

# TAKING LECTURE NOTES

- I. There are many \_\_\_\_\_ for taking lecture notes.
- A. Making yourself take notes forces you to \_\_\_\_\_ and test your \_\_\_\_\_ of the material.
  - B. When you are \_\_\_\_\_, notes provide a gauge to what is \_\_\_\_\_ in the text.
  - C. Personal notes are usually easier to remember than the text.
  - D. The writing down of important points helps you to \_\_\_\_\_ then even before you have \_\_\_\_\_ the material formally.

II. Instructors usually give \_\_\_\_\_ to what is important to take down. Some of the more common clues are:

- A. Material written on the blackboard.
- B. Repetition
- C. Emphasis
  - 1. Emphasis can be judged by tone of voice and gesture.
  - 2. Emphasis can be judged by the amount of time the instructor spends on points and the number of examples he or she uses.
- D. Word signals (e.g. "There are **two points of view** on . . . " "The **third** reason is . . . " " In **conclusion** . . . ")
- E. Summaries given at the end of class.
- F. Reviews given at the beginning of class.

III. Each student should develop his or her own method of taking notes, but most students find the following suggestions helpful:

- A. Make your notes \_\_\_\_\_ .
  - 1. Never use a \_\_\_\_\_ where you can use a phrase. Never use a phrase where you can use a \_\_\_\_\_ .
  - 2. Use abbreviations and \_\_\_\_\_ , but be consistent.
- B. Put most notes in your own words. However, the following should be noted exactly:
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. Specific \_\_\_\_\_
- C. Use outline form and/or a numbering system. \_\_\_\_\_ helps you distinguish major from minor points.
- D. If you miss a statement, write key words, skip a few spaces, and get the information later.
- E. Don't try to use every \_\_\_\_\_ on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or make a summary of the contents of the page.)
- F. Date your notes. Perhaps number the pages.