

# Note Taking Systems

Rutgers Learning Center 2013

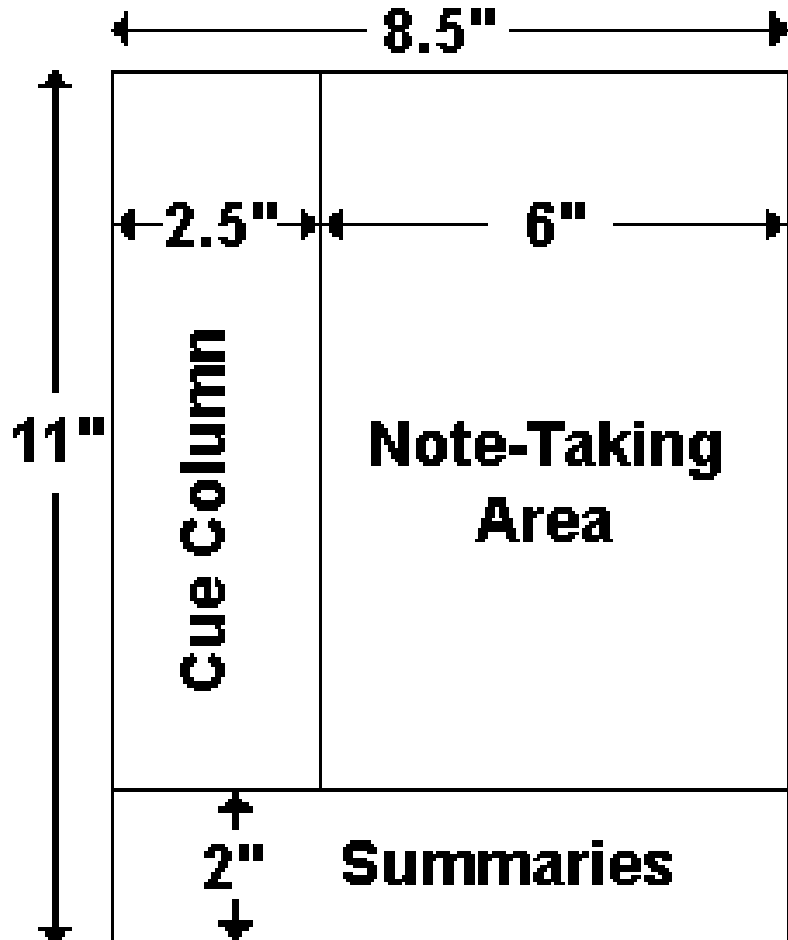
Created by Jonathan Scharff, Academic Coach 6/2013

# 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."



	<i>Climate classification, January 30</i>
	<i>I. System of climate classification</i>
<i>Koppen</i>	<i>A. Invented by Vladimir Koppen, botanist. Saw biological activities as function of climatic characteristics</i>
<i>What did he do? Why imp.?</i>	<i>B. created climograph: displays mo'y temp. &amp; precip. on 1 graph</i>
<i>Define climograph. How do you calculate problem?</i>	<i>C. main concern was make it simple: rel'ship between potential evap and amt. of mois. rec'd at any geo. location</i>
<i>Give example</i>	
	<i>II. Arctic climates: ET &amp; EF. E avg. mo'y temp. &lt;50</i>
<i>List &amp; define E climates</i>	<i>ET: avg. temp. warmst mo 50F &amp; &lt;32F</i>
<i>Characteristics ET? EF?</i>	<i>*tundra or continental subarctic</i>
	<i>EF: avg. temp. in warmst mo. &lt;32F</i>
	<i>*ice cap or arctic</i>
<i>Define Humid Dry Boundary</i>	<i>III. Humid Dry Boundary</i>
<i>How is HBD calculated?</i>	<i>A. Marks maj. diff. between humid &amp; dry climate regime</i>
<i>Example?</i>	<i>B. Must know how boundary calculated</i>
<i>Summary: Koppen was a botanist who invented a system of climate classification. He believed that characteristics of climate determined biological activities such as???? To classify climates, he developed the climograph, which displays variables of mo'y temp. and precip. We are looking at the relationship between potential evaporation and amt. of moisture received at a particular geographic location. E-type climates are locations where avg. mo. temps are less than 50. Precip. is rec'd, but comes as snow. ET climates are tundra or continental subarctic. Warmest mo. = temps of 30-32F. EF climates are ice cap or arctic. Warmest mo. = below 32F.</i>	

# Outline Method

Example: -

Body Language and Oral Presentations Traditional  
Format

## 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. (Never pass them around)
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.

