

## Lecturer's Style

Learn your lecturer's style and pay attention to the instructor's cues that indicate structure in the lecture, the relationships among ideas, and the relative importance of ideas. These cues include transitional phrases and words, body language, voice tone and pace, repetition of ideas, and the time spent on certain subjects. Some lecturers speak slowly, some use outlines and overheads, some summarize their lectures, some repeat or highlight important points...and some don't. Some may increase or decrease the volume at which they are speaking, write something on the board or an overhead, or, they may even simply state "This will be on your exam". By listening for the cues your instructor gives, you will be able to identify crucial material.

## Review

Review your notes regularly and cumulatively, looking for developing course themes, and relationships between the ideas of successive lectures to see the organization of the course content as it develops over the term. Looking for relationships can assist you in "seeing the big picture" which is important to your overall comprehension and recall of the course material. Your review of notes should bring together lecture notes with any notes you have taken from the course readings. Reviewing your notes will allow you to address any concerns you had with the material or add thoughts you had about the lecture while it is still fresh in your mind, and will make reviewing for your exam a much less onerous task.

## Note-taking at University

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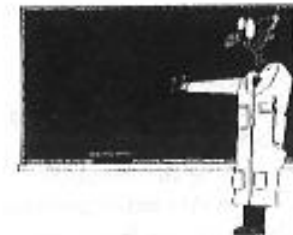
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# Making Lecture Notes at University

Tips to help you make the grade!



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## Why is it important to Take Notes?

Notes serve as the basis for continued study of your course concepts and provide a sort of paper-based memory for the lecture. Not only does the activity of making notes in lecture help to keep you involved in the class, but notes are a starting place for you to relate ideas within the course and to highlight any questions you may have. Notes become your source for review, critical thinking and exam preparation, and for creating arguments for essays.

## Active Listening

Taking notes from lecture is a thinking activity. Effective listening involves avoiding premature judgment of the speaker, paying attention, and developing an interest for listening to the lecture. As a lecture proceeds, pay particular attention to the beginnings and endings of the lecture to gain a better sense of its outline and main points, then summarize and anticipate the direction of the lecture. Evaluate the ideas you hear, select important information to record, and ask questions about what you hear. Avoid the passive listener approach of trying to "get it all"; instead, listen for main ideas, key details, and transitional phrases which point to the structure and focus of the lecture.

## Be Selective

It is your job to determine what is important. When taking notes in class, you will likely find it difficult to write down every detail. You do not need to take down all the information in lectures, or from a text, especially when they overlap. Focus on

information that reflects the main themes of the course, keywords from overheads or chalkboards, information that is repeated or is confusing, and details that build on course readings, and previous lectures. Prepare for the lecture by reviewing the course outline, by reviewing previous notes, or by reading the assigned chapter or articles. You may find it useful to use your course outline and readings as a guide.

## Less is More

It is helpful to develop and employ abbreviations when making notes. Come up with short forms of frequently used long words (e.g., b/c for because) and use these short forms when recording information. Point form phrases, abbreviations and symbols should probably be used in place of full sentences in most situations. Obvious exceptions would be when there's a definition or information presented that you don't understand. Symbols (such as "" or "!" or "?") are useful for signifying importance, or can be used to point out areas which require further explanation. Using point-form or abbreviations can help you write less and listen more as you try to capture the essence of the lecture.

## Note-taking Formats

Take notes so that the organization and relative importance of ideas are reflected in the notes. Maybe leave a little open space to add information later. Consider a format that promotes review and can be used to test your understanding of the material. Cornell notes and Mind Maps (mapping notes) are ideal for this purpose. For the Cornell style

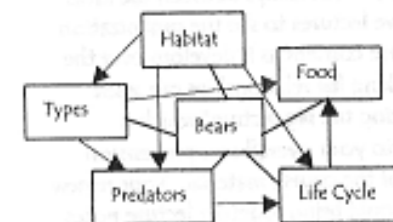
notes, divide the page into two columns such that the left column is slightly larger than the margin and the other occupies the remainder of the page. Take point-form notes from class in the right hand column and fill in the left column with key concepts and ideas when reviewing your notes.

Cornell Notes

Questions	Your regular lecture notes go here.
Key Terms	Leave space to fill in information at a later date, or to add information from course readings.
Links to other notes	

To create mapping notes which are a more visual format, circle the main concept in the center of the page. Each topic branches off individually from this circle and then the ideas around this topic are listed there.

Mind Map - Bears



# SYMBOLS, ABBREVIATIONS AND CLUES

## For Use in Note-Taking

### Symbols and Abbreviations

Use symbols and abbreviations whenever possible. The following symbols will help you take notes faster.

=	same; equal	-	negative; subtract	ie	that is
≠	not equal	/	divide; per	w/	with
>	greater than	x	times	w/o	without
<	less than	@	at	w/in	within
≈	approximately	¶	new idea; paragraph	b/c	because
∴	therefore	↑	up; increasing	v	very
#	number	→	resulting in	esp	especially
&	and	↓	down; decreasing	inc	include
()	quantity	♀	female	imp	important
*	most importantly	♂	male		
+	positive; add; also	eg	for example		

### Verbal, Visual, and Nonverbal Clues

Learn to read the lecture style of each of your instructors and use their verbal, visual, and nonverbal clues to identify important information.

