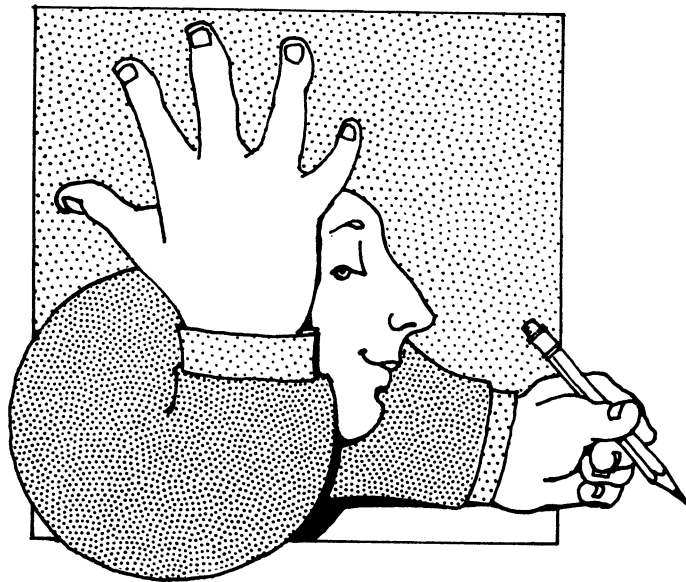


P A R T

III

**NOTE TAKING
TECHNIQUES**



IMPORTANT NOTETAKING TECHNIQUES

Even if your instructor is a “motor mouth,” don’t despair. Stay with it until you have learned the note taking techniques presented on the next few pages.

1. Always read your assignment before you come to class. Otherwise, the lecture may sound as if it is in Greek. **BE PREPARED!**
2. Find a seat near the front of the room. Up close, you can see the board, be more aware of the instructor’s facial expressions, hear better and not daydream or snooze as easily.
3. Identify some serious students in each class and get to know them. Get their phone numbers in case you have questions or need help during the term.
4. Copy everything the instructor writes on the board. This is especially true of examples, solutions, outlines, and definitions.
5. Organize and index your notes with colored tabs. If notes are allowed on any exam, you’ll be ahead of the game.

WARNING!
DO NOT TRY TO WRITE DOWN EVERY WORD THE INSTRUCTOR SAYS. LISTEN FOR THE MAIN IDEAS. ABBREVIATE, OMIT, AND INVENT.

LEARNING LADDER

RUNG 2: SHARE IDEAS

As soon as possible get a phone number from a student in each of your classes. Your instructor can make this easier by asking who is willing to participate in a telephone exchange and then providing a master list of numbers.

Class 1. _____

Name _____

Phone# _____

Class 2. _____

Name _____

Phone# _____

Class 3. _____

Name _____

Phone# _____

Class 4. _____

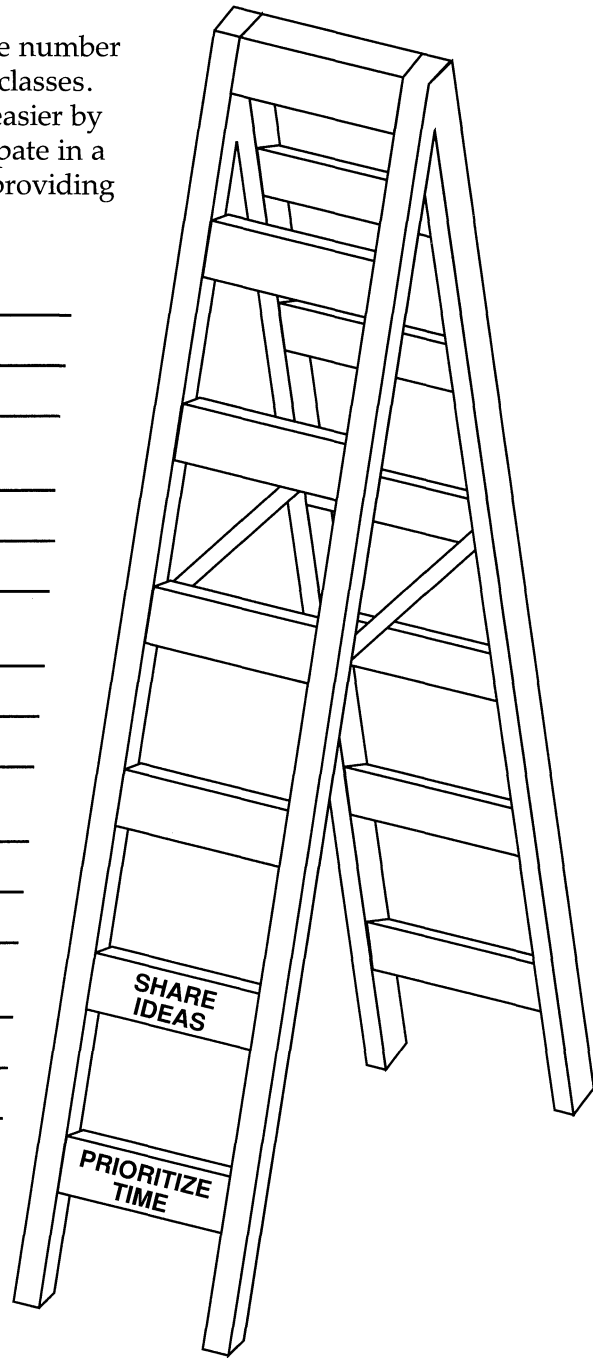
Name _____

Phone# _____

Class 5. _____

Name _____

Phone# _____



EFFECTIVE LISTENING IS YOUR SECRET FOR BETTER CLASS NOTES

An outline format has been used below to refresh your memory on outlining skills.

