

Effective Note Taking

Customizing your notes for class

Identifying your professor's lecture style could help you take more effective notes.

Topic Style

Topics are followed by associated subtopics.

KEY WORDS: One, Second, Next, Finally

Many lectures are structured this way.

FORMAT: Topic- many subtopics- many more explanatory samples/materials. Try to focus on the main points and find the connections that way. Pay attention to verbal cues for assistance.

The Outline:

- I. Elephants (**topic**)
 - A. African species (**sub-topic**)
 - B. Asian species (**sub-topic**)

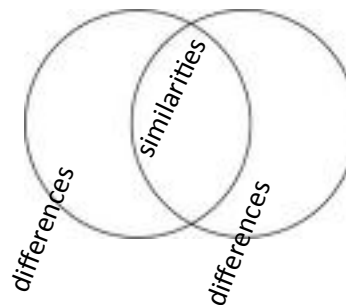
Compare-Contrast Style

Two things identified that will be compared and contrasted.

KEY WORDS (suggest similarity): correspondingly, counterpart, equal to, resemble, just as.

KEY WORDS (suggest differences): however, antithesis of, disparity, on the contrary

The Venn Diagram:



The T Chart:



Series of Events Style

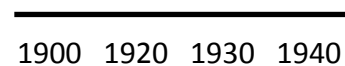
Topic is followed by an initial step/stage/event related to the topic. Additional steps are then introduced and explained.

KEY WORDS: Initially, Followed By, Then, Later, After, Culminating, Last, Intermediate

The bulleted list:

- 1.
- 2.
- 3.

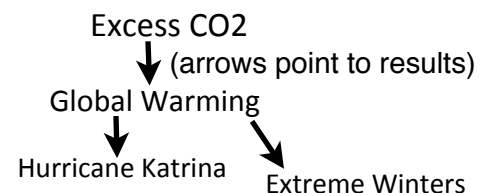
The timeline:



Cause-Effect Style

A cause begins the conversation, which is followed by one or more effects that are related to that cause. Details may be included for some of the subsequent effects.

KEY WORDS: Since, Thus, Therefore, Consequently, On Account Of, As a Result



What Kind of Learner Are You?

Some Study Techniques are more effective depending on how you learn best.

Visual Learners: Mind-Mapping

- Involves finding patterns vs. listing ideas
- Can be useful for making notes and planning essay answers
- Topic in middle of page with major points branching out from the middle
- Connect ideas/points from different branches

Auditory Learners: Cornell System

- Allows you to capture general ideas
- Use your own abbreviations to save time. After lecture, write down key words in summary column (left margin)

General Note Taking Suggestions

Before Lecture:

- The closer to the front of the class you sit, the fewer the distractions.
- Use a large notebook, not a tiny pad.

During Lecture:

- Think before you write.
- Leave spaces blank between topics/points so that you can fill in information when you review/do homework or study.
- It is impossible to write everything the professor says. Not everything is of equal importance.
- Listen for inflections, listing of ideas/points, pauses, repetition of ideas/points, “You may see this on the midterm” and other verbal cues which indicate what the professor this is noteworthy.
- Jot down important facts, dates, formulas, etc. in the margin for easy reference later.

After Lecture:

- Recopying notes should be the process of re-reading notes and thinking about them. Ideally, you will find new ways of looking at the subject matter by reviewing your notes this way.
- Review the notes you just took 10-15 min after class. You will be more likely to retain the information which will help at exam time.
- Many tests require you to think critically about the material. Be sure to write down more than just the facts. Find connections between lectures and readings.

Note-Taking Tips

BOSTON UNIVERSITY

date

ASK Prof: Central Nervous system
 Brain & Spinal Cord

sympathetic
 para-sympathetic? * Somatic → voluntary
 * Automatic → involuntary

Terms

* somatic * sympathetic → on } ?
 * automatic * para-sympathetic → off } ?
 * sympathetic * emergency response (fight, flight, fright).
 * para-sympathetic

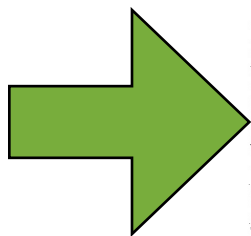
* afferent Directionality
 * efferent Anterior → posterior (Back of head)

* afferent ⇒ to the brain
 * efferent ⇒ from the brain
 Left/right specialization = myth?

