

English 1302

APA Format and Citation Practice

This is an assignment designed to help you get started learning how to format, summarize, and work with sources in APA style. The grade for your serious and conscientious attempt will be much better than usual as this is more about my giving you advice and guiding you than assessment of your writing. This will let me help you out with any formatting issues and give you advice on your writing.

However, you do need to follow the instructions and give the format, writing style, and citation a serious effort, using the links and references in this document and those we've gone through so far in the semester.

Your Job

Read and summarize the article "Variations in Study Patterns among College Students: A Review of Literature," which is included below.

Format

- Use APA format as described in the readings and videos linked in your schedule.

Development

- Your summary should be between 350-400 words.
- Read/review the article "[How to Write a Summary](#)" to help in writing this.
- Work on your formal voice, but don't overwrite. Read/review [Writing down the Basics](#), pp. 59-62, [How to Avoid Overwriting \(Don't Try too Hard\)](#) and [Choose Your Words: Avoiding Tired and Pretentious Language](#).

Use of Sources

- Use *at least* one quote.
 - [Integrating a Quotation into an Essay](#) (though at this level you should usually skip step 3)
- Use [signal phrases](#) and in-text citation.
 - In-text citation: [the basics](#)
 - In-text citation: [multiple authors and organizations](#)
 - Don't forget [the video I made and we watched](#) on it as well.
 - *Indirect Sources*: This article cites a lot of sources. You might want to use a quote from one of those sources. If you do that, you're using an indirect source. [Check out the section on this webpage called "Citing Indirect Sources"](#) for examples of how to do that.
- Cite the source on a References page.
 - [Writing down the Basics](#), pp. 106-111. Don't forget the hanging indent.
 - [Purdue Owl: Basics page](#) (see the links on the left side of the page—menu—for other specifics.
 - Make sure and [review this page](#) for more information on how to deal with multiple authors and groups/organizations as an author.
 - Think about the video "[What Kind of Source is This?](#)" and how I showed you that the citations given on the library database are *often not correct*. They're close,

but not correct. If you use a citation generator including Word's References function or a citation given to you by the library, do not assume it is correct. Review what you need to do to in the instructions and fix the citation.

Grading

To get full credit, you need to *follow the instructions*, give it your best effort, and turn it in on time.

NOTE: Make sure to save it in Word format (doc/docx) if you use a different word processor.

- If you use Google Docs, make sure to [download and save your file in Word format](#), then upload it here.
- If you use Apple Pages, make sure to save your documents in Word format: doc or docx. [See this link for help with that](#) or [watch this video](#).

The article begins on the next page, but you may find the article easier to read on the library web page, but make sure to cite from the print (pdf) article. [Here is the link to the article in our library](#)—you will have to sign into the college in order to access it.

Use the pdf below or access the pdf version online (link is on the left side of the page) to cite page numbers in-text and for the references—use the article page numbers, not the pdf page numbers. *Remember, you can cite a pdf as a print source on your references page.*

VARIATION IN STUDY PATTERNS AMONG COLLEGE STUDENTS: A REVIEW OF LITERATURE

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Abstract

An effective studying strategy requires developed personalized study skills to increase student success and retention at the college level. Within these personalized study skills, different students have developed different study habits and environments (study patterns). Yet, the study patterns of people who have achieved outstanding academic success often show a well-designed pattern or schedule. There is no perfect study pattern template that applies to all students, although certain times of a day and certain locations are preferred by a number of students who perform well academically. College students should understand the importance of personalized study patterns and studying on a consistent basis instead of frequent procrastination in order to promote student success and to achieve their ultimate career goal after graduation. This article evaluates previously published literature regarding variation in study patterns among graduate and undergraduate college students, with a recommendation of preferred studying times and locations from genuinely high-ability students.

