Before Class

Check course outline for today’s topic

Review notes from last week’s lecture

List 3 – 4 Main Points of last week’s lecture
# Check Course Outline

**Art 101 **

**HISTORY OF WESTERN ART:** PRE-HISTORIC TO GOTHIC  
Spring 2012  
Louise Mandell  
LA Mission College  
CSB102A  
10:40 a.m. - 12:05 p.m.

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A man who works with his hands is a laborer; a man who works with his hands and his brain is a craftsman; but a man who works with his hands and his brain and his heart is an artist.  
Louis Nizer (1902-1994)  
American attorney and author

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**Week** | **Date** | **Topic** | **Chapter**  
---|---|---|---  
1 | February 6 | Introduction: The Stone Age  
The Birth of Art | 1  
2 | February 13 | Ancient Near Eastern Art  
The Rise of Civilization | 2  
3 | February 20 | President’s Day Holiday  
Ancient Near Eastern Art, cont’d |  
4 | February 27 | Egyptian Art  
Imortality and Art | 3  
5 | March 5 | Egyptian Art cont’d | 4  
6 | March 12 | Egyptian art cont’d: Aegean art | 4  
7 | March 19 | Exam 1: extra-credit due  
Aegean art cont’d: Greek Art  
Civilization versus Barbarism | 1-3  
8 | March 26 | Greek Art cont’d  
Etruscan Art | 5  
9 | April 2 | Spring Break | 6  
10 | April 9 | Republican Roman Art  
Conquering the Ancient World | 7  
11 | April 16 | Roman Imperial Art | 7  
11 | April 21 | Field Trip: Greco-Roman Art | Getty Villa  
12 | April 23 | Exam 2: extra-credit due  
Late Roman and Byzantine Art  
End of an Empire, Beginnings of Christianity | 4-7  
12 | April 30 | Late Roman and Early Christian Art cont’d | 8-9, 11  
13 | May 7 | Late Roman and Early Christian Art cont’d |  
14 | May 14 | Late Roman and Early Christian Art cont’d |  
15 | May 21 | Romanesque Art  
Romanesque Art | 12  
15 | May 21 | Pilgrims and Progress  
Pilgrims and Progress | 13  
15 | May 21 | Gothic Art: The Great Cathedrals  
Islamic Art: Lessons from the Koran | 10  
16 | May 30 | Exam 3: extra credit due | 9-13  
10:00 a.m. to noon  

**Required texts:**

- *Gardner’s Art through the Ages, Thirteenth Edition*  
  (Backpack Edition, books A and B)  
  *ART 101 Reader*

**Resource:**

- [http://smarthistory.org/about-smarthistory.html](http://smarthistory.org/about-smarthistory.html)

**Final grades** will be based on exam scores, quizzes, and class participation. There **will be NO MAKE UP EXAMS or quizzes.**

Museum field trips are mandatory unless excused by the instructor. Any missed field trips must be made up by visiting the museum at another time and writing a brief paper on an appropriate museum object. Failure to submit reports prior to the last day of class will result in a deduction of 10 points per report.

Extra credit: Up to three brief reports involving direct observation of a work of art may be submitted for extra credit. Reports are due at the beginning of exams and must relate to the topic of each exam. Each report is worth up to 10 points. No late extra credit reports will be accepted. See Reader for details.

**Attendance:** Unexcused absences from more than one week of class will result in a grade of ‘F’ for the course. It is the student’s responsibility to withdraw from the course if he/she cannot attend all of the classes.

**Office hours:** Mondays and Wednesdays from 12:05 to 12:20 p.m.

**Website:** [http://www.lammen.com/mandell](http://www.lammen.com/mandell) (email through here and indicate Art 101 in the subject)

**Course Objectives:** By the end of the semester, each student will be able to compare, contrast, and identify painting, sculpture, and architecture from the prehistoric era, the Mesopotamian, Egyptian, Greek, and Roman civilizations, and the medieval era, and explain the socio-political context in which the paintings, sculpture, and architecture were created and their importance to the societies to which they belong.

