

Active Listening and Notetaking Skills

Active Listening: listening with awareness and intent. Listening to understand and thinking about what is being said.

- **Typical Lecture Structure:**

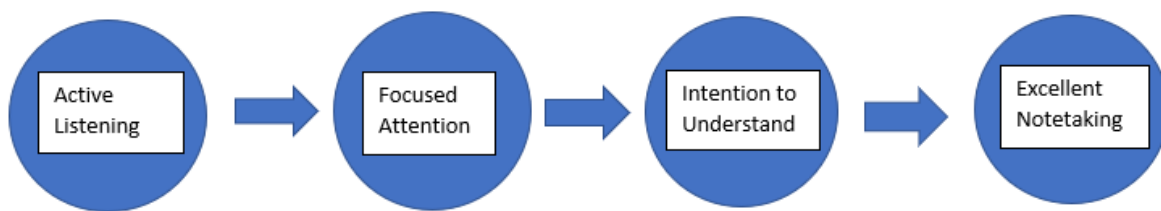
- Main Topic
- Supporting information (expands and explains)

- **Tips for Becoming an Active Listener**

- Sit close
- Concentration
- Eyes on the speaker
- Listen for main ideas and think about supporting details
- Be alert
- Recognize a new idea
- Keep an open mind
- Make an appointment with your professor if a conflict arises
- Aim for excellent concentration
- Self talk
- Test your active listening skills.
- Listen and don't talk for a while
- Get enough sleep the night before class
- Don't come to class hungry
- Add your own ideas to your notes
- Listen for Cue words
 - Cue words for examples
 - For example, for instance, to illustrate
 - Cue words for organization or steps in order
 - The six steps are,... next, finally, first, second, third
 - Cue words for additional points
 - Furthermore, in addition, also, moreover
 - Cue words for opposing ideas
 - On the other hand, in contrast, although, however
 - Cue words for similar ideas
 - Likewise, similarly, to compare
 - Cue words for exceptions
 - However, nevertheless, but, yet, still
 - Cue words for emphasis
 - Above all, finally, more important

- Cue words to for understanding
 - In other words, in essence, briefly
 - Cue words for summarizing
 - In conclusion, to sum up, for these reasons, in a nutshell
 - Cue words for exams
 - Remember this, this is important, this could be on the test
- **Tips for Preparing to Take Notes**
 - Read homework assignments before class
 - Have supplies ready
 - Don't let yourself feel overwhelmed
 - Do breathing or visualization exercises.
 - Use positive self talk and affirmations
 - Arrive to class early and get a good seat away from distractions.
 - Remember to use active listening skills.
- **Taking Notes: active listening, focused attention and the intention to understand.**
 - Valuable tips for taking notes
 - Come to class mentally prepared
 - Begin to take notes as soon as the instructor begins lecturing
 - Write down key words, main ideas, and supporting details
 - Write down explanations, facts, terms, and definitions
 - Pay attention to cue words
 - Write down everything your instructor writes on the board
 - Write down everything that is emphasized on overhead projector
 - Revise your notes
 - Use color-code system.
 - Different colored pens for main ideas, supporting details and examples
 - Take notes in the instructor's words
 - Recite them in your own words
 - Leave blank spaces
 - Leave white space between the main ideas and the supporting details
 - Pay attention to your instructor's lecturing style
 - Check to see whether the instructor's lecture comes directly from the textbook.
 - Take class notes and compare to the textbook
 - Take notes until the end of the period

- Remember that notetaking skills improve with practice.
- Pay attention to the instructor's favorite ideas
- Write legibly
 - Write in phrases or complete sentences
- Use an adjusted writing style
 - Mix of cursive and print
- Use a tape recorder (If approved)



- **Establish your consistent System**

- Tips for Creating a Consistent Notetaking System
 - Develop a shorthand method with symbols and abbreviations
 - Shorten words by omitting vowels
 - Problem-problem
 - Use standard abbreviations
 - w/- with
 - Use the first part of a word
 - Info-information
 - Create your own symbols
 - Soc-sociology
 - O-family
 - SD-social density
 - Add symbols, pictures and drawings
 - Brackets []
 - Arrows →
 - Write notes to yourself
 - **See page 47 of text for notes from date...**

- **Shortcuts for Stressful Times**

- Ask a classmate if you can look at his/her notes
- Call a friend/ make copies
- Ask professor for additional info

- Tape the lecture (if approved)
- Drop in counselor
- Sit in a different seat
- Ask questions
- **Cornell Notetaking System**
 1. Guidelines
 - a. Take notes on one side of the page only.
 - b. Draw a 2.5 inch margin down the left side of the page
 - i. Cue Column
 - c. Leave several inches of space on the bottom of each page (or separate page) for writing a summary
 - d. Include the date and class name on each page
 - i. Instructor's name and time of the class
 2. Steps
 - a. Take notes on the right side of the paper only. Leave the 2.5 inch margin blank
 - b. After the lecture use the cue column to write study questions, key words or phrases
 - i. Test yourself
 - c. Cover up the notes on the right side and use the cue column to test your knowledge
 - i. Use key words and short phrases
 - ii. Try to answer your questions
 - d. Write a summary
 - e. Review your notes immediately and continue with regular review periods.
 - f. Study using flashcards, outlines, hierarchies and mind maps

Cornell Notes

Topic/ Objective:		Name:
		Class/ Period:
		Date:
Essential Question:		
Questions/ Key Points:	Notes:	
	Summary:	

I. The Leonard Notetaking System

- A. Combines notetaking with study flashcards.
 - 1. Name
 - 2. Instructor's name
 - 3. Name and time of your class on the front cover
- B. Steps in the Leonard Notetaking System
 - 1. Take notes on one side of the card. Leave a few cards blank for additional info
 - 2. Turn the card over and write study questions and key words. Add symbols and pictures. Color code.
 - 3. Use the questions, symbols, and pictures to test your knowledge.

Emotional Intelligence

Psych 101

Instructor:

Date:

Em. INT. = set of capabilities separate from I.Q. but necessary for success in life: workplace, personal relationships, social interaction.

Personal components

- 1. Awareness of ones emotions
 - a.
 - b.
 - c.
- 2. Managing one's emotions
 - a.
 - b.
 - c.
- 3. Self motivation
 - a.
 - b.
 - c.

What is emotional intelligence?

What are three personal components of E.I.?

Give 3 examples for each