

College Note Taking

Another Academic Success Key!



Rules of the Brain – Incoming Information

- Builds on Prior Knowledge
- Seeks Patterns
- Seeks Meaning
- Seeks to Condense
- Seeks to Order/Organize

Indicates you must DO (active learning) something with your notes – NOT just read over them (passive learning)

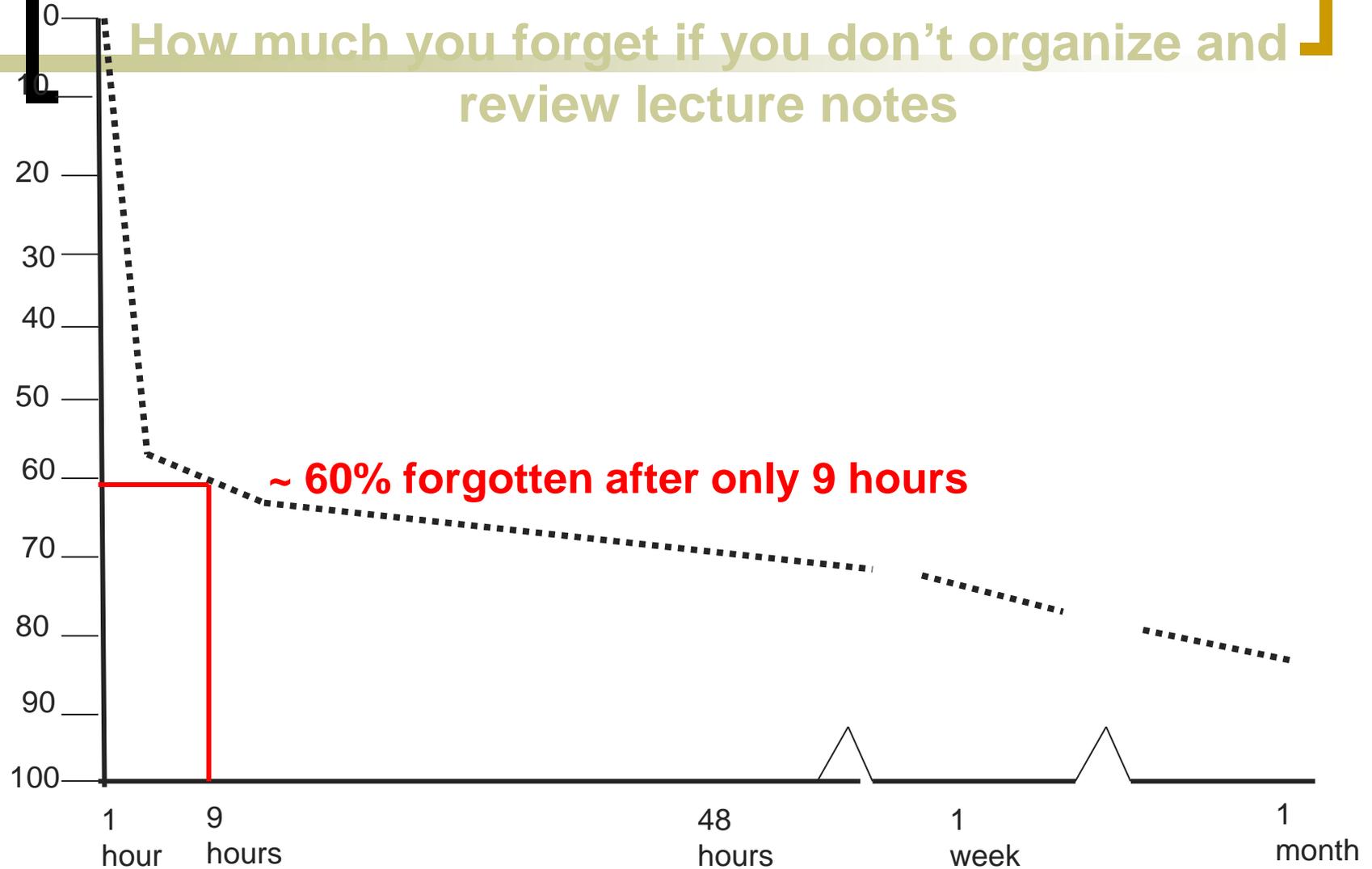
[Note Taking – Why?]