Introduction

Being successful as a college student will require a careful and effective utilization of time. The term “study” refers to the amount of time spent on any academic-related activities. Such activities may include, but not limited to, doing homework, preparing for a quiz or an exam, conducting research, writing a reflective journal, writing a research report, and preparing for an oral presentation. The number of hours per week by individual students will vary according to many factors including academic background, academic ability, study techniques, and the level of performance the student wishes to attain in a particular program (Singapore Students, 2014). Initially, some college students have experimented extensively to discover the ideal study times and locations, as well as the length of studying time for each class that would yield the best academic results (Newport, 2007). For most

students, the process of studying involves establishing a complex set of rituals, which are repeated, with little variation, every time a task is assigned by a college professor (Dividing Your Argument, 2014).

Whether students attend summer school by choice or necessity, it can be a challenging experience if they do not pace themselves and do not prepare from day one (Sherfield, 2005). When attending summer school, students must begin their studies, papers, projects, and activities immediately (Sherfield, 2005). Most summer sessions last only a few weeks and will not have time to procrastinate on a regular basis. Students are often exposed to the same amount of information and work involved in courses offered during fall and spring semesters (Sherfield, 2005). Certain academic programs in some institutions cannot be completed in four years without taking a teaching internship or taking a few courses during summer (Sherfield,

2005). Thus, students should promptly identify their ideal studying time and location in order to address the issues of a relatively heavy summer course load.

Study skills encompasses a wide variety of activities including setting realistic goals, employing appropriate note-taking and test-taking strategies, self-testing, managing time and anxiety, as well as selecting an appropriate study habit and environment (Proctor et al., 2006). For online college courses, instructors have no control over students' study habits and learning environments (study patterns). Students need to be self-motivated and self-disciplined in order to successfully complete online courses. This article examines variation in study patterns among college students, with a recommendation of preferred study times and locations from students who have performed well academically.

Study Time

Many straight-A students who devote abundant thoughts to studying time and location can make or break their study efforts (Table 1) and have experimented extensively to discover the most effective study strategies (Newport, 2007). In general, students are most effective between when they wake up and when they eat dinner; they should accomplish as much work as possible during this time (Newport, 2007). However, to many students, the evening seems ideal for academic work. Classes, meals, meetings, social events, and other activities can easily take over these evening hours (Newport, 2007). Night appears to be one long, uninterrupted stretch of good academic work. Yet, nighttime is not as long as one might think. After a meal, gather studying materials, and finally begin to work, there are only a few hours left before sleeping time (Newport, 2007). Nighttime is also not as free as one might think. For instance, many students would rather spend the time attending parties, watching movies and television programs, or simply hanging-out with friends

as part of social hours. For these reasons, a number of students attempt to study as much as possible during daytime (Lei, personal observations). There are few continuous stretches of free time in the morning and afternoon hours (Newport, 2007). Students may bring course materials with them throughout the day and fill in any small patches of free time with productive academic work (Newport, 2007). Time management is extremely crucial and imperative. By taking an advantage of daytime study pockets, students are freeing up valuable nighttime hours to go out and have fun that defines the college experience (Newport, 2007).

Colleges expect students to average about two hours in studying for each hour spent in the classroom, including doing homework and conducting library research (Time Scheduling, 2014). This is an appropriate and realistic guideline; genuinely high-ability students may get by adequately with less. However, many students would plan for more than the two-for-one ratio (Time Scheduling, 2014). Students should schedule certain hours almost daily, which are used for studying in a habitual, systematic way. Having regular hours at least five days a week would make it easier to habitually follow the schedule and to maintain an active approach to study (Time Scheduling, 2014). While on campus, the hours between classes are perhaps students' most valuable study time; yet, ironically, the most frequently misused. If students have an hour in between classes, they should go to a campus library immediately after a class rather than wasting valuable time. Students may effectively utilize these free hours reviewing new course materials and editing notes of the preceding class and/or studying materials to be discussed in the following class (Time Scheduling, 2014). Although most college classes are scheduled between 8:00 am and 10:00 pm, some students do their best work before the sun rises, some after sunsets (Dividing Your Argument, 2014). Weekends and

holidays are great times for studying and reviewing new course materials (Table 1). Unfortunately, poor time management and lack of flexibility are two major reasons why students fail because students tend to over-schedule themselves (Time Scheduling, 2014).

