

# PREP

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✕ STEP 03s for every student

TITLE" \_\_\_\_\_

DATE 13.04.19

✗ Aim:

- + What is active note taking?

✗ Instructions:

- + In today's class I will go over skills like: inspectional or analytical reading, Harvard or Yale style outlining.

✗ Home work:

- + Summarize Intro of 1<sup>st</sup> article.
- + Bring a journal article you found in the bibliography of your first article.
- + Work on your next checkpoint.

✗ Announcements:

- + 3 weeks left in M.P.

# DO NOW

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- ✖ Take out your 6 general articles
- ✖ Be prepared to read and summarize



# CW - HW

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- ✗ You need your Steps for every class.
- ✗ You need to start looking for PRJAs in the topic you have chosen to research.
- ✗ We will be working with PRJAs almost every day for the rest of the school year.
- ✗ AEM digital presentation drafts are due first day of next week
- ✗ PRJA digital presentations due last day of next school week.

# WHAT IS ACTIVE NOTE TAKING?

Mr. M. Gonzalez

Based on an article by: Dawn Wagner Lindquist (2005)

# OBJECTIVES

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- ✗ I can use Active Note Taking strategies when taking notes from lecture.
- ✗ I can use Active Note Taking strategies when reading technical literature.

# ACTIVE NOTE TAKING = ANT





# WHEN YOU READ A PRJA, USE ANT...

Journal of Experimental Marine Biology and Ecology 369 (2009) 148–154



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Journal of Experimental Marine Biology and Ecology

journal homepage: [www.elsevier.com/locate/jembe](http://www.elsevier.com/locate/jembe)



## Life in the Supralittoral Fringe: Microhabitat Choice, Mobility and Growth in the Tropical Periwinkle *Cenchritis (=Tectarius) muricatus* (Linnaeus, 1758)

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### ARTICLE INFO

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### ABSTRACT

The littorinid snail, *Cenchritis muricatus*, inhabits supralittoral vertical rocky walls along Caribbean shores, at times surpassing 14 meters above mean sea level. As the sole macrofaunal representative of this habitat, this marine gastropod presumably experiences extraordinary conditions of thermal load and desiccation. In order to understand the effect of behavioral choices on periwinkle survivorship and growth, snail distribution, microhabitat utilization, and crawling speed were documented in St John (US Virgin Islands). In general, snails rarely inhabited open surfaces; instead, periwinkles were commonly observed in microhabitats that may reduce water and heat stresses (e.g., >75% in crevices and depressions). Snails found on occasional buttonwood trees (*Conocarpus erectus*) were larger than elsewhere. Although typically found in repose, *C. muricatus* crawling speed on moist, shaded, and smooth substrata averaged more than 3 cm min<sup>-1</sup>, but did not vary with slope. Repeated mark-recapture of tagged periwinkles exhibited high recovery rates (ca. 35% after 4 yr), absence of mortality, and a projected cessation of growth at 16.5 mm (shell height). Nearly 10% of marked individuals were recaptured every year. Dead, tagged snails were never noted; indeed, seven individuals were only recovered once, a full 4 yrs after release. Site-specific growth rates were absent. Projections using von Bertalanffy growth functions (VBGF) suggest that periwinkles will require 15+ years to achieve the maximum shell height. These VBGF models cannot address extraordinary individuals reaching 22 mm. *C. muricatus*'s remarkable supralittoral distribution may be explained by physiological tolerance, selection of microhabitats, lack of predators and long lifespan.

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# WHEN TAKING NOTES IN CLASS, USE ANT...

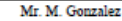


<http://bradanderson2000.files.wordpress.com/2012/01/classroom.jpg>

# WHY ANT? SIX IMPORTANT REASONS TO TAKE NOTES

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- ✗ Notes trigger memories of lecture/reading,
- ✗ Notes are source of valuable clues for information instructor thinks is most important,
- ✗ Notes inscribe information kinesthetically,
- ✗ Taking notes helps you to concentrate in class,
- ✗ Notes create a resource for test preparation,
- ✗ Your notes often contain information that cannot be found elsewhere.