**Students with Disabilities:** Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If additional assistance is needed, please direct your request to the Director of Disabled Student Services on campus.
HOW TO REMEMBER

Why improve your learning and memory techniques?

• You will discover how to learn more efficiently.

• Learning is your primary job while in college; the more you know about it, the more confident and comfortable you will be.
FIGURE 3-1  The Retention Curve
Why don’t we remember the $1?

- we don’t care about it
- we never really looked at it
- if we did look at it, we didn’t understand words or symbols on it

PRINCIPLES OF MEMORY

- need INTENT to remember
- need MEANINFULLNESS to remember
- need REPETITION to remember
- need ALL THREE of these
Why Forgetting Occurs

- You never completely learned the information in the first place.
- You did not study the information in the right way.
- You are not asking the right questions or using the right means to remember it.
- You have forgotten it.
2 Common Reasons Why Forgetting Occurs

• Disuse: Use it or Lose it!

• Interference

  • When something new you have learned prevents you from remembering something old

  • When something you have already learned prevents you from learning something new
Improving Concentration by Excluding Distractions (Exclude Competing Stimuli)

- Choose a place carefully
- Establish a study area
- Eliminate distracting clutter
- Have necessary materials at hand
- Study at peak periods of attention
- Control noise levels
- Pay attention to your physical state
Strategies for Original Learning

- Exclude Competing Stimuli
- Identify Your Purpose
- Decide What to Learn
- Use Prereading
- Use Various Sensory Channels
- Learn in Your Own Words
- Repeat Information Aloud
- Connect New Learning with Old Learning
What you know + What you will learn

- Work
- Bills
- Stress causes
- Tests & quizzes
- Treatment
- Negativity

Results

Illness

Ulcers

Weight: loss/gain
Strategies for Original Learning

1. Take Advantage of Your Learning Style
2. Use Visualization
3. Organize Information (Chunking)

1. Discover how the material you are studying is connected.
2. Look for similarities and differences.
3. Look for sequences and for obvious divisions or breaking points within sequences.
CONCLUSION: Make order out of disorder.
Strategies for Original Learning

- Take Advantage of Your Learning Style
- Use Visualization
- Organize Information (Chunking)

1. Discover how the material you are studying is connected.
2. Look for similarities and differences.
3. Look for sequences and for obvious divisions or breaking points within sequences.

- Use Effective Study Strategies
When to Review

• Immediate Review
  • Review lecture notes as soon as possible after taking them.
  • Review textbook notes as soon as you finish reading.
  • Review all course materials at the end of each day.

• Periodic Review – Plan a schedule.

• Final Review – Review before a test or exam.
How to Review

- Schedule Short Review Sessions
- Test Yourself
- Use Numerous Sensory Channels to Store Information
- Develop Retrieval Clues
- Anticipate Exam Questions
- Simulate Test Situations
- Overlearn
- Consider Physical Surroundings
How to Review

- Use Memorization
  - **Mnemonics** are memory tricks, or aids, that you can devise to help you remember information.
  - Use the loci method where you select a familiar object and associate ideas to it.
Taking Notes in Class
How to Sharpen Your Listening Skills

- Approach listening as an *active* process similar to reading

  listening = active, like reading
  grasp ideas → assess import → connect to other ideas
  find main ideas → eval import of details
  transitions impt
  find thought patterns

- Identify main ideas, evaluate the importance of details
- Identify transitions
- Identify patterns of thought
How to Sharpen Your Listening Skills

• Focus on content, not delivery.

SHARPEN SKILLS:
-- content NOT delivery
-- ideas + facts
-- spkers opening stmnts v imprt
-- what is spkers purpose
-- fill gap btw speech rate + thinking rate
-- listening = mental challenge

• Approach listening as a challenging mental task.
Preparing for Lecture Class

- Check your course outline to determine the topic of the lecture
- Read the assignment before attending class
- Once you arrive, get organized with notebook, pen, textbook, etc.
- Before class starts, try to recall the content of the previous lecture—perhaps three or four main points that were discussed. Review your notes.
  - This activates your thought processes and focuses your attention on the topic
  - This also allows you to connect new information to what you already know
# Check Course Outline