When studying, many students need a brief relaxation period, while a very few students can study continually until their task is completed (Dividing Your Argument, 2014). Such a relaxation period may be as short as 5 to 10 minutes (Peters, 2006). During a study break, students may read newspaper or magazine articles, read and send a few e-mail and text messages, which are not directly related to a study topic (Table 1). Some students listen to music, eat snacks, or talk on the phone. Other students write a list of options for an upcoming event or vacation—that they could work on bit-by-bit with each break they took (Newport, 2007; Table 1). Such activities help refresh students' mind and facilitate the process of finding new angles and insights when resuming studying. Hence, keep taking regular breaks may maximize energy and retention of learning new course materials (Newport, 2007).

Study Location

Study location provides an ideal environment that is consistently conducive to learning (Table 1). College students need to identify a number of isolated study spots and rotate through these hidden locations when studying (Newport, 2007). If asked what space is reserved for studying or learning new course materials, many students would suggest a classroom, laboratory, or library, while some students prefer to stay at home or dormitory (Dividing Your Argument, 2014). Small libraries in the academic department buildings or local public libraries are ideal study locations (Peters, 2006). From casual observations, some people also study at local bookstores, coffee shops, and parks (Table 1). Group study is fairly common in these places where people

could study, chat, and eat snacks simultaneously (Lei, personal observations). Some college students enjoy studying outdoors when the weather is beautiful, so parks would be an ideal place for studying. However, any place in dormitories and fraternity/sorority houses are off-limits for studying; such atmosphere is not conducive to learning for a number of students due to frequent distractions such as talking, laughing, foot traffic, and loud music (Lei, personal observations). By hanging around a dormitory or the student center on campus, students are much more likely to become distracted and allow a productive academic work period slip away at the expense of a mundane conversation (Newport, 2007).

Some people strongly prefer a single location that is most conducive to learning, while others need multiple locations for studying (Peters, 2006). Changing locations prevent students from burning out or getting bored at any one particular place, and keep their mind refreshed and stimulated (Newport, 2007). In extreme cases, some students may wear earplugs or may travel to great distances from campus in order to eliminate any chance of distraction (Newport, 2007).

Educational Implications

Study skills cover a variety of activities including setting realistic goals, employing appropriate note-taking and test-taking strategies, self-testing, managing time and anxiety, as well as selecting appropriate study habits and environments (Proctor et al., 2006). Many college professors often underestimate the significance of personalized study skills, including recognizing variation in study habits and environments of students. However, it is useful when professors can recognize that students are not performing well academically, so that they can refer students to the appropriate branch of student services, such as tutorial center, learning resources center, and academic advising or counseling. Why should

professors care about studying patterns of a student? The conventional patterns do not always help the student in mastering the skills and concepts that professors expect to have. The result is low rates of student success and retention, along with lowered academic standards (Student Learning Patterns, 2014). As professors, we promote student success in college, so students can compete successfully in the workforce at the completion of their formal education and be an important contributor in the contemporary society.

Table 1. Variation in study times and locations, along with common activities during a study break among college students.

Variation
Study time
<ul style="list-style-type: none"> • Morning • Afternoon • Evening • Late night • Weekday • Weekend • Holiday
Study location
<ul style="list-style-type: none"> • Library (campus) • Library (local, off-campus) • Laboratory • Local bookstore • Local park • Local coffee shop • Dormitory • Own home (off-campus) • Friend's home (off-campus)
Activity during a study break
<ul style="list-style-type: none"> • Read and send e-mails • Read and send text messages • Read magazine or newspaper articles • Read Internet articles • Talk on the phone • Talk to family members • Talk to friends • Eat some snack or a main meal • Watch TV • Listen to music • Take a nap • Do house chore • Do an errand • Write a list of options for an upcoming event or vacation

Literature Cited

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