To Do

☐ Choose a note-taking style/format. The Cornell Method includes a summary section at the bottom of the page (3), and keyword and question section in the left margin (1) with corresponding details to the right. (2)

☐ Keep your notes brief and Use short-forms and abbreviations to increase writing efficiency: Use point form instead of sentence format. It’s not important to record everything that the professor is saying, word for word, in complete sentences, unless it is terminology, formulae, and specific facts. Furthermore, use of abbreviations and shorthand reduces the amount of time you spend writing repetitive words such as “and” = &, “with” = w, but only use abbreviations that you understand.

☐ Use your own words unless it is a definition or quote.

☐ Leave Space for missed points. After class, clarify with professor or peer, and fill in.

☐ Place questions and key points in page margins: Recording questions about the material in the page margin allows you to address problematic areas with your professor, TA or study group in an efficient manner, will guide you in your study, and will increase your material comprehension.

☐ Review your notes periodically and condense: Daily review of notes allows for constant interaction with the material, which eventually leads to long-term retention and learning. Condense your notes into summaries for further assimilation of the material (usually within 24 hours of lecture).

☐ Filter what you hear, being selective of what you write. Do not write everything: What is important?: Lists, Names, dates, locations, characteristics, results, purposes, criticisms, contrasts, similarities and summaries. Instructor cues
(both verbal and non-verbal) such as pausing, voice emphasis, recording on blackboard, repetition all indicate that you should be writing the points down.

- **Go to class prepared.** Ensure you have done required readings before class, as this will aid you in your understanding of significant points to record.

- **Have a back-up person for missed classes.**

- **Consider online note-taking software programs such as One-Note, Ever note, Google Notes, SpringNote, or Zoho Note-book**

- **Remain an objective and open-minded listener:** A focus on speaker content and not on delivery style or personal attributes of the professor will keep you objective and open-minded in receiving new information.

**Web Resources**

Academic Success Centre, University of Toronto, Helpful Links
http://www.asc.utoronto.ca/Helpful-Links.htm

English Companion
http://www.englishcompanion.com/vignettes/notetakingstrats.html

Note-taking at University-York University
http://www.yorku.ca/cdc/lsp/skillbuilding/notetaking.html

Learning Toolbox: Note-taking
http://coe.jmu.edu/learningtoolbox/notetaking.html

Learning Strategies Database: Note-taking
http://www.muskingum.edu/~cal/database/general/notetaking.html

**For Additional Information:**

*If you have any questions, or would like more information, please contact your Disability Advisor at the AccessABILITY Resource Center. Consider exploring note-taking further by attending a Note-taking workshop offered during the months of October and February of each academic year.*

To obtain this document in alternate formats (electronic, Braille, large print) please email access.utm@utoronto.ca or call 905-569-4699.'