- Promotes Active Listening
- Provides Accurate Record of Info
- Makes You **Restructure** Information
 - Interpret (give meaning)
 - Condense
 - Organize
- Provides Repetition

Forgetting Curve:

How much you forget if you don't organize and review lecture notes

Percent forgotten

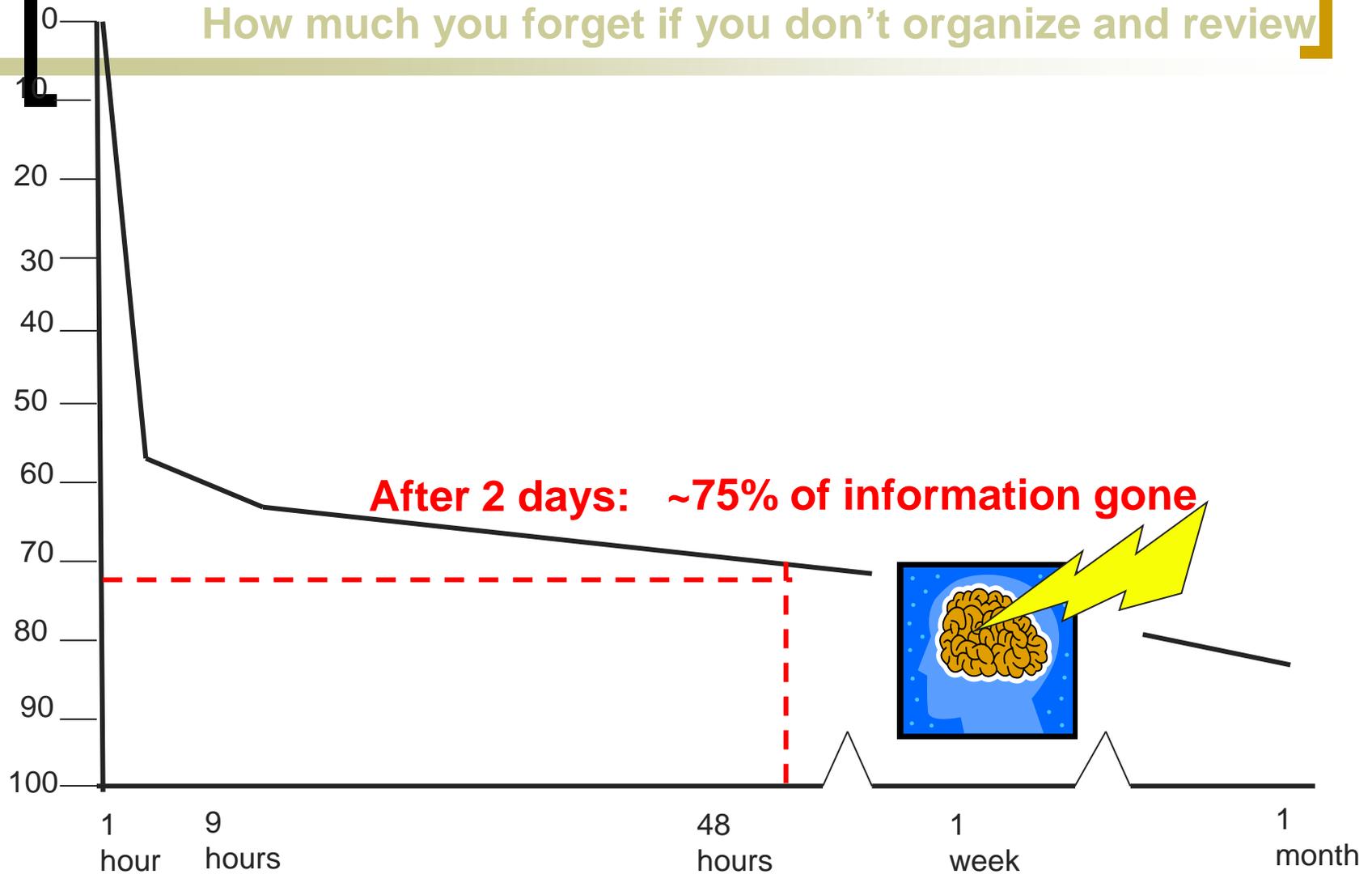


Time since review of information

Forgetting Curve:

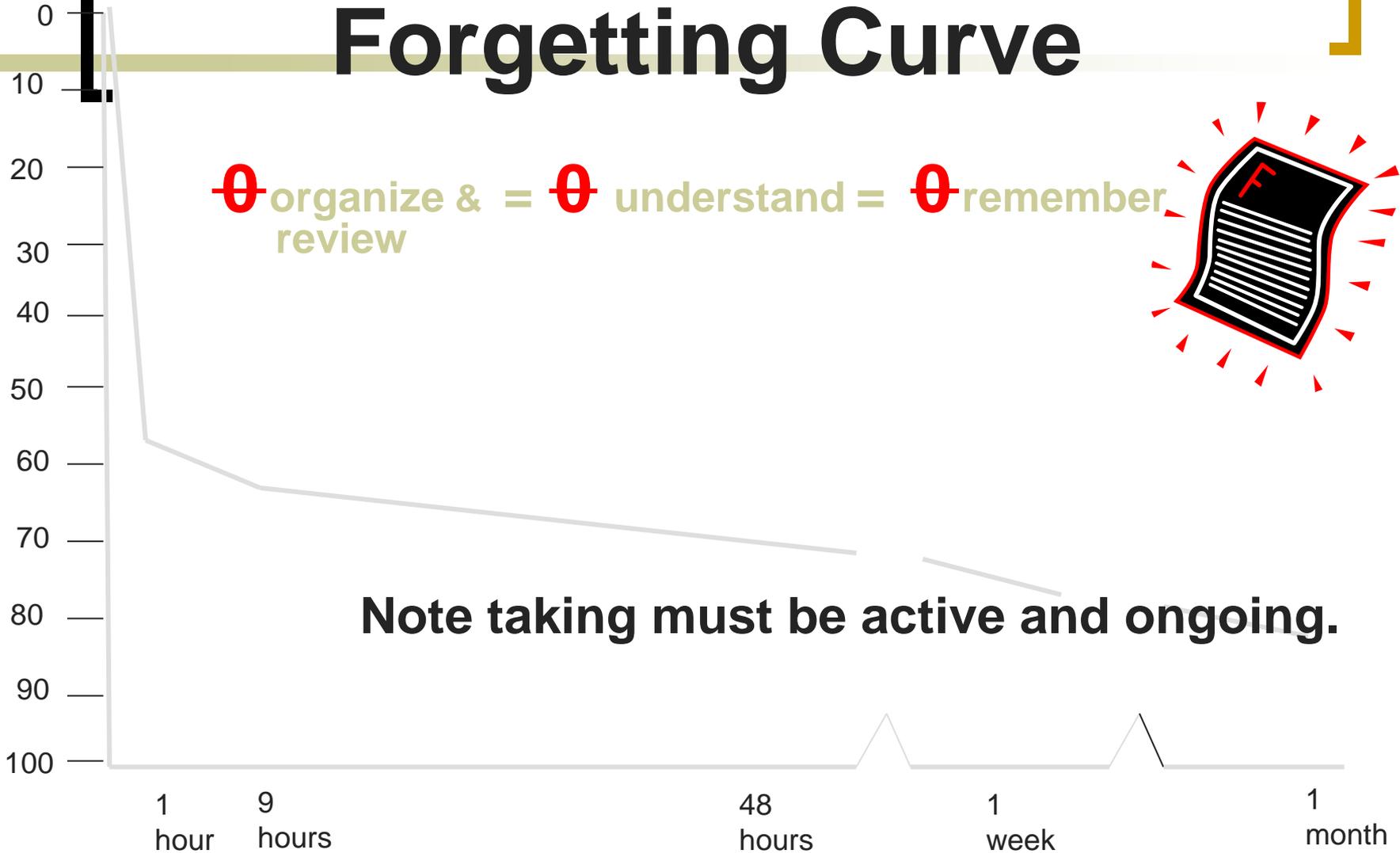
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Forgetting Curve



