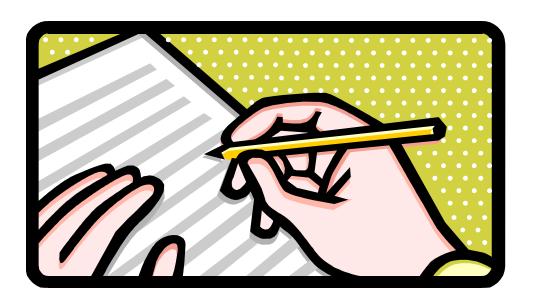
Notetaking Notetaking



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Note-taking

The average person forgets 50% of what he/she hears within 24 hours. In 2 weeks they forget 90%. These percentages should be reason enough for you to want to take effective notes during class. If not, consider the fact that taking notes improves concentration; you won't be tempted to daydream or look out the window. Most importantly, during a lecture your professor gives you the information you need for success in the class. Effective note-taking is about more than just showing up with pen and paper. It requires additional effort before, during, and after class.

Before Class

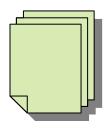
- **Read or skim your textbook assignment**. Familiarize yourself with the main topics and with the chapter's terminology/vocabulary.
- Bring the right materials:
 - A ball point pen with blue or black ink. Other pens can leak, smear, or bleed through the paper. Pencils quickly become dull, the lead can break and notes written in pencil can smear and fade. Other colors of ink are hard on the eyes.



◆ A three-ring binder with dividers. Using a binder makes it easier to move pages around and insert handouts. Because you are using dividers, you can keep all your notes for all of your classes in one place. If your binder or dividers have pockets, you've got a place to store flashcards or other study aids.



♦ 8 1/2" x 11", loose-leaf notebook paper. Paper smaller than this doesn't give you much room and may easily be misplaced. It is much easier to take notes on loose-leaf paper than in a notebook.



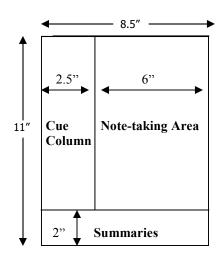
 Your textbook. Always take your textbook to class. If your instructor refers to something in the book, you can mark or highlight the passage in your textbook as opposed to recording the information in your notes.



During Class

- **Be an active listener**. Sit up straight, maintain eye contact with the instructor, act interested even if you're not, and learn to cope with distractions (sit up front, move away from doors, windows, and disruptive classmates).
- Use one of the following note-taking systems. Always date, title, and number your notes.

Cornell. The advantage of this system is that it combines the elements of organization and review. It is based on a two-column notebook page (see diagram). On an 8½x11" page, draw a vertical line 2½" from the left side of the paper. The line should run from the top of the page to within 2" of the bottom. Then, draw a horizontal line across the page 2" from the bottom. Now, you are ready for the 6Rs of note-taking:



Record: During the lecture, record your notes in the note-taking area.

Reduce: As soon as possible after class, summarize your notes in the Cue Column using questions/key words that will help you recall the material.

Recite: Cover up the note-taking area. Read each cue and recite the information aloud and in your own words. Uncover the note-taking area and compare your recall with the notes.

Reflect: This is the stage at which you *think* and *apply* the facts and ideas you have learned. Ask yourself how what you have learned fits in with what you already know. At this stage, the information in your notes becomes part of your permanent memory.

Review: Spend a few minutes every day in a quick review of your notes. This will help you retain most of what you have learned.

Recapitulate: In other words, write a brief recap, or summary, of the notes on each page in the summaries section.

An example of the Cornell Note-Taking System is on the next page.

Muscle Reading

What are the three phases of Muscle Reading?

Before you read While you read After you read

What are the steps in phase one?

- 1. Before you read
 - Preview
 - Outline
 - Question

What are the steps in phase two?

- 2. While you read
 - Read
 - Underline
 - Answer

What are the steps in phase three?

- 3. After you read
 - Recite
 - Review
 - Review again

By applying the steps of muscle reading, you can decrease the effort required to read textbooks and increase the amount of information you recall.

Note-taking Systems, cont.