[illegible]



# ANT

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- ✖ Identify where and how you like to read:
  - + Music or no music in the background?
  - + Absolute quiet?
  - + Comfortable chair?
  - + Chair doesn't matter?
  - + Library? Home?
  - + While snacking?
  - + Day or night?
- ✖ Identify and practice the conditions that optimize your concentration

## STEP 03

V. What ANT strategies did you use? (Check them off in the circles to the left.)

- |  |  |
|--|--|
| <input type="radio"/> Inspectional reading?                    | <input type="radio"/> Summarized?                    |
| <input type="radio"/> Analytical reading?                      | <input type="radio"/> Used your comfort zone?        |
| <input type="radio"/> Asked directed questions?                | <input type="radio"/> Kept track of why you read it? |
| <input type="radio"/> Answered directed questions as you read? | <input type="radio"/> Defined unknown words?         |
| <input type="radio"/> Outlined with a format?                  |  |

VI. Identify where and how you read this (Check them off in the circles to the left.):

- |   |                                       |
|---|---------------------------------------|
| <input type="radio"/> Music in the background?    | <input type="radio"/> Other place?    |
| <input type="radio"/> No music in the background? | <input type="radio"/> While snacking? |
| <input type="radio"/> Absolute quiet?             | <input type="radio"/> No snack?       |
| <input type="radio"/> Comfortable chair?          | <input type="radio"/> Day             |
| <input type="radio"/> Chair doesn't matter?       | <input type="radio"/> Night?          |
| <input type="radio"/> Library?                    |                                       |
| <input type="radio"/> Home?                       |                                       |
| <input type="radio"/> School?                     |                                       |

# WHAT STRATEGY WILL YOU CHOOSE?

1. Outlining with a format?
2. Summarizing?
3. Asking directed inquiry questions?
4. Answering these questions as you read?
5. Finding your comfort zone?
6. Keeping track of what you read and why?
7. Hybrid system?
8. Discussing what you read with others?



# EVALUATE YOUR PRESENT NOTE-TAKING SYSTEM

## ✖ Ask yourself:

- + Do I use a style? Are my notes clear or confusing?
- + Do I capture main ideas and supporting points?
- + Do I use abbreviations?
- + Do I even use my notes for anything?

# NOTE TAKING STYLES

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## ✕ 5 Methods

- + The Cornell Method
- + The Outline Method
- + The Mapping Method
- + The Charting Method
- + The Sentence Method

# CORNELL STYLE OUTLINING

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- ✗ “The **Cornell note-taking system** is a widely-used note taking system devised in the 1950s by Walter Pauk, an education professor at Cornell University” - Wikipedia (2012).

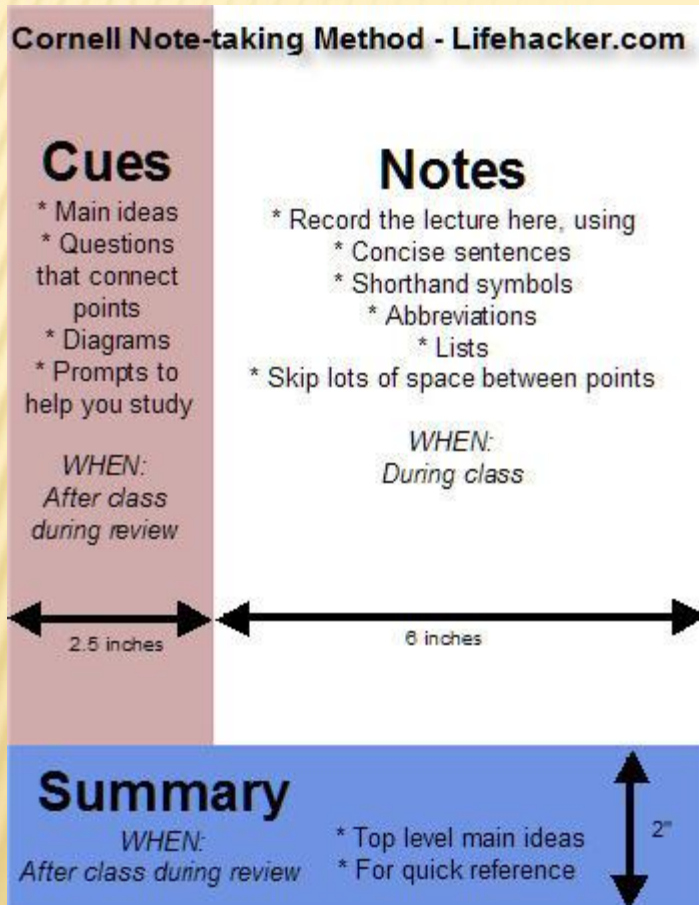


# CORNELL STYLE

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- ✖ Systematic format for condensing and organizing notes.
- ✖ Divide paper into two columns:
  - + note-taking column (usually on the right)
  - + questions/key word column (on the left).
- ✖ Leave five to seven lines, or about two inches, at the bottom of the page.