Characteristics of Good Notes

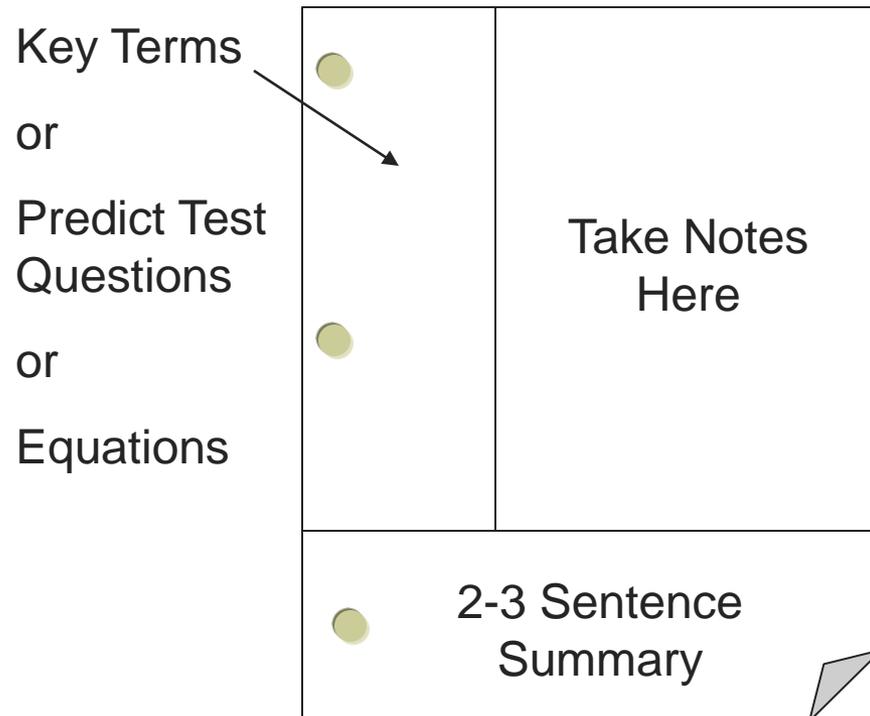
- Good Notes:
 - Are Organized
 - Distinguish Main Points from Details
 - Include Examples
 - Indicate Lecture Patterns
 - Allow for Self-Testing
 - Stand the Test of Time
 - Use Abbreviations

[Note-taking Systems/Formats]