Outline. This is the most formal way of taking notes. Main ideas are identified by roman numerals (I, II, II); major details are identified by capital letters (A, B, C); and less important details are identified by numbers (1, 2, 3). This format is best when prepared prior to class (e.g., when you read the chapter) and can be used to fill in with notes and/or comments from the instructor's lecture.

<u>Indented</u>. In this format, main ideas/key words are written at the left margin of the page. Major details are indented a few spaces to the right, and minor details are indented further to the right. The advantage of this system is that it makes clearer the relationship of the items to one another.

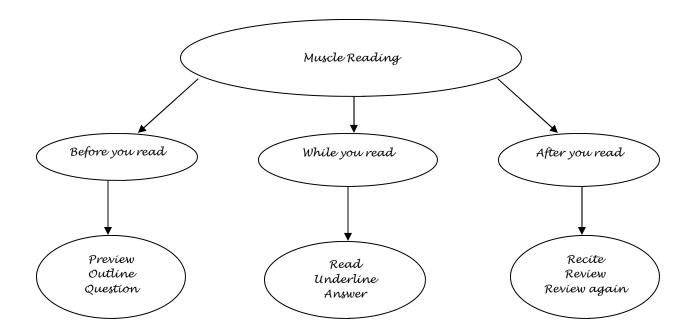
I. Muscle Reading

- A. Phase One Before you read
 - 1. Preview
 - 2. Outline
 - 3. Questions
- B. Phase Two While you read
 - 1. Read
 - 2. Underline
 - 3. Answer
- C. Phase Three After you read
 - 1. Recite
 - 2. Review
 - 3. Review again

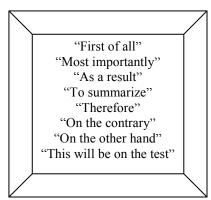
Muscle Reading

- 1. Phase One = Before you read preview, outline, question
- Phase Two = While you read read, underline, answer
- Phase Three = After you read recite, review, review again

<u>Mapping</u>. This format uses graphics to show relationships between concepts, ideas, etc. You can use lines, arrows, circles, squares, etc. This system requires that you write fewer words. One form of mapping is shown below.



- Watch for clues for what to include in your notes.
 - *Repetition*. If an instructor repeats a point, it's probably important.
 - *Time*. The more time spent on a topic, the more important it is.
 - *Visuals*. If your instructor writes something on the board or has a PowerPoint or overhead presentation, that information needs to go in your notes.
 - Pauses. Sometimes instructors will pause before important material is given.
 - Speed. If an instructor slows down his/her normal speaking pace, he/she may be saying something you need to know.
 - Body Language. If your instructor's facial expressions change or he/she gets excited when saying something, it's probably important.
 - Signal Words. Listen for vocal cues from your instructor. If you hear the words listed in the box to the right, it's a good indication that the material needs to be in your notes.



- **Use speedwriting techniques**. Your professors can talk a lot faster than you can write. To keep up, you need to use a few speedwriting techniques.
 - Don't use complete sentences.
 - Eliminate less important words (a, an, the, of, for, in, etc.).
 - Leave out punctuation marks.
 - Use abbreviations and symbols.

=	equals	w/	with	info	information
~	approximately	w/o	without	dept	department
#	number	wh/	which	sig	significant
+	and, also	ff	following	max	maximum
<	less than	b/c	because	min	minimum
>	greater than	cf	compare	esp	especially
\$	dollars, money	eg	for example	govt	government
%	percent	ie	that is	org	organization
@	at	etc	and so forth	rep	representative
↑	increase	2	to, too	inc	including
\downarrow	decrease	B4	before	def	definition
∞	forever	VS	against	con't	continued

After Class

- **Review your notes within 24 hours of class**. After 24 hours, you can forget up to 80% of what you heard in a lecture. Also, add missing material and rewrite any illegible words. Edit out unnecessary material and mark (highlight, circle, asterisk) important information.
- Compare notes with one or two classmates. You may get information you missed.
- Review your notes on a regular basis, preferably daily. When test time rolls around, you've already learned the material and you'll just need to do a more intensive review.

