Note Taking Systems

Rutgers Learning Center 2013
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Note Taking 101

• Before starting review the document titled “Note Taking Skills – Before During and After Class”
• In Class Note Taking Systems
  – Cornell Method
  – Outline Method
  – Mapping Method
  – Charting Method
  – Sentence Method
• The SQR3 method is great for during reading Note Taking
The Cornell Method

**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."

Outline Method

Example: -

I. BODY LANGUAGE (conveys your state of mind)
   A. Movement
      1. Strive for natural movement.
      2. Control distracting mannerisms (pacing, pen-clicking).
      3. Develop natural style
         (a) Move forward to stress points.
         (b) Step back and focus attention on screen.
      4. Hold objects so audience can see them.
      5. Avoid excessive and uncontrolled movement.
   B. Facial Expressions
      1. Smile.
      2. Appear relaxed and friendly.
   C. Gestures
      1. Use natural gestures to emphasize what you’re saying.
      2. Integrate and coordinate gestures with text.
      3. Examples
         (a) Number of fingers = number discussed.
         (b) Sizes, shapes – tall, short.
      4. Use gestures to help pace yourself.
      5. Use gestures based on audience size.
   D. Posture
      1. Practice good posture.
      2. Don’t prop up against wall or desk.
      3. Don’t sit unless it’s part of presentation.

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.
Mapping Method

Advantages –
• This format helps you to visually track your lecture allowing relationships to be seen easily.
• Easy to edit your notes by adding numbers, marks, and color coding.
• Review requires recall of thought processes which will force you to check understanding.

Disadvantages –
• May run out of room on a single page
Charting Method

**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. Great for history class.

**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.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>IMPORTANT PEOPLE</th>
<th>EVENTS</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-45</td>
<td>FDR</td>
<td>WWII</td>
<td>U.S.A.</td>
</tr>
<tr>
<td>1939-45</td>
<td></td>
<td></td>
<td>INVolVEMENT</td>
</tr>
</tbody>
</table>

KWL is great for note taking while reading as well!

<table>
<thead>
<tr>
<th>K</th>
<th>What I know</th>
<th>W</th>
<th>What I want to know</th>
<th>L</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- At the Treaty of Utrecht the Spanish had to give Gibraltar to Britain.</td>
<td></td>
<td>- What other lands did Britain get from the Treaty?</td>
<td></td>
<td>- Britain was also given control over Menorca, Saint Kitts (from France) and extensive lands in North America (also from France).</td>
</tr>
<tr>
<td></td>
<td>- What other lands did Spain lose?</td>
<td></td>
<td></td>
<td></td>
<td>- Spain also lost Sicily to Savoy, the Spanish Netherlands, Naples and Sardinia to the Holy Roman Empire, and several Spanish lands in Latin America were given to Portugal.</td>
</tr>
</tbody>
</table>
Sentence Method

- **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.

### Symbols and Meanings

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>≠</td>
<td>equals, is the same as, consists of</td>
<td>b/c</td>
<td>because</td>
</tr>
<tr>
<td>&gt;</td>
<td>is greater than, is more than</td>
<td>'</td>
<td>minute, feet (e.g. 3’= 3 feet)</td>
</tr>
<tr>
<td>&lt;</td>
<td>is less than</td>
<td>“</td>
<td>inches</td>
</tr>
<tr>
<td>/</td>
<td>or</td>
<td>c.</td>
<td>century</td>
</tr>
<tr>
<td>&amp;</td>
<td>and</td>
<td>w/</td>
<td>with</td>
</tr>
<tr>
<td>↑</td>
<td>rises, increases</td>
<td>w/o</td>
<td>without</td>
</tr>
<tr>
<td>↓</td>
<td>falls, decreases</td>
<td>♀</td>
<td>female</td>
</tr>
<tr>
<td>→</td>
<td>leads to, causes, results in</td>
<td>♂</td>
<td>male</td>
</tr>
<tr>
<td>†</td>
<td>does not lead to, does not cause, does not result in</td>
<td>+</td>
<td>and, plus</td>
</tr>
<tr>
<td>~</td>
<td>approximately</td>
<td>btw, b/t</td>
<td>between</td>
</tr>
<tr>
<td>≠</td>
<td>does not equal, is different from</td>
<td>-</td>
<td>less, minus</td>
</tr>
<tr>
<td>#</td>
<td>number</td>
<td>ex</td>
<td>example</td>
</tr>
<tr>
<td>$</td>
<td>dollar</td>
<td>%</td>
<td>percent</td>
</tr>
</tbody>
</table>

- Need to have an abbreviation system!

Gov = Government
NRG = Energy
Dev = Development
Econ = Economy
The SQ3R Method
Survey – Question – Read – Recite - Review

Before you read, **Survey the chapter:**
- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

**Question while you are surveying:**
- Turn the title, headings, and/or subheadings into questions;
- Read questions at the end of the chapters or after each subheading;
- Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"
- Ask yourself, "What do I already know about this subject?"

**Note:** If it is helpful to you, write out these questions for consideration. This variation is called SQW3R

When you begin to **Read:**
- Look for answers to the questions you first raised;
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

**Recite after you've read a section:**
- Orally ask yourself questions about what you have just read or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Use the method of recitation which best suits your particular learning style but remember, the more senses you use the more likely you are to remember what you read - i.e.,
- **TRIPLE STRENGTH LEARNING:** Seeing, saying, hearing-
- **QUADRUPLE STRENGTH LEARNING:** Seeing, saying, hearing, writing!!!