## Art 101 - HISTORY OF WESTERN ART: PRE-HISTORIC TO GOTHIC - Spring 2012

**Instructor:** Louise Mandell  
**Location:** CSB102A  
**Times:** 10:40 a.m.-12:05 p.m.

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<table>
<thead>
<tr>
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<th>Chapter</th>
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</table>
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*Agean art* | 4       |
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*Agean art* | 1.3     |
| 7    | March 19   | Exam 1: extra-credit due  
*Agean art cont’d*  
*Greek Art cont’d*  
*Civilization versus Barbarism* | 4       |
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*Conquering the Ancient World* | 7       |
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*End of an Empire, Beginnings of Christianity* | 4.7     |
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 14</td>
<td>Late Roman and Early Christian Art cont’d</td>
<td>Getty Center</td>
</tr>
<tr>
<td>May 19</td>
<td>Field Trip: Medieval Art</td>
<td></td>
</tr>
</tbody>
</table>
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Pre-Read & Read Assignment

1. **Read the chapter title and subtitle.**
   The title provides the overall topic of the chapter.

2. **Read any focus questions at the beginning of the chapter.**
   These questions indicate what is very important in the chapter. They are meant to guide your reading and help you be on the lookout for their answers.

3. **Read the chapter introduction or the first paragraph.**
   The introduction, or first paragraph, if there is no introduction, serves as a lead-in to the chapter. It gives you an idea of where the material is starting and where it is heading.

4. **Read each boldface subheading.**
   The boldface subheadings will give you an idea of the major topic of the following chapter sections.

5. **Read the first sentence of each paragraph.**
   The first sentence often tells you what the paragraph is about or states the central thought. However, be aware that in some material the first sentence may instead function as an attention getter or transition or lead-in statement. In this case, go on to the second sentence to try to determine the main idea of the paragraph.

6. **Look over any typographical aids.**
   Notice important chapter terms that are emphasized by being written in slanted *italic* type or in dark **boldface** type; often a definition or an example of a new important term follows.

7. **Look over any other visual aids.**
   Notice any material that is numbered 1, 2, 3, lettered a, b, c, or presented in list form. Graphs, charts, pictures, diagrams, and maps are other means of emphasis and are usually included to point out what is important in the chapter.

8. **Read the last paragraph or summary.**
   The last paragraph or summary gives a condensed view of the chapter and helps you identify important ideas. Often the summary outlines the main points of the chapter.

9. **Read quickly any end-of-chapter material.**
   If there are study questions, read through them quickly since they will indicate what is important in the chapter.
### Rubric

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighting does not accurately reflect content of passage</td>
<td>Highlighting includes main ideas and most major details</td>
<td>Highlighting includes all main ideas and all major details</td>
</tr>
<tr>
<td>Highlighting is unclear or grammatically incomplete</td>
<td>With some exceptions, highlighting generally is clear and readable</td>
<td>Highlighting indicates a clear train of thought</td>
</tr>
</tbody>
</table>

#### Comments:

### Marking

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no marking is included</td>
<td>Moderate level of marking</td>
<td>Extensive use of marking</td>
</tr>
<tr>
<td>Marking—even if included—is not helpful for review purposes</td>
<td>Marking usually helps reader comprehend passage</td>
<td>Marking indicates most main ideas and key details</td>
</tr>
<tr>
<td>Marking does not include main ideas or key ideas</td>
<td>Marking indicates most main ideas and key details</td>
<td>Marking helps reader recognize organization of ideas</td>
</tr>
</tbody>
</table>

#### Comments:
Why do we highlight & mark a text?

- These activities force the reader to sort ideas, deciding which is important and which is not.

- Highlighting and marking help the reader to see the organization of ideas.

- They help the reader to stay physically active and help him/her to focus attention on the material.

- Highlighting and marking help the reader to remember the material.

- Last but not least, highlighting and marking save time during review!!!
How to Highlight Textbooks.

- Read first; then highlight.

- Read the boldface headings. Use the headings to form questions.

- After you read the section, go back and highlight the answer to your questions.

