



Self Directed Workshop Series: Note Taking and Comprehension Workshop Instructions and Questions Packet

Office of Advising & Registration

Learning Support Services at the Loft; Stevens-German Library, 5th Floor, Yager Hall

Name: _____

Date: _____ Semester: _____

To get official workshop credit please:

Go to the following link also found on the OAR workshop website “Self-Directed Workshops”: <http://appl003.lsu.edu/slas/lsoweb.nsf/index> and click on “guest entry”.

1. Click on the link for the Note Taking and Comprehension workshop on the right of the screen.
2. Follow along using this packet, answering all questions and filling in the blanks as completely as possible.
3. Complete all quizzes that are given to you throughout the online workshop and print each answer page and return it with your packet.
4. Print the completed packet (this form) and results of the required online quizzes
5. Meet with Jason Stanton to hand in results and discuss your answers.

Note Taking and Comprehension workshop questions. (Follow along slide by slide with the questions in the online workshop).

1. _____ and _____
are crucial skills for academic success.

2. What does this workshop cover?
 - a. Organizational tips for note taking
 - b. Ways to improve your pre-class preparation and in class experience
 - c. Effective listening challenges and characteristics
 - d. All of the above

3. Note taking is an easy process.
 - a. True
 - b. False

4. The difference between listening and hearing
 - a. is that listening is an easier process than the hearing process.
 - b. is that there isn't a difference.
 - c. is that hearing is physiological and listening involves being cognitively involved.

d. is that when you are hearing, you are engaged and when you are listening you are not.

5. What are three effective listening skills you may find useful and three ineffective listening skills you have found yourself using in the past?

Effective:

1 _____
2 _____
3 _____

Ineffective:

1 _____
2 _____
3 _____

6. How can you improve your listening?

- a. use positive mental dialogue
- b. during class, plan out what you'll do after class
- c. prepare yourself to listen
- d. be sure to find a seat near the window or door incase you need a "mental break"
- e. a & c only
- f. b & d only

7. Which of the following words are matched INCORRECTLY with its definition?

- a. Reviewing- Helps you to reconnect with the material to prepare you for the day's lecture.
- b. Homework- Should be done after the lecture so you can review what was covered.
- c. Pre-class Preparation- the more you know about a subject before the lecture, the easier it will be to make connections with the new material presented in class.
- d. Previewing- Helps one to set up a mental preview of what is to come so you can better pick up the main points.

8. What is the first step to changing negative internal dialogue?

- a. connect with your professor
- b. replace negative comments with positive comments
- c. identify your internal dialogue
- d. ask questions in class

9. What are the two types of communication and an example of each?

Type 1: _____

Example: _____

Type 2: _____

Example: _____

10. Which of the following is a sign from a professor that something is important?
- a. reference to a specific page number in the text
 - b. speaks rapidly
 - c. gives a specific definition
 - d. mentions information once very briefly
 - e. both a & c

11. What kind of problems do you have with your notes?

12. Which of the following is a description of “running text note taking?”
- a. Structured- works best with instructors or information that is well organized with clear points.
 - b. Divide paper into two columns. Take notes in class on the larger right side and after class, summarize and add cues for study use later
 - c. More relaxed form of note taking. The format is not as rigid
 - d. Modified paragraph style, best used in courses with many descriptions or taught in a conversational manor. Makes use of abbreviations.

13. Which of the following is a description of a “formal outline?”
- a. Structured- works best with instructors or information that is well organized with clear points.
 - b. Divide paper into two columns. Take notes in class on the larger right side and after class, summarize and add cues for study use later
 - c. More relaxed form of note taking. The format is not as rigid
 - d. Modified paragraph style, best used in courses with many descriptions or taught in a conversational manor. Makes use of abbreviations.

14. Which of the following is a description of an “informal outline?”
- a. Structured- works best with instructors or information that is well organized with clear points.
 - b. Divide paper into two columns. Take notes in class on the larger right side and after class, summarize and add cues for study use later
 - c. More relaxed form of note taking. The format is not as rigid
 - d. Modified paragraph style, best used in courses with many descriptions or taught in a conversational manor. Makes use of abbreviations.

15. Which of the following is a description of the “Cornell Note System?”
- a. Structured- works best with instructors or information that is well organized with clear points.
 - b. Divide paper into two columns. Take notes in class on the larger right side and after class, summarize and add cues for study use later
 - c. More relaxed form of note taking. The format is not as rigid
 - d. Modified paragraph style, best used in courses with many descriptions or taught in a conversational manor. Makes use of abbreviations.

16. Why is it important to take your own notes in class?
- a. Each person takes notes based on their own background knowledge. If you borrow someone's notes, you may not have this same knowledge.
 - b. Simply taping a class lecture often leaves you with a number of un-listened to tapes.
 - c. Commercialized notes assume you know some basics given in class, but you have to be in class to hear the lecture to understand the notes.
 - d. All of the above.
17. List three ways to find the main idea of the lecture:
- a. Listen at the beginning and end of the lecture
 - b. Listen for definitions
 - c. Listen for ordered lists or lists
 - d. Listen for cause and effect
 - e. Listen for comparisons
18. Which of the following is not a sign that you are taking good notes?
- a. You have clear categories and connections
 - b. You took as many notes at the beginning of class as you did at the end of class.
 - c. You write down 100% of what the professor says
 - d. You label, number and date all notes
19. After class, what shouldn't you do with your notes?
- a. re-read your notes immediately
 - b. look for patterns in your notes and organize them
 - c. only look at your notes right before your next class
 - d. a & c only
20. When is the best time to review your notes from class?
- a. ASAP
 - b. 15 minutes after class
 - c. An hour after class
 - d. The next day
21. What are three specific changes you will make in your note taking and listening skills during a lecture?

- a. _____
- b. _____
- c. _____

You have completed the Note Taking and Comprehension workshop. Do not complete the online evaluation, simply complete this packet and take it (with the online quizzes attached) to your meeting with Jason Stanton in the Loft.

No credit will be issued for this workshop until you have met with Jason Stanton.