

Do you have trouble keeping up with lectures?

Do you struggle to organize your notes electronically or on paper?

Let the Baker Center Help You with Note-Taking!

The Baker Center can help you:

- **Find a fellow student with whom to share notes**

The Baker Center can help obtain a copy of notes from a classmate. The fellow note-taker will share his or her notes with you throughout the semester. If you are unsure who to ask in class, consult the BCL or your instructor.

- **Make copies of notes**

The Baker Center will provide you with a copy card or NCR (carbon) paper to make copies of a notetaker's notes.

- **Obtain copies of in-class presentations**

For qualified students, the Baker Center can help you obtain a copy of in-class presentation materials (such as PowerPoints). Unlike high school, college lectures move more rapidly and last longer. Obtaining presentation materials will let you study at your own pace.

- **Review and learn new strategies for taking notes**

The Baker Center has a large staff of tutors who can help you review your notes. It is helpful to work with a tutor on a regular basis to make sure that your notes are in order and to develop new methods of organization. The Baker Center also has helpful handouts for taking good notes.



Whether you are taking notes for yourself or someone else, here are some helpful tips for note-taking and studying (continued on back page).

BEFORE LECTURE...

1. **Review** material from the last session (use notes, handouts, textbook, etc.).



2. **Preview** the material for the upcoming session.

Try to get the "big picture," familiarize yourself with new terms, and look for connections to the last lecture. This only takes a bout five or ten minutes of work the night before or the morning of each class and can reduce stress, help you take better notes, and leads to better retention for the test because you are reviewing information.



3. **Generate** questions about the material (Who? What Where? How? Why? etc.). Some questions might be answered in class. Or, you might ask them in class.

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DURING LECTURE...

1. **Label** each set of notes with the lecture title and date. Number each page.
2. **Listen** intently from the beginning of the lecture; the instructor may outline the lecture in the first few minutes and often will make sure that important details are covered in the last five to ten minutes.
3. **Write** as many meaningful facts and details as you can:
 - write down everything the instructor writes on the board; he/she must think it's important;
 - record all technical facts, names, dates, equations, diagrams and examples;
 - note clues the instructor gives indicating that something is important, such as the repetition of a definition, change of voice, body language, verbal cues, etc.
4. **Circle** or **star** (*) assignments and announcements, such as test dates, homework or paper due dates, etc.
5. Make the notes **easier to read** and **more effective** as a study aid by:
 - using a dark, ballpoint pen
 - writing on one side of the paper
 - leaving blanks when you are unsure (get clarification from the instructor after class);
 - using correct spelling (if unsure of a word, write "sp?" above it and correct it later);
 - using white space effectively (separate main ideas/topics with a line or two);
 - marking points of emphasis (change the print, circle, underline, use stars, etc.);
 - underlining definitions and including them verbatim;
 - using abbreviations carefully (make a list at the beginning or end of the note as to any unusual abbreviations you used and what they represent).



AFTER LECTURE...

1. **Go back to your notes as soon as possible after class.** The longer you wait, the harder it will be to make sense of your notes and the longer it will take to learn from them. When possible, get back to your notes the same day that you took them.
2. **Review** and "clean up" the material, adding information from your head and the textbook to clarify. **Rewrite** notes, if appropriate, to improve readability and organization.
3. **Generate labels and/or questions** for the information so you can quiz yourself now and later. You can use chapter objectives, study guide, chapter review questions to help you create questions. A study group can work together on this—two or three heads are usually better than one.

If you are a note-taker, after the lecture:

Meet briefly with the student who you share your notes with. If you used NCR (carbon) paper, give student the original and keep a copy for yourself. If you are used your own paper, the student will have a copy card which can be used at the machine outside of the duplication department. Make copies of your notes and give them to the student.