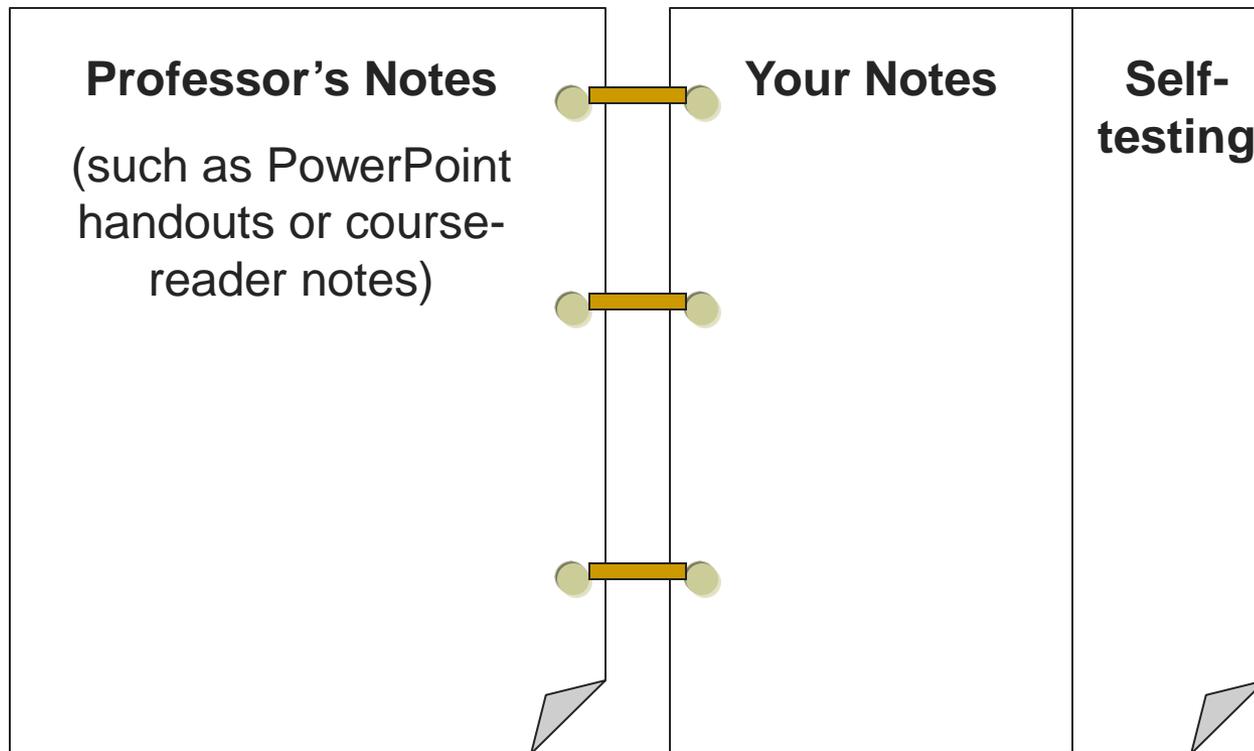
- All should include
 - Course Name
 - Date
 - Section for Notes
 - Section Summary
 - Section for Self-Test (such as Cue Column or Predict Test Questions Section)

[Note Taking Systems]

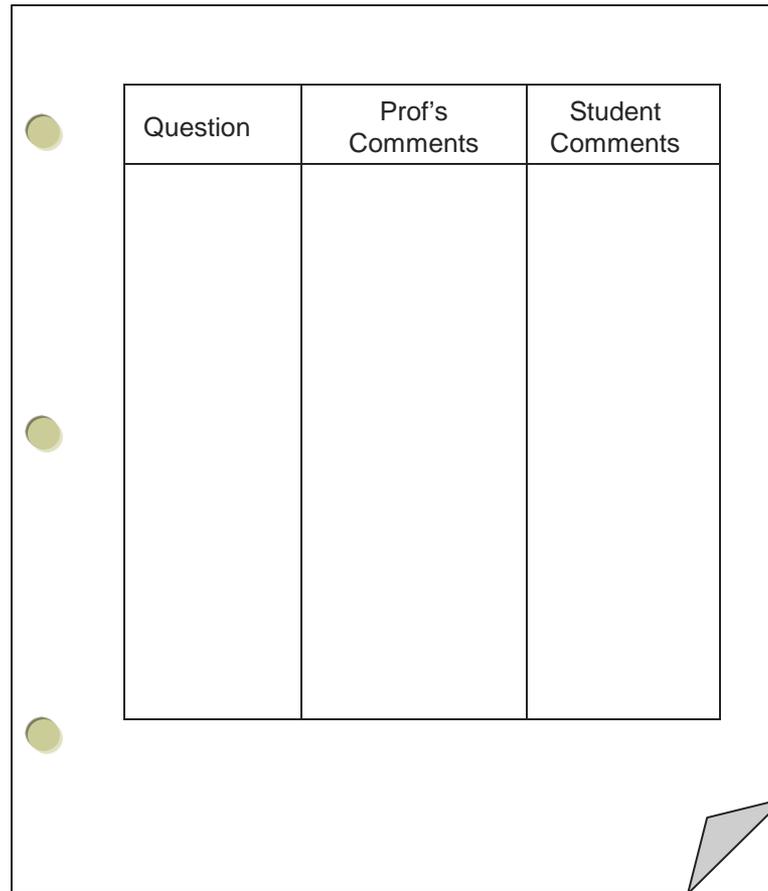
■ Cornell Method



[Split-Page]