- As you identify and highlight main ideas, look for the facts that support them. Highlight these important ideas.

- Do not highlight complete sentences, but highlight enough of the idea so that it will make sense when you reread weeks later.

- Before you move on, reread your highlighting by itself to make sure it's meaningful.
Aspects of Effective Highlighting

- Highlight the right amount. (No more than one-quarter to one-third of each page)

- Develop a regular and consistent highlighting system.

  - Will you mark only main ideas or details?
  
  - Will you highlight terminology?

  - Use color, brackets, asterisks to separate main ideas and details and mark main ideas.

- Highlight accurately. Your highlighting should clearly convey the content of the passage.
Marking a Textbook

- Circle unknown words
- Number lists of ideas, reasons, etc.
- Place asterisks next to important ideas
- Draw arrows to show relationships
- Write comments in the margin
  - Writing summary notes in the margin is one of the most valuable types of textbook marking. It is especially effective in passages that contain long and complicated ideas.
- Critical comments
<table>
<thead>
<tr>
<th>Type of Marking</th>
<th>Mark</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circling unknown words</td>
<td>faithlessness, disloyalty</td>
<td>Shaw's perfidy soon became apparent...</td>
</tr>
<tr>
<td>Marking definitions</td>
<td>def</td>
<td>...suffered apnea, a sleep disorder characterized by...</td>
</tr>
<tr>
<td>Marking examples</td>
<td>EX</td>
<td>...a conglomerate such as JANCO, which owns factories, vineyards, and a sports arena.</td>
</tr>
<tr>
<td>Numbering lists of causes, effects, reasons, events, etc.</td>
<td></td>
<td>...components of power include self-image...population...natural resources...and geography</td>
</tr>
<tr>
<td>Placing asterisks, stars next to important ideas</td>
<td>*</td>
<td>The most important achievement of Robert Hook, however, was...</td>
</tr>
<tr>
<td>Placing question marks next to confusing items or passages</td>
<td>??</td>
<td>...war prevention occurs through institutionalization of mediation...</td>
</tr>
<tr>
<td>Making notes to yourself</td>
<td>Check Chap for def.</td>
<td>...power is the ability of an actor on the international stage to...</td>
</tr>
<tr>
<td>Marking possible test items</td>
<td>T</td>
<td>There were several unintended results of the passage of Prohibition...</td>
</tr>
<tr>
<td>Drawing arrows to related ideas</td>
<td></td>
<td>The release of CFCs into the atmosphere...erosion of the ozone layer</td>
</tr>
<tr>
<td>Writing comments, comments, noting differences or similarities</td>
<td>opinion...no evidence to support...</td>
<td>Cooperative learning is the most effective use of classroom time and should be required of every preschool teacher.</td>
</tr>
<tr>
<td>Marking summary statements</td>
<td>sum.</td>
<td>...these ideas...form the basis of the argument against capital punishment.</td>
</tr>
</tbody>
</table>
Children with Attention-Deficit Hyperactivity Disorder

While the other fifth graders worked quietly at their desks, Calvin squirmed in his seat, dropped his pencil, looked out the window, fiddled with his shoelaces, and talked out. “Hey Joey,” he yelled over the top of several desks, “wanna play ball after school?”

Joey and the other children weren’t eager to play with Calvin. Out on the playground, Calvin was a poor listener and failed to follow the rules of the game. Calvin’s desk at school and his room at home were a chaotic mess. He often lost pencils, books, and other materials necessary for completing assignments. And very often, he had difficulty remembering his assignments and when they were due.

Calvin is one of 3 to 5 percent of school-age children with attention-deficit hyperactivity disorder (ADHD) (American Psychiatric Association, 1994). Boys are diagnosed five to ten times more often than girls. However, many girls with ADHD may be overlooked because their symptoms are usually not as flagrant (Gaub & Carlson, 1997).

