

# Note-Taking Self-Assessment

## OFFICES

### **Germantown**

*Disability Support Services,*  
172 Sciences and Applied  
Studies Building

*Student Support Services,*  
189 Sciences and Applied  
Studies Building

*Writing Center and  
Language Lab,*  
150 Humanities and  
Social Sciences Building

### **Rockville**

*Disability Support Services  
Learning Center (by referral  
from a DSS counselor only),*  
122 Counseling and  
Advising Building

*ESL Tutoring,*  
20 Macklin Tower

*Project Success Tutoring,*  
209 Physical Education  
Center

*Student Support Services,*  
006 South Campus  
Instructional Building

*Writing and  
Reading Center,*  
002 Humanities Building

### **Takoma Park/ Silver Spring**

*Disability Support Services  
(by referral from a DSS  
counselor only)*  
122 Student Services  
Center

*Learning Skills  
Support Services,*  
241 Health Sciences  
Center

*Writing and  
Reading Center*  
105 Resource Center

- Taking notes from course lectures is a big part of college life. The following self-assessment allows you to evaluate your skills in the various components of note-taking.

### **1. I sustain my attention for an entire 50-minute lecture.**

- Yes
- Most of the time
- Less than 25 minutes
- Not at all

### **2. I sustain my attention for a 90-minute lecture.**

- Yes
- Most of the time
- Less than 45 minutes
- Not at all

### **3. After reading a newspaper or magazine article, I can summarize the main theme and supporting points.**

- Yes, no problem
- I can get the main theme only
- I only remember supporting points or details
- I have trouble identifying the main theme and supporting points

### **4. When you go back and review your notes, what is your experience?**

- It takes me right back to the lecture content.
- Most of the notes I have written I understand.
- It is a struggle for me to understand my notes. Eventually I reach some understanding.
- My notes are confusing and not very helpful.

# Note-Taking Self-Assessment

## 5. Please circle all of the techniques you use that relate to the note-taking process.

- a. I read the text/chapters that relate to the lecture before the lecture.
- b. I draw a large "L" on my paper and write my notes inside of the "L" and use the left-hand margin to pull out main ideas after the lecture. (For more on this, see next page).
- c. I revise my notes within a day or two after the lecture.
- d. I use special abbreviations and symbols as a kind of shorthand during the lecture.
- e. When I miss a point I bracket [                      ] or save a space on the page so I can add the information later on right where it belongs.
- f. I go over my notes with a fellow student as a check to make sure I have gotten all the material.
- g. I use different colors and highlighters when I review my notes.
- h. I use the lecture style (behavior patterns, vocabulary, voice inflections, use of external audiovisual media) of my professor as a note-taking guide.
- i. I ask the professor if it is OK for me to record the lecture using a personal audio device.
- j. Other note taking techniques you use: \_\_\_\_\_
- k. I do not use any techniques because: \_\_\_\_\_

## 6. How would you rate yourself as a note taker?

- a. Excellent    b. Very Good    c. Good    d. OK    e. Poor

### Your Professor and the 3x5 Card

*Your professors were avid note-takers once, too. Plus, they have the expertise in the subject area. Bonus: who prepared and gave the lecture? For starters, highlight or write down what you think were the main ideas from the lecture. On a 3x5 note card write the major topics and 3 to 5 supporting points. Bring this to your professor for a quick check to see if you are on target.*

### COURSES

DS 102 Study Habits Development

DS 107 First Year Seminar