I. Get Organized

- A. Use a spiral or 3-hole notebook to keep your notes organized. Avoid loose leaf folders that allow your papers to flutter everywhere.
Hint: Yellow paper may be easier on your eyes so consider changing from white to yellow.
- B. Date each lecture and number all pages for that course in sequence.

II. Set Up Your Format

- A. Study the sample notes on page 23. Use it, or experiment with something similar until you have a format you like.
- B. Recall words and abbreviations of main ideas should be written in the left margin of right hand page. Fill in recall words when you first review your notes. Study questions should be written on the facing left-hand page to assist you when you review.
- C. In your own words, summarize the main ideas at the bottom of the right hand page (or write questions you need to ask your instructor).
- D. Use an outline similar to the one on this page rather than writing full paragraphs.
 - 1. Indent secondary ideas, supporting documentation or examples.
 - 2. Always leave room when a new point is being developed.
 - 3. Incomplete sentences or phrases will be necessary. (Notice phrases used on the sample.) Make sure you know the meaning of all your incomplete sentences.

SECRETS FOR BETTER CLASS NOTES (Continued)

III. Taking Lecture Notes

- A. What should you take notes on?
 1. All definitions
 2. Lists
 3. Formulas or solutions
- B. Indenting is important to set off secondary ideas. Leave plenty of space so the notes are easier to study.
- C. Draw arrows to show connections between ideas.
- D. Whenever you are in doubt, **write it down**. In discussion classes, jot notes on important points—particularly conclusions reached during the discussion.
- E. Spell new words as well as you can by the sound. Look up correct spelling the first chance you get, or ask your instructor for help.
- F. Use symbols, diagrams or drawings to simplify ideas.

IV. Listening

- A. Listen for the following signals from your instructor about what is important:
 1. Voice changes usually indicate important points—listen for increases in volume or dramatic pauses.
 2. Repetition is a clue that an important point is being made.
 3. Gestures may indicate a major point.
- B. Stay involved in all classroom discussions. Ask questions, especially when things are unclear.

V. Participate in Class

- A. Think, react, reflect, and question to help your instructor keep the class alive.
- B. Become involved but don't be a clown. Do not grandstand or dominate the conversation.
- C. Your grade will often improve if you actively participate. If you are on the borderline between grades, most instructors will remember your desire to learn if you participate.

SAMPLE NOTES

Use the recall cues on the "Classroom Notes" side to answer the study questions on the facing page. Write your answers on the lines provided.

STUDY NOTES & QUESTIONS OR TEXTBOOK NOTES	CLASSROOM NOTES MEMORIZATION STRATEGIES	
	9/27/86	
	Recall	
	Cues	
	MEM?	I. Memory—types of
What are 2 types of memory:	LT	A. Long Term
[1]	ST	B. Short Term
[2]		
	GIM?	C. Strategies
What are 3 memory tips:	Mneu.	1. Mnemonics
[1]	S. Sent.	2. Silly Sentences
[2]	Vis.	3. Visualization
[3]		
	Use this space for:	
	1. Summary in your own words,	
	2. Questions, or	
	3. New Vocabulary	

Compare your answers with those of the author at the bottom of the page.

ANSWERS: (1) Long Term (2) Short Term (1) Mnemonics (2) Silly Sentences (3) Visualization

IMPROVE YOUR NOTETAKING

Speed writing can be increased by simplifying your handwriting.



- Write a sentence in your normal handwriting in the space below.

- Observe these inefficient notes with excessive loops, Now look at your sample (above) does it have any excessive loops? Notice how difficult they are to decipher.

*Notetaking is not the time
for fancy writing.*

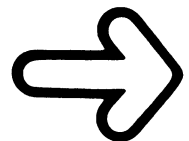
- Simplify your handwriting; some printing may be necessary.

*Notetaking is the time
to simplify. Change I to I.*

REVIEW IMMEDIATELY!

Whenever possible, *spend 5-20 minutes* reviewing your notes immediately after class. Fill in missing areas and rewrite garbled notes. Studies show that short periods of study improve long term memory.

**A TAPE RECORDER CAN BE AN ASSET,
BUT DO NOT USE IT AS A CRUTCH
OR SUBSTITUTE FOR TAKING NOTES!**



IMPORTANT NOTETAKING ABBREVIATIONS

ABBREVIATE, OMIT, INVENT
AND SIMPLIFY

COMMONLY USED ABBREVIATIONS:

>	increase	=	equals
<	decrease	ex.	example
∴	therefore	def.	definition
→	caused, led to	i.e.	that is
w/	with	vs.	versus
≠	unequal	bec.	because
w/o	without	≡	identical to
⊙	individual	imp.	important
sig.	significant	esp.	especially

OMIT VOWELS:

mn = main	unnec = unnecessary
bkgd = background	ff = following

INVENT YOUR OWN ABBREVIATIONS COMMON TO YOUR DISCIPLINE:

subc = subconscious	Δ = change
sftwr = software	Δ'ed = changed
exst = existential	Δing = changing
ct = computer terminal	Δ'able = changeable
chrn = chromosomes	

DO YOU USE OTHER ABBREVIATIONS? Add your own below:

LEARNING LADDER

RUNG 3: TAKE NOTES

HOMEWORK:

1. Take notes on a class lecture. Indent, use phrases, and review your notes by placing recall cues in the left hand margin.
2. After taking your notes, highlight the main points. Next, ask your instructor to evaluate the quality of the notes you took and make suggestions.
3. If you are working with a tutor, bring your notes to each meeting for review.
4. **EXTRA CREDIT!** Ask your instructor if you may complete assignments (such as turning in extra sets of notes) for additional credit.

NOTE:

Some Learning Resource Centers have videotapes of instructors which allow you to practice taking notes in a controlled setting.