Children with ADHD have great difficulty staying on task for more than a few minutes. In addition, they often act impulsively, ignoring social rules and lashing out with hostility when frustrated. Many (but not all) are hyperactive. They charge through their days with excessive motor activity, leaving parents and teachers frazzled and other children annoyed. ADHD youngsters have few friends; they are soundly rejected by their classmates. According to one view that has amassed substantial research support, these diverse symptoms are unified by a common theme: an impairment in inhibitory control, which makes it hard to delay action in favor of thought (Barkley, 1997; Scharzer et al., 1995).

The intelligence of ADHD children is normal, and they show no signs of serious emotional disturbance. Instead, they have trouble thinking before they act, they do poorly on laboratory tasks requiring sustained attention and find it hard to ignore irrelevant information. Their distractibility results in forgetfulness and difficulties with planning, reasoning, and problem solving in academic and social situations (Barkley, 1997; Denkla, 1996). Although some children catch up in development, most continue to have problems concentrating and finding friends in adolescence and adulthood (Claude & Firestone, 1995).
Causes

The origins of ADHD may lie in both heredity and environmental factors. Heredity plays a major role in ADHD, since the disorder runs in families, and identical twins share it more often than do fraternal twins. Also, an adopted child who is inattentive and hyperactive is likely to have a biological parent (but not an adoptive parent) with similar symptoms (Farone et al., 1995; Zanetkin, 1995).

At the same time, ADHD is associated with a variety of environmental factors. These children are somewhat more likely to come from homes in which marriages are unhappy and family stress is high (Bernier & Siegel, 1994). But researchers agree that a stressful home life rarely causes ADHD. Instead, the behaviors of these children can contribute to family problems, which (in turn) are likely to intensify the child’s pre-existing difficulties. Furthermore, prenatal teratogens (including certain illegal drugs, alcohol, and cigarettes) are linked to inattention and hyperactivity. Dietary causes, such as food additives and sugar, have also been suggested, but there is little evidence that they play important roles (Hynd et al, 1991).
Calvin’s doctor eventually prescribed stimulant medication, the most common treatment for ADHD. As long as dosage is carefully regulated, these drugs reduce activity levels and improve attention, academic performance, and peer relations for 70 percent of children who take them (Barkley, DePaul, & Costello, 1993; Rapport & Kelly, 1993). Researchers do not know precisely why stimulants are helpful. Some speculate that they change the chemical balance in brain regions that inhibit impulsiveness and hyperactivity, thereby decreasing the child’s need to engage in off-task and self-stimulating behavior.

Although stimulant medication is relatively safe, its impact is only short term. Drugs cannot teach children ways of compensating for inattention and impulsivity. Combining medication with interventions that model and reinforce appropriate academic and social behavior seems to be the most effective approach to treatment (Barkley, 1995; Pelham & Hoza, 1996). Teachers can also create conditions in classrooms that support these pupils’ special learning needs. Short work periods followed by a chance to get up and move around help them concentrate.

Finally, family intervention is particularly important. Inattentive, overactive children strain the patience of parents, who are likely to react punitively and inconsistently in return—a child-rearing style that strengthens inappropriate behavior. Breaking this cycle is as important for ADHD children as it is for the defiant, aggressive youngsters we discussed in Chapter 10. In fact, at least 35 percent of the time, these two sets of behavior problems occur together (Nottelmann & Jensen, 1995). Adapted from Infants, Children, and Adolescents by Laura E. Berk, Allyn and Bacon, Boston, Massachusetts, 1999, p. 446-447
Connect to Previous Lecture

- Before class starts, try to recall the content of the previous lecture—perhaps three or four main points that were discussed. Review your notes.
# How to Take Lecture Notes

- **Record the main ideas**
  - Note speaker’s change in voice
  - Note speaker’s change in rate of speech
  - List and number points in lecture
  - Write what speaker puts on the chalkboard
  - Note use of audiovisuals
  - Watch for direct announcements
  - Be aware of nonverbal clues