#### Listen for Verbal Clues

- “This is important. You need to know and understand this. This will be on the next test.”
- “As I have already said...” (ideas are repeated).
- “Be sure you copy this information (from the overhead or chalkboard).”
- “If you haven’t already done so, be sure you read carefully the information on pages...”
- “I can’t emphasize enough the importance of...”
- Words such as: kinds of, steps, advantages, the main point, the most important reason...
- Intonation (pitch of his or her voice); volume of voice; and rate of speech

#### Watch for Visual Clues

- Writing on the chalkboard
- Visual graphics displayed on a screen
- PowerPoint presentations

#### Cue in to Nonverbal Clues

- Body stance, hand gestures, facial expressions (forehead wrinkles, eyebrows rise)
- Pauses to look at notes or give students time to write
- Writing information on the board, pointing to parts of it over and over, and circling words on the board

# Outline Notes

Name _____	Date _____
Topic _____	Period _____

Main Idea/Subject \_\_\_\_\_

Support/Idea 1. \_\_\_\_\_

- Details/Examples
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

Support/Idea 2. \_\_\_\_\_

- Details/Examples
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

Support/Idea 3. \_\_\_\_\_

- Details/Examples
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

Support/Idea 4. \_\_\_\_\_

- Details/Examples
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

Summary/Observations
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## Cornell Notes on Reading

Stank, R. (1994), *Sociology*. Belmont, CA: Wadsworth, p. 333

### Minorities and sports

"Natural talent" of A-A in sports? Popular biological view: African-Americans born with natural athletic talent because so many pro athletes are A-A, compared with their percentages in U.S. pop.

But similar pattern for other minorities. But other minorities also made their first big progress in sports (& entertainment). See lists of boxing champions:

- \* Irish dominate last half 19th century
- \* Jews around 1900
- \* Italians dominate after Jews
- \* A-A dominate after Italians
- \* Hispanic champions now (& future)?

### Proposed sociological reasons for numbers of A-A in pro sports?

Real reasons for current number of A-A's in sports?

1. "Lack of other avenues to wealth and fame"
2. "Quality of individual performance easily and accurately assessed in sports"

Importance of talent in sports & entertainment tends to break down discrimination barriers in these areas before other areas of life.

People say A-A's excel in pro sports now due just to "biology." But other minorities have gone through the same pattern of excellence in sports until they were accepted in other fields. In sports individual talents can be seen, so discrimination barriers not as bad as in other fields.

Q: What about other sports besides boxing? What about music? Same pattern? How much are opportunities changing for A-A's outside sports?

## FIGURE 5-8 Highlighted Notes

### Minorities and Stardom

Stark, R. (1994). *Sociology*. 5th Edition

*NBA = African-American?*

The majority of players on every team in the National Basketball Association are African-American. White boxing champions are rare. A far greater proportion of professional football players are African-American than would be expected based on the size of the African-American population. Furthermore, African-Americans began to excel in sports long before the Civil Rights Movement broke down barriers excluding them from many other occupations. This has led many people, both African-American and white, to conclude that African-Americans are born with a natural talent for athletics. How else could they have come to dominate the ranks of superstars?

The trouble with this biological explanation of African-Americans in sports is that it ignores an obvious historical fact: It is typical for minorities in North America to make their first substantial progress in sports (and, for similar reasons, in entertainment). Who today would suggest that Jews have a biological advantage in athletics? Yet at the turn of the century, the number of Jews who excelled in sports far exceeded their proportion in the population. And late in the nineteenth century, the Irish dominated sports to almost the same extent as African-Americans have done in recent decades.

By examining an encyclopedia of boxing, for example, we can draw accurate conclusions about patterns of immigration and periods at which ethnic groups were on the bottom of the stratification system. The Irish domination of boxing in the latter half of the nineteenth century is obvious from the names of heavy-weight champions, beginning with bareknuckle champ Ned O'Baldwin in 1867 and including Mike McCoole in 1869, Paddy Ryan in 1880,

John L. Sullivan in 1889, and Jim Corbett in 1892. The list of champions in lower-weight divisions during the same era is dominated by fighters named Ryan, Murphy, Delaney, Lynch, O'Brien, and McCoy.

Early in the twentieth century, Irish names became much less common among boxing champions, even though many fighters who were not Irish took Irish ring names. Suddenly, champions had names like Battling Levinsky, Maxie Rosenbloom, Benny Leonard, Abe Goldstein, Kid Kaplan, and Izzy Schwartz. This was the Jewish era in boxing.

Then Jewish names dropped out of the lists, and Italian and eastern European names came to the fore: Canzoneri, Battalino, LaMotta, Graziano, and Basilio; Yarosz, Lesnevich, Zale, Risko, Hostak, and Servo. By the 1940s fighters were disproportionately African-American. Today, African-American domination of boxing has already peaked, and Hispanic names have begun to prevail.

The current overrepresentation of African-Americans in sports reflects two things: first, a lack of other avenues to wealth and fame, and second, the fact that minority groups can overcome discrimination most easily in occupations where the quality of individual performance is most easily and accurately assessed (Blalock, 1967). These same factors led to the overrepresentation of other ethnic groups in sports earlier in history.

It is often difficult to know which applicants to a law school or a pilot training school are the most capable. But we can see who can box or hit a baseball. The demonstration of talent, especially in sports and entertainment, tends to break down barriers of discrimination. As these fall, opportunities in these areas for wealth and fame open up, while other opportunities remain closed. Thus, minority groups will aspire to those areas in which the opportunities are open and will tend to overachieve in these areas.

main question

example: Jews showed same pattern 19th cent.

history of boxing:

Irish  
↓  
Jews  
↓  
Italians  
↓  
Af. Am.

1. } key ideas  
2. }

this is why