

Evaluate Your Present Note-Taking System

<http://www.arc.sbc.edu/notes.html>

Ask yourself:

1. Did I use any form at all? Are my notes clear or confusing?
2. Did I capture main points and all sub points?
3. Did I streamline using abbreviations and shortcuts?

If you answered no to any of these questions, you may need to develop some new note-taking skills!

► Five Important Reasons to Take Notes

1. It triggers basic lecturing processes and helps you to remember information.
2. It helps you to concentrate in class.
3. It helps you prepare for tests.
4. Your notes are often a source of valuable clues for what information the instructor thinks most important (i.e., what will show up on the next test).
5. Your notes often contain information that cannot be found elsewhere (i.e., in your textbook).

► Guidelines for Note-Taking

1. Concentrate on the lecture or on the reading material.
2. Take notes consistently.
3. Take notes selectively. Do NOT try to write down every word. Remember that the average lecturer speaks approximately 125-140 words per minute, and the average note-taker writes at a rate of about 25 words per minute.
4. Translate ideas into your own words.
5. Organize notes into some sort of logical form.
6. Be brief. Write down only the major points and important information.
7. Write legibly. Notes are useless if you cannot read them later!
8. Don't be concerned with spelling and grammar.

► Tips for Finding Major Points in Lectures

The speaker is usually making an important point if he or she:

1. Pauses before or after an idea.
2. Uses repetition to emphasize a point.

3. Uses introductory phrases to precede an important idea.

4. Writes an idea on the board.

► Forms of Note-Taking

1. Outlining

I. Topic sentence or main idea

A. Major points providing information about topic

1. Sub-point that describes the major point

a. Supporting detail for the sub-point

2. Patterning: flowcharts, diagrams

3. Listing, margin notes, highlighting

► Ways to Reduce and Streamline Notes

1. Eliminate small connecting words such as: is, are, was, were, a, an, the, would, this, of. Eliminate pronouns such as: they, these, his, that, them. However, be careful NOT to eliminate these three words: and, in, on.

2. Use symbols to abbreviate, such as:

+ , & for and, plus

= for equals

- for minus

for number

x for times

> for greater than, more, larger

< for less than, smaller, fewer than

w/ for with

w/o for without

w/in for within

----> for leads to, produces, results in

<---- for comes from

/ for per

For example:

"The diameter of the Earth is four times greater than the diameter of the Moon."

Becomes:

"Earth = 4x > diameter of Moon."

3. Substitute numerals with symbols, for instance:

Substitute "one" with 1

Substitute "third" with 3rd

Abbreviate:

Drop the last several letters of a word. For example, substitute "appropriate" with "approp."

Drop some of the internal vowels of a word. For example, substitute "large" with "lrg."

NOTE TAKING SYSTEM

<http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html>

The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method - Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, and then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

Advantages - Organized and systematic for recording and reviewing notes. Easy format for pulling out major concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system."

Disadvantages - None

When to Use - In any lecture situation.

-----2 1/2"----- 6"-----

Reduce ideas and facts to concise jottings and summaries as cues for **Reciting, Reviewing, and Reflecting.**

Record the lecture as fully and as meaningfully as possible.

The format provides the perfect opportunity for following through with the 5 R's of note-taking. Here they are:

1. **Record.** During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.
2. **Reduce.** As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.
3. **Recite.** Now cover the column, using only your jottings in the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory.
4. **Reflect.** Reflective students distill their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten.
5. **Review.** If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness.

The Outlining Method

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

Method – Listening and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indentation can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

Advantages – Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages – Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.

When to Use – The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are super and sharp and you can handle the outlining regardless of the note taking situation.

Example –

Extrasensory perception

- _ Definition: means of perceiving without use of sense organs.
 - _ three kinds –
 - _ telepathy: sending messages
 - _ clairvoyance: forecasting the future
 - _ psychokinesis: perceiving events external to situation
 - _ current status –
 - _ no current research to support or refute
 - _ few psychologists say impossible

The Mapping Method

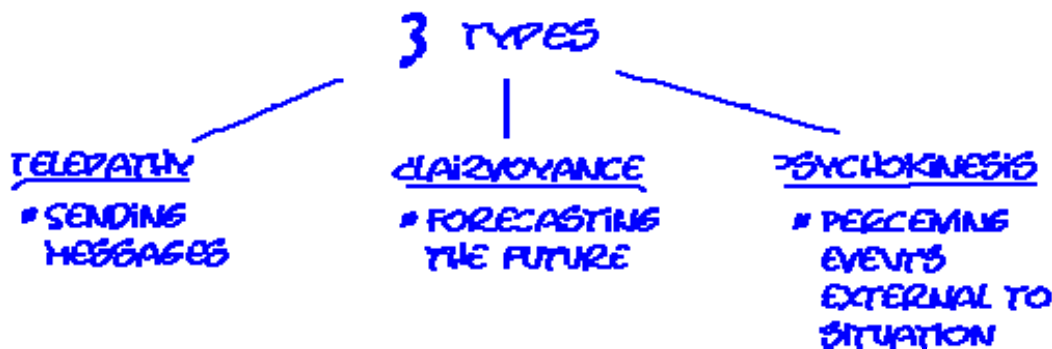
Mapping is a method that uses comprehension/concentration skills and evolves in a note taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

Advantages – This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.

Disadvantages – You may not hear changes in content from major points to facts.

When to Use – Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

EXTRASENSORY PERCEPTIONS



Example –

The Charting Method

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

Method – Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages – Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Disadvantages – Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.

When to Use – Test will focus on both facts and relationships. Content is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.

Example – Chart format for a history class:

<u>PERIOD</u>	<u>IMPORTANT PEOPLE</u>	<u>EVENTS</u>	<u>SIGNIFICANCE</u>
1941-45	FDR	WWII	U.S.A.
			INVOLVEMENT

The Sentence Method

Method – Write every new thought, fact or topic on a separate line, numbering as you progress.

Advantages – Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.

Disadvantages – Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use – Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

Example 1 –

A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29-30 in your text about this.)

- **Sample Notes** – Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

Example 2 –

Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.

- **Sample Notes** – Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

Example 3 –

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an un-hypnotized patient to reveal unconscious thoughts.

- **Sample Notes** – Freud 1st – used phys. trtment; e.g., baths, etc. This fld. 2nd – used hypnosis (fr. Charcot) Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.

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