- **Record details and examples**

- **Record the organization of the lecture**
  - Indicate relative importance of ideas through an indentation system (outline)
  - Identify organizational pattern
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Purpose</th>
<th>Key and/or Transitional Words</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>explains the meaning of a new term</td>
<td>refers to, consists of, characterized by</td>
<td><em>Anorexia nervosa</em> is a serious emotional disorder which....</td>
</tr>
</tbody>
</table>
| Time Sequence or Process | lists important events in order OR lists steps in a process | • steps, stages  
• first, second, then, later, finally | The size and layout of New York City changed greatly between 1728 and 1890.  
Preschool teachers often follow a step-by-step method for preparing an effective lesson plan. |
| Cause and Effect      | explains causes or results of an event       | • result, cause, effect, consequence  
• because, therefore | Enormous social changes were brought about by the American Civil War.                              |
| Comparison            | • examines two topics—similarities  
• examines two topics—differences | like, similar to, in contrast, on the other hand | President Smith is in many ways similar to (or unlike) President Jones.                          |
| Contrast              |                                              |                                |                                                                                                    |
| Classification        | breaks large group into smaller types       | • types, kinds, sorts, classes, categories  
• first, second, third | There are several types of tests, including....                                                     |
| Enumeration           | lists facts, characteristics, parts, categories | first, second, third, last, another | A résumé should include several important kinds of information. First, it must include....          |
How to Make Note Taking Easier

- Use ink.
- Use a standard-sized notebook and paper.
- Keep a separate notebook or section for each course.
- Date your notes.
- Leave blank spaces.
- Mark assignments in the margins.
- Mark ideas that are unclear.
- Sit in the front of the classroom.
- Don’t plan to recopy your notes.
- Recognize that tape-recording lectures is time consuming.
- Use abbreviations and create a code system.
- Make the most of your learning style.
How to Edit Your Notes

- Don’t assume your notes are accurate and complete—ALWAYS edit your notes as soon as possible after the lecture.
- Record enough during lecture to help you remember main ideas, detail, or example.
- Leave plenty of blank space; after the lecture, review your notes. Correct, add to, revise as necessary. Make sure your notes are accurate and complete.
The Recall Clue System

- Leave a 2-inch margin at the left of each page of notes.
- Write nothing in the margin while you are taking notes.
- After you have edited your notes, fill in the left margin with words and phrases that summarize the notes.
During the lecture class write notes in the wide (6”) column. To study from the notes, write either cue words or questions in the narrow column. Write a summary in the space at the bottom of the note sheet.

1. Take notes here.

2. Review by writing cue words here.

3. Write a brief summary here.
The Recall Clue System (the Cornell format)

Home truths about lecturers:

1. Try to establish what **topics of research** or advanced study your lecturers are part of, especially if these also relate to your syllabus. Also be aware of any **articles or books written** by your lecturers and their areas of **specialization**.

2. Try to **attend all lectures** - apart from the obvious academic advantage, it also creates an impression of you as a diligent student which may be to your advantage at some point in the course.

3. Attend **the last lecture** of every course - usually exam tips are given and lecturers tend to notice who is in the lecture.

To get the best out of your lecturers, establish their interests, **attend all lectures**, specifically the **last lecture**.
<table>
<thead>
<tr>
<th><strong>Pattern</strong></th>
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</thead>
<tbody>
<tr>
<td>Comparison/Contrast</td>
<td>Record similarities, differences; use two columns or make chart</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>Distinguish cause from effect; use diagrams</td>
</tr>
<tr>
<td>Sequence or Time</td>
<td>Record dates in order; use a timeline; draw diagrams; outline events or steps in a process</td>
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<tr>
<td>Time Order</td>
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<tr>
<td>Classification</td>
<td>Use outline form; list characteristics and distinguishing features</td>
</tr>
<tr>
<td>Definition</td>
<td>Record general category or class; then list distinguishing characteristics; include examples</td>
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<tr>
<td>Enumeration</td>
<td>Record in list or outline form</td>
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<td>≠</td>
<td>Does not equal</td>
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<td>cf</td>
<td>compare</td>
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<td>NYC</td>
<td>New York City</td>
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<td>lib</td>
<td>Library</td>
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<td>cons</td>
<td>Conservative &amp;</td>
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<td>assoc</td>
<td>Association vs</td>
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<td>info</td>
<td>Information $</td>
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<td>Concentration @</td>
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<td>Background eg</td>
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<td>Government</td>
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<td>Educational</td>
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<td>Introduction</td>
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<td>Δ</td>
<td>Change</td>
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I often get sleepy in class. How I can stay awake?
**Answer**

When you become sleepy in class it may be due to lack of oxygen. There is a four step, 30 second exercise you can do if this occurs.

