**Mrs. Rudd’s Guide to Better Notes – WHAP 2016-17**

The Notebook Rubric below is how your notes will be graded. Please note the emphasized suggestions below in order to:

* Make your notes **easier to study/review** *(after all, isn’t this why we are note taking in the first place?)*
* Make your notes concise and easier to remember
* Get as much effectiveness from your notes while saving as much time as possible.

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| **Notebook Evaluation Sheet** |
| **VISUAL APPEARANCE / ORGANIZATION (20)*** Work is Neat and Organized
* **\*Headings on all Pages**
* \*Proper and **Effective Use of Color**
* **Key terms** and **Key concepts** are included and stand out
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| **QUALITY AND COMPLETENESS (60)*** Notes and right-side work is complete and of high quality
* Left-side work is complete and shows processing of the work done on the right side.
* Evidence of following instructions.
* **\*Includes graphic representations of thought**
* No missing work (even if absent).
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| **EDUCATION (20)** * Obvious evidence of time invested
* Obvious evidence of ***learning***.
* Effort and quality of work are exceptional.
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| **TOTAL \_\_\_\_\_\_/(100)** |

**HEADINGS** for all titles, subtitles, and new sections are important for organization

**Key terms** and **key concepts** are emphasized in order to be easy to locate and study.

Use **COLOR** to emphasize important concepts. Try color-coding your highlighting according to S.P.I.C.E. themes.

Represent your notes by using **mapping arrows** to demonstrate progression or chronology ⇒ ⇒ ⇒

Use **Graphic Representations/concept webs/pictures** to help you remember important material AND cut down on time writing

**WRITING NOTES IN FULL SENTENCES IS SILLY!** Sentences are not conducive for studying or locating information quickly.

* **NOTE-TAKING = ABBREVIATIONS, ARROWS, BULLET POINTS, CONCEPT WEBS, GRAPHIC REPESENTATIONS**
* **ESSAYS = FULL SENTENCES, IN PARAGRAPH FORM. No exceptions in WHAP.**

Example --

 **Long Version:** *The Franklin Expedition was a British attempt to find a Northwest Passage through the Arctic Ocean to the Pacific. Three ships carrying 128 men left in 1845 under the command of a naval officer, Sir John Franklin. The crew was not well equipped for Arctic survival. The expedition was lost with no survivors.*

**Shorter Version:** *Franklin Exped. (1845):*

* *Br. attempt to find NW Passage*⇒*Pacif. via Arctic O.*
* *3 ships, 128 men— comm. by nav. off. Sir J. Franklin*
* *poorly equipped for Arct. =all died.*

**FOCUS ON MAIN IDEAS AND IMPORTANT CONNECTIONS. NEVER USE FULL SENTENCES ON PERSONAL NOTES INTENDED FOR STUDY.** Always abbreviate long words and terms that are used repeatedly in the lecture. If your teacher is lecturing about the Pleistocene Era, for example, you could write *Pl. Era*. If the lecture is about Sir John A. Macdonald, use his full name in your heading; then refer to him as *Mac* or simply as *M*. ⇒

Here are some **commonly used abbreviations** and symbols. You should make up your own code of note-taking symbols to suit each subject matter and your personal style.

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| **SYMBOL** |  | **ABBREVIATION** |
|  |  |  |
| + and  |  | imp. important |
| = equals, is, was |  | def. definition |
| ↑ up, increased |  | ex. example |
| → became, led to |  | p. page |
| ↓ down, decreased |  | ch. chapter |
| ~ about, approximately |  | bkgd. background |
| w with |  | re. regarding |
| w/o without |  | diff. different |
| N.B. very important |  | b. born (followed by date or place) |
| e.g. for example |  | d. died (followed by date or place) |
| i.e. that is (in other words…) |  | govt. government |
| # number; therefore |  | amt. amount |
| @ at |  | contd. continued |
| ¶ paragraph |  | pos. positive |
| vs. against |  | neg. negative |
| c. around (used before dates) |  | WW2 World War II |
| $ money, dollars |  | psych. psychology |
| ♀ female |  | Ind. Rev. the Industrial Revolution |
| ≈ approximately, about |  | Ren. the Renaissance |

**Outline Notes Example:**  **Cornell Notes Example:**