

## Appendix 9-C: Assignment: Create a Distributed Schedule

Due date: \_\_\_\_\_

1. **Reflect on the Where does the time go? exercise conducted in class.** Consider and prioritize all regular activities that are the same every week and that cannot be changed/controlled (e.g., work, scheduled classes, important family commitments, etc.).
2. **List your high-priority activities on a separate sheet.** These activities should be things you do have control over and that are very important for your success (e.g., sufficient sleep time, regular meals—especially breakfast, working on course notes, supplementary reading, course assignments etc.). **Note:** Break each large task into smaller tasks, such as reading for and then writing an essay.
3. **Consider your varying levels of energy during the day.** Are you most productive in the morning or the evenings? When do you need to work in relation to when you eat?
4. **Create an outline for your chart.** Choose the time your day will start and the time your day will end—choose times that are realistic and work well for you. If you have never been successful at getting out of bed at 6 a.m., do not plan a schedule that begins then. Set yourself up for success by planning to get 6 to 8 hours of sleep a night.
5. **Place your prioritized activities into your chart.** Assign times for your highest priority activities. Try to keep the time slots as manageable as possible for study-related activities. (Think 30-to-60-minute blocks of time). Make sure you vary these study blocks—alternate studying math with writing an English essay, for example. Remember to factor in sufficient down time, including time for meals, breaks, and fun, to maintain motivation and replenish your energy!
6. **Code your chart.** Select a color or pattern code and code your activities in a way that is meaningful to you. Use the coding as a visual aid to help you quickly determine whether you are meeting the time allotment goals you set when you prioritized your activities. You may choose to code all activities related to one class in the same color (e.g., math related, psychology related, exercise/personal time), or you may choose to code similar types of activities (e.g., time spent in class, doing homework, interacting with others), or you may come up with a system all your own.
7. **Assign a location to each study/work slot.** Where do you work best for each of the tasks? Where will you meet your study group? Planning your locations ahead of time ensures you are selecting an environment that supports you and doesn't interfere with your commitment and motivation.
8. **Review where there are gaps in your schedule.** Look for places where you can enhance your success by starting projects early. Make use of the time you spend walking to and from classes *to think and reflect* for long-term assignments.