### Getting Started – You’re a Buckeye Now!

#### A. Important Dates and Deadlines

| One week prior to the beginning of the term | - Last day to pay fees, tuition, and prior term balance without penalty  
- TOPP payment due – #1  
- Last day to withdraw from Student Health Insurance |
| Six days prior to the beginning of the term | - Late payment penalty of $200 begins |
| First day of the term | - Classes begin |
| Week 1 – Friday | - Last day to add a course w/o written permission of instructor  
- Last day for 100% refund of Semester fees  
- Last day to be added off a waitlist (check your schedule!) |
| Week 2 – Friday | - Last day to add a course with written permission of instructor – after this date petitioning required to add a course  
- Students who have not paid fees/balances by today will be dropped for non-payment; students assessed $300 for reenrollment in addition to late fees  
- Last day for 75% refund of Semester fees  
- Late payment penalty of $300 begins  
- $100 for each class added after this date  
- Late registration fee of $500 for all students |
| 15th Day | - “15th Day” for Semester; OSU reserves the right to refuse registration and/or fee payment after this date |
| Week 4 – Friday | - Last day to drop online  
- Last day to drop/withdraw without having a “W” on your record  
- Last day to select Audit, Pass/Non-Pass options  
- TOPP payment due – #2  
- Last day for 50% refund; NO REFUNDS AFTER TODAY |
| Week 10 – Friday | - Last day to drop a course or withdraw without petitioning |

#### Week 8 (approximately)
- Priority Scheduling windows open  
- TOPP payment due – #3

#### Week 9
- Graduating seniors windows open

#### Week 10
- Rank 4 windows open

#### Week 11
- Rank 3 windows open

#### Week 12
- Rank 2 windows open

#### Week 13
- Rank 1 windows open

#### Weeks 14 & 15
- Last day of regularly scheduled classes, Reading Day, and Final Examinations

#### Sunday following finals
- Commencement

Important Dates and Deadlines can also be found at: http://registrar.osu.edu/registration/index.asp
B. Before the Semester Begins

- Apply and be accepted to Ohio State Marion.
- Request final official transcripts from your high school, as well as other colleges or universities you have attended, and have all transcripts evaluated by the Columbus campus.
- Activate your Ohio State email account. (Do NOT forward your OSU email to another account).
- To receive OSU email on your smart phone or other device, go to https://ocio.osu.edu/help/.
- Scroll to “Common Help Requests” and choose “Instructions for Checking Buckeye Mail.”
- Take all necessary Placement Assessments/Tests.
- Contact Disability Services, if applicable (740–725–6247).
- Obtain textbooks and class materials (http://go.osu.edu/mariontextbooks).
- Complete the FAFSA (Free Application for Federal Student Aid) at www.FAFSA.ed.gov.
- Accept all forms of Financial Aid.
- Pay all fees associated with your Statement of Account.
- Obtain your BuckID.
- Make a decision on whether or not you will waive Student Health Insurance coverage.
- Attend an Orientation program for Ohio State Marion.
- Read Student Release of Information and Bursar Release of Information – FERPA – and decide if you will grant any individuals access to your record – academic, financial, or otherwise.

   The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of student education records. These records, maintained by Ohio State or any party acting on its behalf, include information/documentation recorded in any way and contain information directly related to a student. Since persons are legal adults at age 18, Ohio State cannot, by law, disclose grades, financial account status, disciplinary proceedings or other records to parents, guardians, or anyone else without the written consent of the student. Students should complete these releases for financial and personal information online through their Student Center. Click on “Student Information Release” and/or “Bursar Information Release” near the lower left.

If you have questions or need further information regarding financial aid or fees, please contact The Ohio State University at Marion Office of Admissions and Financial Aid (740–725–6242). For questions regarding placement testing or scheduling, contact The Ohio State University at Marion Advising Office appointment line (740–725–6334).

C. Once the Semester Begins

- Read your course syllabus for each class you are taking. Each faculty member will outline her/his expectations in the course syllabus. Reading your syllabus carefully at the start of each semester will help you understand the expectations for each class. Some faculty have very stringent policies on attendance, use of technology in the classroom, classroom behavior, and late assignments. Understanding and meeting the expectations outlined in each syllabus is critical to your academic success.
• Check your BuckeyeMail account several times per week to stay on top of any communication from your faculty members and offices on campus.

• Check your Student Center weekly to ensure that you are aware of items on your To Do List.

• Meet with your Advisor and a Financial Aid counselor if you are considering dropping a class.

• Ask questions if there is something you do not understand. Use this Resource Guide to locate information and a directory of staff who are here to help support your success.

D. How to Study in College
(originally from Dr. Terry Pettijohn, Department of Psychology)

For various reasons, some students need help gaining the basic skills in study techniques for success in college including:

• You are no longer in high school; college is different from high school.

• You have been out of high school for a few years.

• You never really learned how to study.

• You are working and going to school.

There are several different types of classes: lecture; recitation; discussion; laboratory; seminar; and independent study. You need to prepare for each one differently. Since the basic experience for students is the lecture format, you should concentrate on note taking in the lecture class. Before class, prepare by reading the assignment, reviewing your notes, and anticipating the day’s lecture material. Arrive early. Remember that your job is to obtain facts, so avoid distractions such as cell phones, ipads, other student distractions, or what may be out the window. If you are absent, make arrangements with another student in class – not the instructor – to get classroom notes and assignments.

Most students have one of two problems in taking notes: either they take too many notes and cannot tell what is important; or they do not take enough and cannot make sense out of them. How can you tell what is important? Instructors usually signal major points by using several techniques:

• They pause briefly just before and/or after an important idea which allows students to orient to the concept and gives them enough time to take notes on it.

• Instructors often write key concepts and important words on the board (or in a handout). A good rule is that if an instructor takes time to write it out, put it in your notes.

