## **5. TAKING LECTURE NOTES**

When you are taking notes during a lecture, it is good to listen and watch for "cues" or signs that tell you what information is important and how the lecture is organized. Cues can be words, phrases or actions (such as the professor writing on the board).

- Look at the lecture transcript from a biology class below.
- Notice the cues the professor uses to tell the students how the lecture is organized and what information is important.

Introducing the topic	• To day we've aging to look at the lovely of high given			
	organization that exist in nature There are ten levels of			
Outlining the organization	biological organization, and we're going to discuss them in order of largest to smallest Before we begin, I just want to say that this is an incredibly exciting time to be studying biology, as we are starting to understand more	Telling the students the information is <b>not</b> <b>essential</b> to the lecture		
	and more about how all these levels are connected The more we learn about life, the more we can appreciate how miraculous it really is I myself just became a			
	grandmother five months ago, so I am very in awe of that miraculousness right now The first level is the biosphere let me write that on the board for you the	Telling students the information is — <b>important</b>		
	biosphere is all the environments on Earth that have life in them In the biosphere we find land masses bodies of	<b>Defining</b> a term		
	water such as oceans, lakes, and rivers and the atmosphere up to several kilometers The next level is the	Giving examples		
	ecosystems	L		

N. A. Campbell and J. B. Reece, *Biology*, 7<sup>th</sup> ed. (New York: Pearson Education, Inc., 2005). R. S. Lebauer *Learn To Listen / Listen to Learn*, 2<sup>nd</sup> ed. (White Plains, NY: Addison Wesley Longman, Inc., 2000).

## EXERCISE:

Here are some cues that let you know what the professor is doing during the lecture, and what you should note down.

Use the last column to add other cues that your professors use.

The professor is	Verbal cues	Non-verbal cues	Add other "cues" your professors use
Introducing the topic	Today, we're going to look at / discuss What we're going to focus on today is What I'd like to discuss today is	The professor begins to write on the board The professor turns towards the class to talk.	
Outlining the information	First, second, next Another is An additional is A further is Not only X, but also		
Emphasizing <b>important</b> information	This is important. It's important that you know You should be aware that You should write this down.	The professor writes or points to something on the board. The professor asks a question. The professor passes out information.	
Indicating <b>less</b> essential information	Before we begin As a side note I myself This is a bit off the topic, but This is somewhat unrelated, but By the way	The professor puts down her notes, and starts talking more informally.	
Defining a term	X is X means Another word for X is X is defined as/by	The professor pauses or speaks more slowly to explain a word.	
Giving <b>examples</b>	For example An example of this is Like, such as To illustrate this		
Restating or concluding	So To review what we've just discussed So, what were the main points we discussed today?		