**Step 1.** Straighten your spine. Put both feel on the floor, uncross your arms and legs, sit up straight and hold your head up straight.

**Step 2.** Take a deep breath and hold it. While you hold it, tense the muscles in your body. Begin with the muscles in your feet, then legs, thighs, and so forth, steadily moving up your body, ending with the arms and hands. Hold these muscles tense for the count of five and then relax and exhale.

**Step 3.** Breathe deeply three times. Inhale slowly and deeply, breathing into your belly as well as your chest. Pause momentarily at the top of the breath and then exhale completely. When you have exhaled as much as you can, force out more air by contracting your muscles. Do this breathing exercise three times.

**Step 4.** Repeat the steps mentioned in Step 2. You have now successfully activated all of your muscles and filled your body with oxygen. With practice you can do this exercise in class without your classmates or professor noticing.
Frequently Asked Question 2

I take notes in class, but cannot read my own writing. Can you help?
Get to the root of the problem. The problem is not bad handwriting, but the impact, you cannot read your notes and have difficulty studying the lecture materials.

Set goals for improvement. Setting short term goals to improve your handwriting is a good step. Make sure you are specific about the results you intend on achieving.

Use creative visualizations. Find a quiet spot during a time of the day when you are typically relaxed. Close your eyes and relax your entire body. Visualize yourself taking notes in class and writing legibly. Practice this daily and the results will come soon enough.

Change your pen to change your handwriting. Perhaps use two or three different types of pens and/or pencils to write your notes. Pens come with different ball points. Some are fine, others are medium. See which one is the better fit for you. If neither works, there is also a pen.

Use your laptop. Some students have laptop computers. While you will be able to read your notes if you type them during lecture, one must also be able to type fairly quickly. Also this may disrupt others in the classroom or your professor. Ask your professor’s permission before choosing this as an option.

When all else fails, PRINT! Printing is one way students can write lecture notes and limit the amount of misunderstanding that comes with illegible handwriting. Printed notes can also be read faster when it comes time to review for midterms and final exams.

Photocopy notes. Ask one of your classmates if you can photocopy their notes.
Frequently Asked Question 3

My professor talks too fast, what can I do?
Answer

- **Take more time to prepare for class.** If you are familiar with the subject, you are more likely to pick out key points during the lecture. A thorough preview of the class reading should be conducted before you attend class. This will set the stage for your understanding of the material and the lecture.

- **Be willing to make choices.** You can be consumed with the fact that the professor talks too fast or you can focus your attention on the key points of the actual lecture. Choose what you think is important, and revise your notes immediately after the class is over.

- **Exchange photo copies of notes with your fellow classmates.** There may be people in your class who are good at taking notes and following the lecture, though the professor talks fast. Ask one or two people in the class if you can photocopy their notes to ensure you have not missed any of the main points from the lecture. This exchange could prove very valuable to all parties involved, because you are helping one another.

- **Leave large empty spaces in your notes.** You want plenty of room to fill in any information you may have missed during the lecture. Use abbreviations and symbols (some of which are listed in this booklet on page 10) and when you are rewriting your notes after class, write the full meanings of these items.

- **See the instructor after class.** Some professors are willing to help you with your note taking. Share your notes with the professor and ask if you have written the correct information. This is also an opportunity to ask questions that you were unable to ask during the class lecture.

- **Use a tape recorder.** Using a tape recorder is a good way to ensure you get all of the notes from the class lecture. These devices are pretty inexpensive for students to purchase. You are able to listen to the lecture whenever you choose to. Another benefit of tape recorders is that they enable you to slow the professor’s speech to a speed comfortable for you. All students should seek permission from the instructor before tape recording their lecture.