## Note-taking

\_ definition: short paraphrases to assist memory

\_ types -

\_ Cornell

\_ Outlining

\_ Mapping

\_ factors -

\_ cognition

\_ memory

\_ sensory

**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.

## EXTRASENSORY PERCEPTIONS

### 3 TYPES

#### TELEPATHY

- SENDING MESSAGES

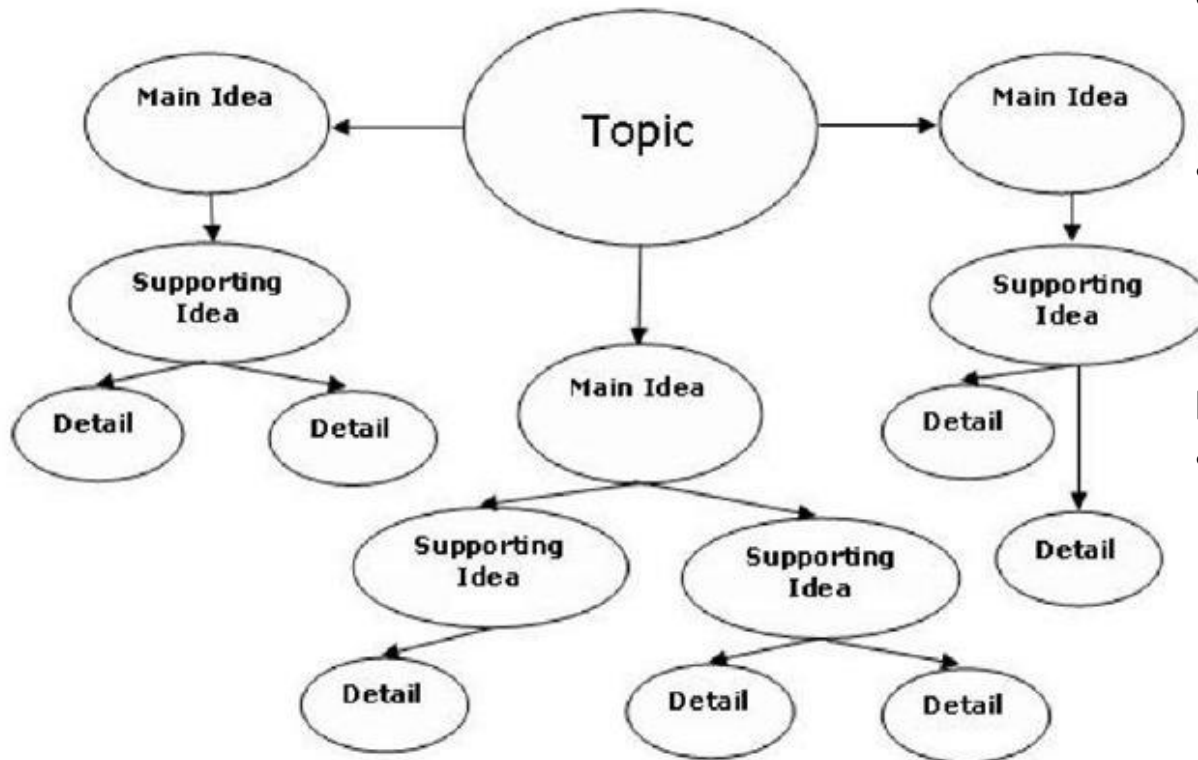
#### CLAIRVOYANCE

- FORECASTING THE FUTURE

#### PSYCHOKINESIS

- PERCEIVING EVENTS EXTERNAL TO SITUATION

# 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.

PERIOD	IMPORTANT PEOPLE	EVENTS	SIGNIFICANCE
1941-45	FDR	WWII	U.S.A INVOLVEMENT

K What I know	W What I want to know	L What I learned
- At the Treaty of Utrecht the Spanish had to give Gibraltar to Britain.	- What other lands did Britain get from the Treaty? - What other lands did Spain lose?	- Britain was also given control over Menorca, Saint Kitts (from France) and extensive lands in North America (also from France). - 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.

DATES	WAR	COUNTRIES	LEADERS	SIGNIFICANCE
1939 - 1945	WORLD WAR II	GERMANY JAPAN GREAT BRITAIN RUSSIA USA FRANCE POLAND and more	ADOLF HITLER JOSEPH STALIN FRANKLIN ROOSEVELT WINSTON CHURCHILL	BLAH BLAH BLAH
1950 - 1953	KOREAN WAR	KOREA USA CHINA	HARRY TRUMAN KIM IL-SUNG	

KWL is great for note taking while reading as well!

# 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.

c.	Approximately or about ( <i>abbreviation Latin 'circa'</i> )
e.g.	for example
i.e.	in other words
cf.	compared to, by comparison with
w/	with
w/o	without
v.	very
vv.	extremely
C	century (C19 for 'nineteenth century')
etc.	and so on
K or k	a thousand (500K for 'five hundred thousand')
m	a million (\$6m for 'six million dollars')
vs	against

Need to have an abbreviation system!

Gov = Government  
 NRG = Energy  
 Dev = Development  
 Econ = Economy

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

# 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!!!