a training program before they are assigned a tutee. If you're struggling with the course material in week one, you should immediately seek tutoring services. **[Your diploma will never reveal whether you received tutoring help, but your grade point average will reflect to others how well you learned the material.]**

### Upper Class Students

Be sure to get to know some upper class students who have already taken the courses you're taking. They can help you with homework, give you tips on how to maximize your time in the course, offer advice on how to form study groups, and point out the "bigger picture" for a particular course.

# Effective Listening and Note-Taking

You can think four times faster than a lecturer can speak. To listen effectively and remain engaged in the learning process, you can actively listening by taking notes during lecture. Note-taking will help you to understand and remember the content of the lectures.

## BEFORE CLASS

- 1) Develop a mind-set that focuses on listening.
- 2) Test yourself on the content of the previous lecture while you're waiting for the next lecture to begin.
- 3) Skim relevant reading assignments to acquaint yourself with the main ideas, new technical terms, etc.
- 4) Do what you can to ensure physical and mental alertness. Fatigue, hunger, time of day, comfortable clothing, and where you sit in class all affect motivation.)
- 5) Choose notebooks that will enhance your systematic note-taking: a separate notebook with full-sized pages is recommended for each course.

## DURING CLASS

- 1) Listen for the structure and information in the lecture.
- 2) Resist distractions, emotional reactions or boredom.
- 3) Pay attention to the speaker for verbal, postural, visual clues to what's important.
- 4) Label important points and organizational clues: main points, examples.
- 5) When possible, translate the lecture into your own words, but if you can't, don't let that worry you into inattention!
- 6) If you feel you don't take sufficient notes, divide your page into 5 sections and try to fill each section every 10 minutes, or devise a solution that works for you.
- 7) Ask questions if you don't understand something.
- 8) Instead of closing your notebook early and getting ready to leave, listen carefully to information given toward the end of class. Summary statements may be of particular value in highlighting main points; there may be possible quiz questions, etc.

## AFTER CLASS

- 1) Clear up any questions raised by the lecture by asking the professor or classmates. Go to office hours held by the professor or teaching assistant or attend a drop-in tutoring session for the course. (Bookmark <http://alac.rpi.edu/setup.do> for information on drop-in tutoring.)
- 2) Fill in missing points or misunderstood terms from the text or other sources.
- 3) Edit your notes, labeling main points, adding recall clues and questions to be answered. Key points in the notes can be highlighted with different colors of ink.
- 4) Make note of your ideas and reflections, keeping them separate from those of the speaker.

## PERIODICALLY

- 1) Review your notes: glance at your recall clues and see how much you can remember before rereading the notes.
- 2) Look for the emergence of themes, main concepts, methods of presentation over the course of several lectures.
- 3) make up and answer possible test questions.

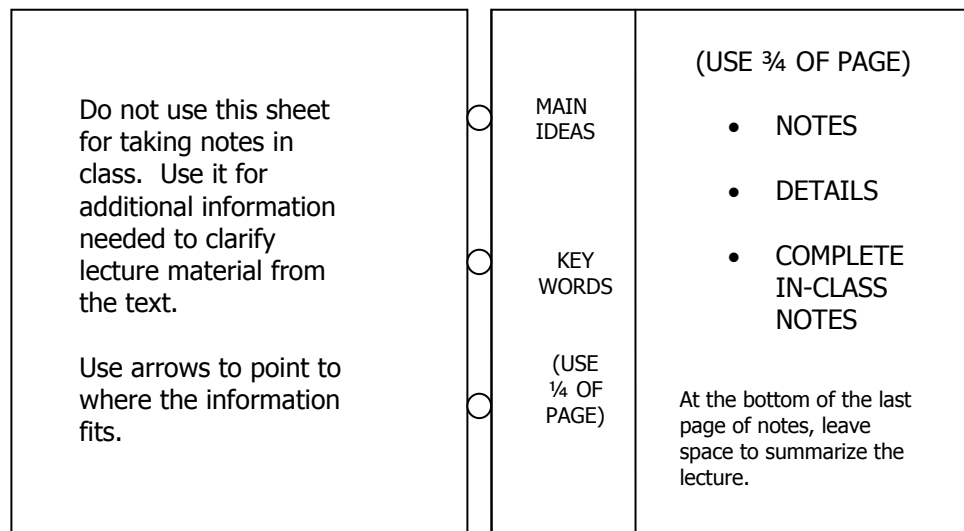
# The Cornell System of Note-Taking

The Cornell System of Note-Taking consists of the five “R’s”: record, reduce, recite, reflect, review. It uses a special notebook paper with a 2 ½ inch margin on the left side of every page. (You can draw this margin yourself or purchase the notebook paper.)