- **Attend another section of the professor’s lecture.** Many professors have more than one section. Get permission to attend a different section of the class and that provides you with the opportunity to hear the lecture again. Perhaps you can use this second time to fill in any missing notes from your normally scheduled lecture class.
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Purpose</th>
<th>Key and/or Transitional Words</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>explains the meaning of a new term</td>
<td>refers to, consists of, characterized by</td>
<td><em>Anorexia nervosa</em> is a serious emotional disorder which…</td>
</tr>
<tr>
<td>Time Sequence or Process</td>
<td>lists important events in order OR lists steps in a process</td>
<td>• steps, stages • first, second, then, later, finally</td>
<td>The size and layout of New York City changed greatly between 1728 and 1890.</td>
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<td>Preschool teachers often follow a step-by-step method for preparing an effective lesson plan.</td>
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<tr>
<td>Cause and Effect</td>
<td>explains causes or results of an event</td>
<td>• result, cause, effect, consequence • because, therefore</td>
<td>Enormous social changes were brought about by the American Civil War.</td>
</tr>
<tr>
<td>Comparison</td>
<td>• examines two topics—similarities</td>
<td>like, similar to, in contrast, on the other hand</td>
<td>President Smith is in many ways similar to (or unlike) President Jones.</td>
</tr>
<tr>
<td></td>
<td>• examines two topics—differences</td>
<td></td>
<td></td>
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<tr>
<td>Contrast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td>breaks large group into smaller types</td>
<td>• types, kinds, sorts, classes, categories • first, second, third</td>
<td>There are several types of tests, including….</td>
</tr>
<tr>
<td>Enumeration</td>
<td>lists facts, characteristics, parts, categories</td>
<td>first, second, third, last, another</td>
<td>A résumé should include several important kinds of information. First, it must include….</td>
</tr>
</tbody>
</table>
List 3 – 4 Possible Essay Questions
• Convert the question into the thesis statement for your essay
• Brainstorm
• Organize your answer—make a bare bones outline. Be sure you address all the parts of the question
• Begin your essay with your thesis statement

  • Use correct paragraph form
    - Every paragraph should have a topic sentence. Use transitions!
• Make your points easy to find—be clear and direct
• Include sufficient explanation—develop your ideas; don’t just list them.
• Unless specifically requested to do so, avoid opinions and judgments
• Don’t plan to rewrite your essay, but make your answer as readable as possible
  o Use ink
  o Use clean, neat paper
  o Number your pages and write your name on each
  o Write on only one side of the paper
  o Leave space between questions and between paragraphs
• Save a few minutes to proofread your answer
• If you run out of time...
• If you don’t know the answer....
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Discuss</th>
<th>Consider important characteristics and main points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enumerate</td>
<td>List or discuss one by one</td>
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<tr>
<td></td>
<td>Define</td>
<td></td>
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<tr>
<td>Applying</td>
<td>Illustrate</td>
<td>Explain, using examples</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Compare</td>
<td>Show how two topics are similar (and/or different)</td>
</tr>
<tr>
<td></td>
<td>Contrast</td>
<td>Show how two topics are different</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td>Give facts, details, or reasons that make an idea clear and understandable</td>
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<tr>
<td></td>
<td>Describe</td>
<td>Give details about appearance of a topic:</td>
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<td></td>
<td></td>
<td>Give details about occurrence</td>
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<tr>
<td></td>
<td>Justify</td>
<td>Give reasons that support an action, event, or policy</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate</td>
<td>Discuss merits, strengths, weaknesses, advantages, or limitations</td>
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<tr>
<td></td>
<td>Criticize</td>
<td>Make judgments about value or worth; include both positive and negative aspects</td>
</tr>
<tr>
<td></td>
<td>Prove</td>
<td>Demonstrate that a concept or theory is valid, correct, or logical.</td>
</tr>
<tr>
<td>Create</td>
<td>Trace</td>
<td>Describe the development or progress of an event, trend, or process in chronological order</td>
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<tr>
<td></td>
<td>Summarize</td>
<td>Cover major points briefly</td>
</tr>
</tbody>
</table>
Use the Student Resources links on the LAMC Learning Center website

lamission.edu/learningcenter/sresources.aspx