Method Three: Discussion Columns



Question	Prof's Comments	Student Comments

[Method Four: T-Method]

The image shows a template for a T-note, which is a tool used in the T-Method for learning. It consists of a large rectangular box divided into three sections. The top section is labeled "Your Notes" and is the largest. The bottom section is divided into two smaller sections: "Summary" on the left and "Questions" on the right. There are three circular punch holes on the left side of the box, one in each section. The bottom right corner of the box is folded over, suggesting it's a page from a notebook.

Your Notes	
Summary	Questions

Make Note Taking Work for **Your** Brain

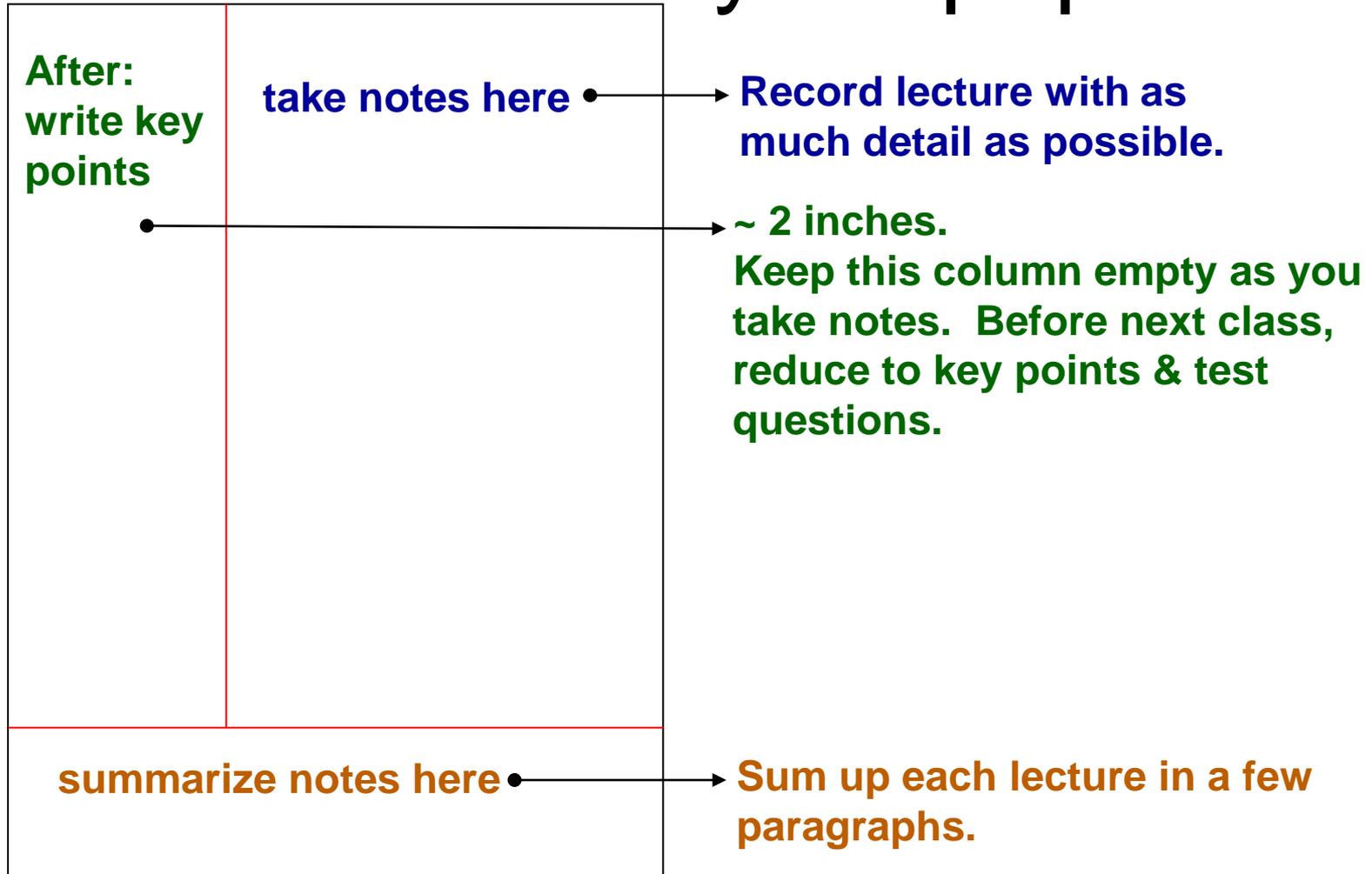
B
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STEP 1: **Before** lecture