- Record** Take notes during the lecture (don’t write in the 2 ½ inch margin on the left).
- Reduce** Summarize lecture notes in the 2 ½ inch margin after lecture.
- Recite** Cover the page where you recorded your lecture notes and recall information by relying only on your notes in the left margin for clues.
- Reflect** Think about the material discussed in lecture and note your opinions. Keep your reflections separate from your notes.
- Review** Take a few minutes each night to look over your notes. Remember this, action aids memory.

## Notebook Setup:

Using a 3-ring binder and loose-leaf paper, here’s how to take notes-



# How to Make a Crib Sheet

## FIRST

- ◆ Go over the lecture notes and the textbook.
- ◆ Identify the formulas used as a part of homework problems and lecture notes.
- ◆ Figure out the essentials that must be written down.

## SECOND

- ◆ Organize. Try to use the space permitted carefully so that you can fit as much as you need.
- ◆ Divide the crib sheet into different sections, each corresponding to a different chapter in the textbook. Write neatly and legibly. This will save you a lot of time during a test. Use different colors and highlight key points.
- ◆ If you still have space, write some sample problems/questions from the homework that you think are important.
- ◆ Show your crib sheet to your friends and ask them to look it over to see if you have missed anything important.

## THIRD

- ◆ Study your crib sheet. Know the exact location of everything on your crib sheet.
- ◆ Do not lose or forget your crib sheet at home.

**Attachment 1A**  
**Semester Calendar**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>

## **Attachment 1B**

### **Using the Semester Calendar**

You may want to **color code** so that you can tell at a glance which subject has something due without being close enough to read the calendar. For example, blue=physics; orange=management; pink=H&SS; yellow=math; puke green=least favorite subject.

Put the following information on your Semester Calendars:

1. Days of the months continuously without a break from tonight until the last day of finals. Include holidays/vacations/class cancellation days.
2. Due dates (from syllabi) of the following
  - a. homework
  - b. papers
  - c. projects
  - d. lab reports
  - e. presentations
  - f. group activities
3. Exam dates and/or quiz dates
  - a. if listed on the syllabus
  - b. or as soon as the professor gives you the date in class
4. Other important dates, such as
  - a. Mentor Program activities
  - b. fraternity/sorority functions
  - c. ski trips
  - d. athletic competitions
  - e. dates with significant other
  - f. family in town (expect you to spend time w/ them rather than study)
  - g. other non-study times that are not on the fixed schedule
5. Other important events that you'll have to plan around in order to get your studies done in a timely fashion

POST YOUR SEMESTER CALENDAR IN A LOCATION WHERE YOU CAN SEE YOUR ENTIRE SEMESTER EASILY AND EVERYDAY. THIS WILL HELP YOU TO PLAN YOUR TO-DO LISTS.

## Attachment 2

### Seven-Day Fixed Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 - 6 am							
6 - 7 am							
7 - 8 am							
8 - 9 am							
9 - 10 am							
10 - 11 am							
11 - 12 noon							
12 - 1 pm							
1 - 2 pm							
2 - 3 pm							
3 - 4 pm							
4 - 5 pm							
5 - 6 pm							
6 - 7 pm							
7 - 8 pm							
8 - 9 pm							
9 - 10 pm							
10 - 11 pm							
11 - 12 mid.							
12 - 1 am							
1 - 2 am							
2 - 3 am							
3 - 4 am							
4 - 5 am							





## Attachment 3B

### Creating To-Do Lists

Things that belong on your To-Do list are things you want to accomplish in the short-term, i.e. during the day or during the week.

1. Put everything you want to accomplish on one list.
2. Don't list routine tasks, like brushing your teeth or sleeping.
3. Do put large tasks on the list, even if you can't complete them entirely in one day. For example, "work on paper for H&SS class". Break down large tasks/projects into smaller tasks that you can add to your weekly To Do list.
4. Set priorities
  - a. Write down important things first on the list, or use letters or numbers to set the order of their importance
  - b. Determine what are your top priorities are by asking yourself:
    - i. Does the task have a deadline?
    - ii. Will it affect my course grade?
    - iii. Does it take me closer to achieving my planned goals?
5. Cross-off or check-off completed tasks
6. Select one day of your week to make up your weekly to-do list for the next week. Any tasks from the previous week that were not completed should be added to your new to-do list.