• Instructors often introduce major ideas with signal words (for example: in summary; steps of; effects of; importance of; causes of; differences; uses of; history of; purpose of). Whenever an instructor uses techniques such as these, it usually indicates a major idea in the lecture.
A six–step note taking procedure that is often used is:

- **Record** – Write down the important facts in the lecture.
- **Reduce** – Summarize the main ideas with key words or questions.
- **Recite** – Look at the reduced notes and try to recall information.
- **Reflect** – Think about the ideas contained in the notes, including applications, examples, and implications.
- **Review** – Go back over the notes, reciting and reflecting again.
- **Recapitulate** – Briefly summarize the notes you have taken. Note taking is an active process, with only the first step done in class.

**Studying at Home** – For effective study, you need to have preparation. Have a special place where you can study. It should be a place without distractions (noise, people, things, food), so you can concentrate. You need to be motivated, and if you really do not want to study, you might be better off waiting awhile or taking a break. Before you begin, make sure you have all the supplies you will need (textbooks, notebooks, etc.).

**Studying at School** – In addition to any quiet area you can find, study areas are located in the Academic Enrichment Center (216 Morrill Hall), the Library, the Morrill Hall Student Lounge and First Floor Lobby, the Morrill Hall third floor hallway, and the Alber Student Center Lobby. Group study rooms are available in the Library and the Academic Enrichment Center.

**Reading Texts** – Reading is critical to effective studying. You should recognize the different purposes of reading. Skim the text to get a brief overview. Read quickly to understand the main ideas and important details. In addition, you read to evaluate, apply, and obtain answers to specific questions. Try to develop reading speeds appropriate to the task.

Most students read too slowly. Here some techniques to increase reading speed and comprehension.

- Practice reading faster. Push yourself on easy, light material (newspapers or magazines).
- Stop talking to yourself. Many people voice each word they read.
- Use your eyes to read “thought units.” Increase your recognition span (number of words seen in one glance).
- Read straight ahead.
- Adjust your reading speed for the particular purpose you are doing.
- Read enjoyable things to have fun while reading.
- Survey – always get the overall picture. When studying a chapter, glance at the contents outline, skim through the pages noting the major sections, and look over the chapter summary.
- Question – as you are examining the chapter, ask yourself questions about the content.
- Questions force you to do active studying and to better prepare for tests. Some texts have study questions to use, but many times you will need to create your own.
• Read – read for a purpose (to answer your own questions). Read carefully and completely (including tables and illustrations). Concentrate on getting the main ideas and the important details. Read by paragraph.

• Record – After reading a paragraph or section of text, underline key words or write a one sentence summary. Write questions in the margins.

• Recite – recitation is an important step. Try to recall the main ideas and important details.

• Can you answer your questions without use of the text? If you have any weak spots, take the time to correct them.

• Review – people easily forget what they learn if they do not review. Review shortly after first studying, and space your reviews out before the test.

• Reflect – Organize the information; think of examples and applications.

After you have read a section of a textbook chapter, take brief notes on it. Keep topics organized, and include main ideas and important details you want to remember. Keep the textbook notes with the lecture notes on the same topic. Do not spend a lot of time writing out all the details in the text (keep the notes brief and organized). Ideally, a one sentence summary for each paragraph or key concept is sufficient.

Many students prefer to underline or highlight their textbooks. If you do, keep in mind you want to identify the main ideas and important details for later use. Use marks you recognize, and write key words in margins. It is best to use a pencil (which can be erased if you change your mind), and to keep underlining to a minimum (about 10 words per paragraph). Be careful not to overdo it, or you will not be able to tell what is important.

E. Taking Examinations

The best way to prepare for an exam is through daily review. After you take notes and study the textbook, take time to review the material in context of the rest of the course. Make up exam questions and write out the answers. Ask the instructor what type of exam it will be and if any samples of old exams are available for study use. Be prepared for the exam. Keep up to date on assignments. Schedule your time carefully so you will not have to cram just before the exam. Keep a positive attitude, and always do your best.

There are a couple of general rules for taking exams: be prepared; relax (anxiety can hurt your performance); get there early; always do your own work; do not rush to get through (and use any extra time to review your answers); stay positive; work carefully (many points are lost through carelessness); and do your best. If you have exam anxiety, get help and learn to relax.

The first general type of examination is the OBJECTIVE TEST (true–false, multiple–choice, completion, and matching). When you get the exam, survey it to determine how many questions you need to answer in the given time (so you can pace yourself). Read carefully and understand the directions. Answer the easy questions first (this gives you confidence, and all questions are worth the same). Be sure to read the entire question. Look for key words or qualifiers. For example, if the question says “all” and you can think of an exception, then it is false. Remember the multiple–choice questions are essentially groups of true–false questions. Keep the context of
the course in mind while answering questions. If you do not know an answer (and there is no penalty for guessing), guess. Look for the best answer, rather than the only answer.

If you finish early, go back over the exam and check your answers. Never leave a question unanswered. When your test is returned to you, go over it and make sure you understand what you did wrong. Remember that objective tests are essentially recognition exams.

The second general type of examination is the Essay Test (short-answer, essay, and definition-identification). Essay exams are based on recall. Carefully read the directions, plan your time, and leave no question unanswered. Take a little extra time to carefully organize your answers. If you give the incorrect or partial response, you will not receive full credit for the answer. Always use neat handwriting, proper spelling, and correct grammar. Handwriting is very important in effective communication. Whenever possible, give examples to demonstrate that you understand the concept. If you get done early, go back and review your answers. If you run out of time, outline your answer. When your exam is returned to you, make sure you understand why you received that particular score. Remember that performance on an exam is a measure of what you have learned. Use the feedback to improve learning in the future.