

NOTETAKING SURVEY

Name: _____

Teacher: _____

Date: _____

I take notes when teachers lecture	Always	Sometimes	Rarely	Never
I take notes when I read	Always	Sometimes	Rarely	Never
My notes are organized in a notebook	Always	Sometimes	Rarely	Never
I use a note taking system (outlining, mapping, cornell, etc)	Always	Sometimes	Rarely	Never
I take notes when teachers write things on the board or on the over-head	Always	Sometimes	Rarely	Never
I copy notes from my friends	Always	Sometimes	Rarely	Never
I use abbreviations when I take notes	Always	Sometimes	Rarely	Never
I organize my notes (chronologically, alphabetically, by categories, etc.)	Always	Sometimes	Rarely	Never
I read over and review my notes	Always	Sometimes	Rarely	Never
I use notes to study for tests	Always	Sometimes	Rarely	Never
I keep notes from year to year.	Always	Sometimes	Rarely	Never
I draw pictures/diagrams in my notes	Always	Sometimes	Rarely	Never
I take notes on both sides of one sheet of paper	Always	Sometimes	Rarely	Never
I write questions in my notes	Always	Sometimes	Rarely	Never
I draw arrows in my notes to connect ideas	Always	Sometimes	Rarely	Never
I take notes in complete sentences	Always	Sometimes	Rarely	Never

Reflecting on the Survey

Examine your survey answers and answer the following questions.

1. Which answer did you give most often? Always? Sometimes? Rarely? or Never?
2. What patterns do you notice about your own notetaking?
3. Describe your own notetaking ...

What do you write down?

How do you decide what to write down?

What do you do with your notes?

4. How could your teacher help you take better notes? What do you need to know how to do?

Cornell Notetaking

Divide a sheet of paper into two separate areas by drawing a line down the page making a two inch wide margin on the left-hand side.

The right side is where you'll write your notes.

The narrower left margin is where you fill in any key words, headings, comments or questions you want to add related to the material you've written on the right.

Below is an example of notes on a lecture on Improving Vocabulary. Note how the two-column approach works. First the student wrote her notes on the right side of the page and then selected the best keyword to identify and remember it in the left column:

Comments Questions Keywords Headings	Notes from the Text or Lecture
Record reflections, opinions, and further questions here.	

Topic: _____

Date: _____

Comments Questions Keywords Headings	Notes from the Text or Lecture
Reflections/Opinions	

Notetaking Discussion Starters

When should you take notes?

How do you take notes?

What do you write down?

How do you decide what to write down?

What do you do with your notes?

10 Tips for Notetaking

1. Preview ideas and new terms before the lecture. Read/skim your text, especially the table of contents, summary, key words, pictures and charts.
2. Don't try to write down everything. Be selective. Listen for important ideas and try to summarize them. Write down what the teacher emphasizes (repeats, puts on board or overhead, says is important, etc.).
3. Use common abbreviations: etc., ie, eg,
4. Create a personal shorthand
 - use "shortcut" abbreviations (cut off the ends of words)
examples: subj. max. min. democ. biol. univ.
 - drop vowels (consonants carry most of the sound)
examples: rdg. wrtg. gvt. ckg. acct.
 - use symbols (consult the dictionary for ideas and create your own) examples: w/ w/o & #
* ? ! % @ = < >
 - use numbers instead of writing them out
examples: 5 rather than five, , 25 rather than twenty five, 1st rather than first
5. Create order-- chronological, numerical, alphabetical --
 - Use numbers, or Roman numerals
 - Label categories, causes, effects, characteristics
6. Use lots of paper. Leave space between ideas; this gives you room to add more details. Write on only one side of 3 ring paper so it's easier to see the big picture (#6) and to test yourself (#7).
7. Go over your notes within 24 hours. Clarify and expand notes; don't just recopy them. Summarize ideas orally--use a tape recorder or your voice mail. Categorize or label ideas in the margin. Color code ideas. Then look for patterns, relationships, and/or connections among them. Try to see the Big Picture. ... What do your notes say?
8. Test yourself or have a partner test you by talking out loud.
9. Imagine the big picture. Connect ideas from the textbook with your class notes.
10. Compare notes. Exchange notes with different classmates from time to time to make sure you are getting down the most important ideas. Study with a group of friends.

Fishbone Notes

Title: _____
Author: _____

Main Idea: _____

Details: _____

Main Idea: _____

Details: _____

Main Idea: _____

Details: _____

Tree Map - Notetaking