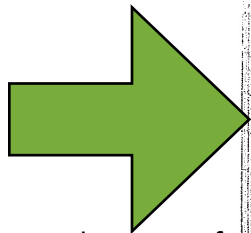
* brain development ⇒ 1.5-2 years
 ↑ size, dentric spreading,
 language learning
 9, 12, 15 → adolescence
 18, 20 (maturity)
 delay (LD) ?
 neurogenesis - brain
 grows continuously.

Questions

* delay?
 3yrs?
 * sympathetic/
 para-sympathetic



These terms will appear on test.
 Make flashcards for these.



You can ask your prof. about these terms
 during office hours.

BOSTON UNIVERSITY

date

Terms Brain structure

Brain structure → cerebral hemisphere

midbrain

thalamus

hypothalamus

pituitary

cerebellum

pons

medulla

spinal cord

① stem (incl. medulla oblongata and pons) (MO)

MO = breathing, heart rate, BP, digestion

pons = connects 2 1/2's of cerebellum, regulates arousal

? * pons raphe nucleus contains serotonin → triggers, maintains slow sleep wave.

② cerebellum = balance, smooth movements (coordination)

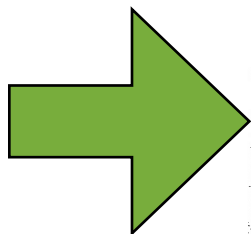
Midbrain ⇒ all info b/w brain & cord passes through here.

* Parkinson's = degeneration of substantia nigra = low dopamine levels in basal ganglia

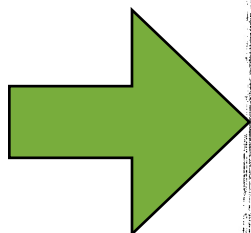
① substantia nigra ⇒ part of extr. pyramidal motor system (EMS) movement (smoothness)

Questions

pons raphe nucleus?



Re-draw this figure to quiz yourself on parts of the brain (fill in the blank flashcards)



Did you miss this definition? Ask about it during office hours. Or ask a friend after lecture.



Good way to remember what substantia nigra does (Parkinson's destroys this area and affects movement)



RAPPR ROADMAP

five steps for studying smarter

Recall

What do I need to know for the exam? How will I find out?

Examples: Review sheets, course syllabus, lecture notes, review sessions.

Assess

Where are my weak spots? How do I find them?

Examples: Review midterms, quizzes, homework, labs, professor comments, office hours conversations, study group conversations.

Plan

How much time do I have to study?

Need a list of what needs work. Which chapters need more attention?

How will I prioritize material?

Examples: Make a schedule for the entire study period. Decide what to study first, what will require more time, etc.

Prepare

Gather materials. Make study tools; flashcards, study guides, concept maps, etc.

Examples:

Study sheets - list of terms, formulate, facts.

Concept maps - Illustration of terms, , flow-chart to show relationship between concepts.

Word/problem cards - Use to self-quiz on predicted questions, problems, etc. Write steps for problem solving on back.

Self-test - Create test based on what you know will be on exam. Forces you to think creatively about material.

List of 20 - Make list of 20 topics you know or predict will be on exam, list definitions.

Essay question list - Make list of essay questions you predict for test. Brainstorm and outline for each.

End-of-chapter questions - Answer as many as you think will be covered on exam. Check your answers.

Study group material - Form a study group. Teach others what you know. create materials for the group.

Review

Recite - Read your study sheets, word cards and concept maps out loud.

What Needs Work? - Decide how will you review material that requires extra attention.

Practice Writing Formulas - Writing out information reinforces memorization.

Re-mark and recite notes - Review highlighted notes in text and notebook. Read them out loud.

Do "missed" problems - Do problems you missed on quizzes, etc. Check answers.

Re-create - Re-write concept maps or word cards from memory.

Re-write essay answers - Do it from memory. Which ideas did you brainstorm earlier?

Study Guide

Organizer

Exam Chapter Review for Chapter _____

Date and Location of Exam _____

Professor's Office Hours _____ TA'S Office Hours

Review Session Dates/Locations _____

Exam Format _____

Study Techniques (i.e., flashcards) _____

This exam is _____% of my grade

Most Important Topics To Know for this Chapter Are:

PAGE #

DATE OF LECTURE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
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