Format your paper



Step 2: **During** lecture

Organize, shortcuts, abbreviations

HEP 2500

Oct. 1, Fri.

15

Hepatitis

Inflammation of the liver

5 infectious forms: A,B,C,D,E

!!know symptoms for test

* BCD can become chronic. Leads to
-cirrhosis of liver
-liver cancer

Noninfectious forms. Caused by toxic substances: alcohol, OD acetam.
(Tylenol)

1) A: not chronic. Transmitted by h₂O contaminated by feces or
infected person or by food. Vaccine = Y. Only A or A/B vaccine

symptoms: sometimes none. Flu-like. Nausea, fever, fatigue, abd.
pain. Most people recover 100%. Lifelong immunity. Hi risk in
certain countries.

2) B: 5% of people have it chronically. Transmitted by blood, other
body fluids (sex, needles). Also mom to fetus. Vaccine = Y. B or A/B

symptoms: same as A. 40% no symptoms. Health workers increased
risk. Causes cirrhosis or liver cancer sometimes.

3) C: 85% = chronic. Thru blood, needles (before '92 thru
transfusions). Also mom > fetus. No vaccination available.

After lecture

Write in key points and create questions

Def. of hepatitis

5 infectious types

What are they?

Which types become chronic?

What two diseases are caused by chronic hepatitis?

“A” transmitted by contaminated water, food, or infected person.

Which vaccine?

What are symptoms of Type A?

How are symptoms of A and B the same? Different?

Which type are health workers most at risk for?

Which types can a mother pass on to a fetus?

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Hepatitis is inflammation of the liver and there are five infectious types – A, B, C, D, E. B,C,D can become chronic and result in cirrhosis or liver cancer. A is transmitted through contaminated water, food, or other infected person. B & C are transmitted through blood or other body fluids as well as from mom to fetus. A& B have vaccines, but C does not. Type C has the highest percentage of becoming chronic.

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Order of
Operations:

Please excuse my
dear aunt sally

Math 1010 Jan. 16

5

Please Parenthesis or grouping symbols
Excuse Exponents (and radicals)
My Dear Multiplication/Division left to right
Aunt Sally Addition/Subtraction left to right

Example 4: Simplify $9 + 5 \cdot 4 - 3 =$ ***Multiply**
 $9 + 20 - 3 =$ ***Add**
 $29 - 3 =$ ***Subtract**
 26

When you do have more than one mathematical operation, you
need to use the order of operations PEMDAS

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[

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Exam prep 7 steps:

1. Read notes out loud to get info. fixed in memory.
2. Cover your notes; leave Left column uncovered.
3. Ask yourself question or explain concept.
4. Uncover notes to see how much you remembered.
5. If you knew it, go on to next concept. If you missed, review notes again.
6. Check off concepts as you learned them.
7. Next study session: review what you know, but concentrate on what you don't know.

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