Study & Learning Centre
RMIT UNIVERSITY

Note taking from reading

It is important to develop your own practices for taking notes as you read. Good notes can help you recall all relevant material.

Good notes should have

1. **key points** and **minor points**

2. source material, relevant bibliographical details of a text—author, title, publisher, date of publication, page number/s

3. highlighting techniques, graphics, colours, underlining to pick out main points

4. abbreviations and symbols to
   - show connections between key points and minor points
   - save time when making notes

5. line spaces so that you can add to your notes later on
   - to aid the transfer of information to your long term memory
   - for revision

Some useful abbreviations to save time

>	causes / leads to	<	results from	+	and	%	percent
=	equals to	+	positive	-	negative	cf	compared
eg	for example	re	concerning/ about	NB	note well	vis	namely
et al	and others	g	ing	ca	about	etc	and so on
C_{18}	eighteenth century	n	tion/sion (endings)	ie	that is	am	morning

Cornell system of note taking

This system of note taking helps you to focus on the main ideas and to separate them from the details in a clear and efficient manner.

Here is an example:

The following is an extract from an article on memory and learning
"Memory and Learning", 2003 © RMIT LSU

> **Long and short term memory**
> In order to develop **effective learning skills**, it is necessary to understand more about how the **memory is structured**, in particular the role of **short-term memory** and **long-term memory**. Short-term memory is the part known as the conscious mind and is used for *paying attention*. Long-term memory is where *information is stored*. There are many things that come into the short-term memory and are not transferred to the long-term memory (see diagram1). In fact the brain is designed to *forget between 50% and 75%* of the information that is not transferred to the long-term memory within 24 hours. Therefore, the *brain* carefully *selects what is stored* in the long-term memory.

To take notes using the Cornell system

- make two columns
- write key words on the left, details on right
- use point form.

Include all bibliographical information at the top of the page.	
Havir, A, 2003, Memory and Learning, RMI T University, Australia	
Page 1 Structure of memory	useful to understand memory
Short term	short term=pay'g attention
Long term (occasionally you might copy useful quotes)	-imp info transferred to LT memory "In fact the brain is designed to forget between 50% and 75% of the information that is not transferred to the long term memory within 24 hours."
Long term ST	-info stored > brain selects