

Taking Notes:

Gathering Information from Textbooks and Lectures

Your notes primarily come from two sources: assigned readings and in-class/online lectures.

READING TEXTBOOKS

Why read the textbook?

- Reading the textbook helps you prepare for class/labs, understand content better, and do well on exams.

How do you read and take notes from a textbook?

- Make reading a habit: read daily—the more often you read, the easier it becomes.
- Set goals such as reading for 15 minutes per day, and reward yourself.
- Use Active Reading:

Active Reading Methods

- ❖ Pseudo Skim:
 - Skim paragraphs quickly, figure out which hold the most information and focus on those.
- ❖ Read Backwards:
 - Start with the summary, vocab lists, review questions—what is the chapter about? What does it want you to learn? Then go back and look at the chapter. Find out where the information comes into play (Don't worry—you won't spoil the book by reading the end of the chapter first).
- ❖ Create Questions as you Read:
 - Write down questions about what you don't know or understand (doing this before class allows you to get your questions answered), and turn the subheadings into questions.
- ❖ Mark Up the Book:
 - Take notes in your own words and terms, use flags or sticky notes, and highlight important information.

TAKING NOTES DURING A LECTURE

Why take notes?

- Taking notes helps you pay attention and follow-along in class, decreases your chances of missing important information, and helps you do well on exams

How do you take notes in class?

- Outlining Method- Organize information with headings and subheadings.
- Cornell Method- Divide your paper into three sections: one for notes, one for cues (key points), and one for writing a summary.
- Notes on the Slide Method: Write your notes on the lecture slides provided by your professor.
- Mind Mapping Method: Create a web based on information and key themes.

Outlining Method

OUTLINING GUIDE

1) MAIN TOPIC 1.

- * sub topic 1
 - key author/date
 - main idea 1
- * sub topic 2
 - model A
 - ⊙ detail 1
 - ⊙ strength 1
 - ⊙ limitation 1

2) MAIN TOPIC 2.

- * key concept 1
 - supporting info
 - ⊙ example 1
 - main idea 1
 - ⊙ detail 1
 - ⊙ detail 2
- * sub topic 1
 - model Z
 - ⊙ detail 1
 - theory A
 - key author/date
 - ⊙ detail 1
 - ⊙ example 1

Notes on the Slide Method

NOTES ON THE SLIDE PAGE FROM SOCIAL ENQUIRY: WEEK 2

20/11/16

What is a sociological imagination?

- Links private experiences and wider social issues
- Term coined by C. Wright Mills who said: "Neither the life of an individual nor the history of a society can be understood without understanding both" (1983:9)
- "People cannot cope with their personal troubles in such a way as to control the structural transformations that usually lie behind them" (1983:10)

Sociological Imagination.

- C.W MILLS
- c 1950s

Both the individual and the society must be understood. Historical/contextual

What is a sociological imagination?

- Mills says we must ask certain questions such as:
 - What is the structure of a particular society as a whole? (How do its components relate to and differ from other societies, what are the meanings of its features?)
 - Where does this society stand in human history? (What changes, what stays the same?)
 - What different types of people characterize this society? (How are people constructed, who is powerful and powerless?)

The Sociological Imagination

Personal troubles linked to Public Issues.

→ ethnicity. how does the population affect society?

What is a sociological imagination?

- Mills says we must look at the distinction between
 - personal troubles** (self & personal awareness, individuals have a biography, local) and
 - public issues** (larger structure of society, relates to organizational matters, institutions, national or global)

eg marriage equality

- personal
- public

marriage institution left vs right in political ideology.

Personal troubles plus Public Issues } Sociological Imagination.

Cornell Method

| CUES | DATE | MODULE/CLASS | TOPIC |
|--|--|--------------|-------|
| <p>AIM (reduce & recall)</p> <p>reduce notes to essential ideas to practice recall</p> <p>WRITE SOON AFTER CLASS</p> <p>Step 1. Review NOTES column + pull out: - key words - key concepts - authors - dates - facts</p> <p>Step 2. Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?</p> <p>Step 3. Write these over and questions in this column alongside the corresponding NOTES</p> | <p>NOTES (record)</p> <p>AIM record as many key points as possible TAKE DURING CLASS!</p> <p>What do I write here?</p> <ul style="list-style-type: none"> - key words and ideas - important dates/people/places - diagrams/charts - formulas - examples/case studies - critique - strengths/limitations <p>Top tips</p> <ul style="list-style-type: none"> - use bullet points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mindlessly copy from the slides or textbooks - write in your own words where possible - use a method that works for you. Take notes in a format that you understand so you can make sense of them later. | | |
| <p>SUMMARY (reflect & review)</p> <p>AIM review the main ideas + reflect on their importance</p> <p>WRITTEN AFTER CLASS!</p> <p>Briefly summarise the main points from your notes. This section is useful when searching for info later.</p> <p>Think about: - why is this info important? - what conclusions can I draw?</p> | | | |

Mind Mapping Method

MINDMAPPING GUIDE