# CORNELL STYLE



John Q. Student  
Biology 101  
April 1, 2000

Phylum	Arthropods
subphylum	Chelicerata
Chelicerata	2 parts: <ul style="list-style-type: none"> <li>prosoma (first pair of appendages are for feeding)</li> <li>opisthoma</li> </ul>
examples	scorpions, spiders, mites, ticks
Prosoma ↓ Opisthoma	sensory, feeding, and locomotor tagma
Chelicerae	<ul style="list-style-type: none"> <li>• pincerlike or chelate</li> <li>• used for feeding</li> <li>• first pair of appendages</li> </ul>
Pedipalps	<ul style="list-style-type: none"> <li>• second pair of appendages</li> <li>• used for sensory purposes</li> </ul>
	feeding      locomotion      reproduction

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.

# CORNELL STYLE

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- ✗ Notes written in note-taking column;
  - + consist of the main ideas of the text or lecture.
  - + Long sentences are avoided;
  - + Symbols or abbreviations are used instead.
  - + Relevant questions should be recorded as soon as possible so that the lecture and questions will be fresh in the student's mind).
  - + key words are written in the key word column.

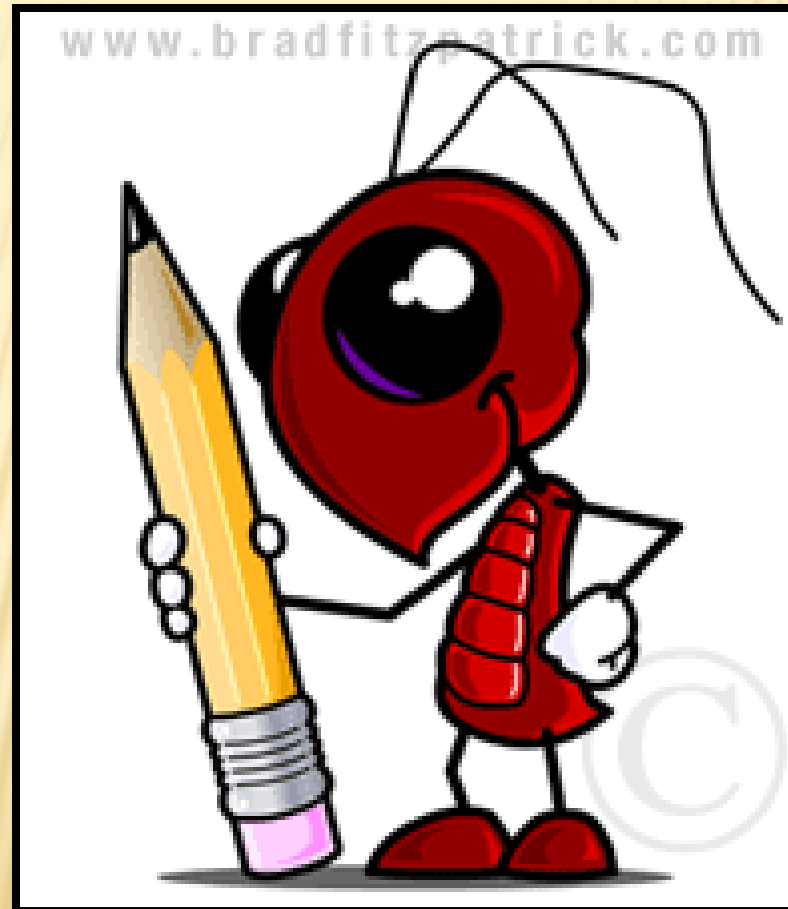




# CORNELL STYLE

- ✗ After 24 hours write brief summary at bottom.
  - + Increase understanding
  - + When studying you'll have concise record of previous classes
- ✗ When reviewing the material, cover up the note-taking (right column) to answer questions/keywords in left column
- ✗ Reflect on material and review notes regularly

# WHAT IS ACTIVE NOTE TAKING = ANT?



# CW - HW

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# DO NOW

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- ✖ Take out your research journals and be prepared to use Cornell style for today's notes.



# CW - HW

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# WHAT IS ACTIVE NOTE TAKING? PART II

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Mr. M. Gonzalez

Based on an article by: Dawn Wagner Lindquist (2005)

# OBJECTIVES

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- ✖ I can use Active Note Taking strategies when taking notes from lecture.
- ✖ I can use Active Note Taking strategies when reading technical literature.



# NOTE TAKING STYLES

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## ✖ 5 Methods

- + The Cornell Method
- + The Outline Method
- + The Mapping Method
- + The Charting Method
- + The Sentence Method

# OUTLINING METHOD EXAMPLE

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## ✗ Extrasensory perception

+ -definition: means of perceiving without use of sense organs.

✗ -three kinds –

★ -telepathy: sending messages

★ -clairvoyance: forecasting the future

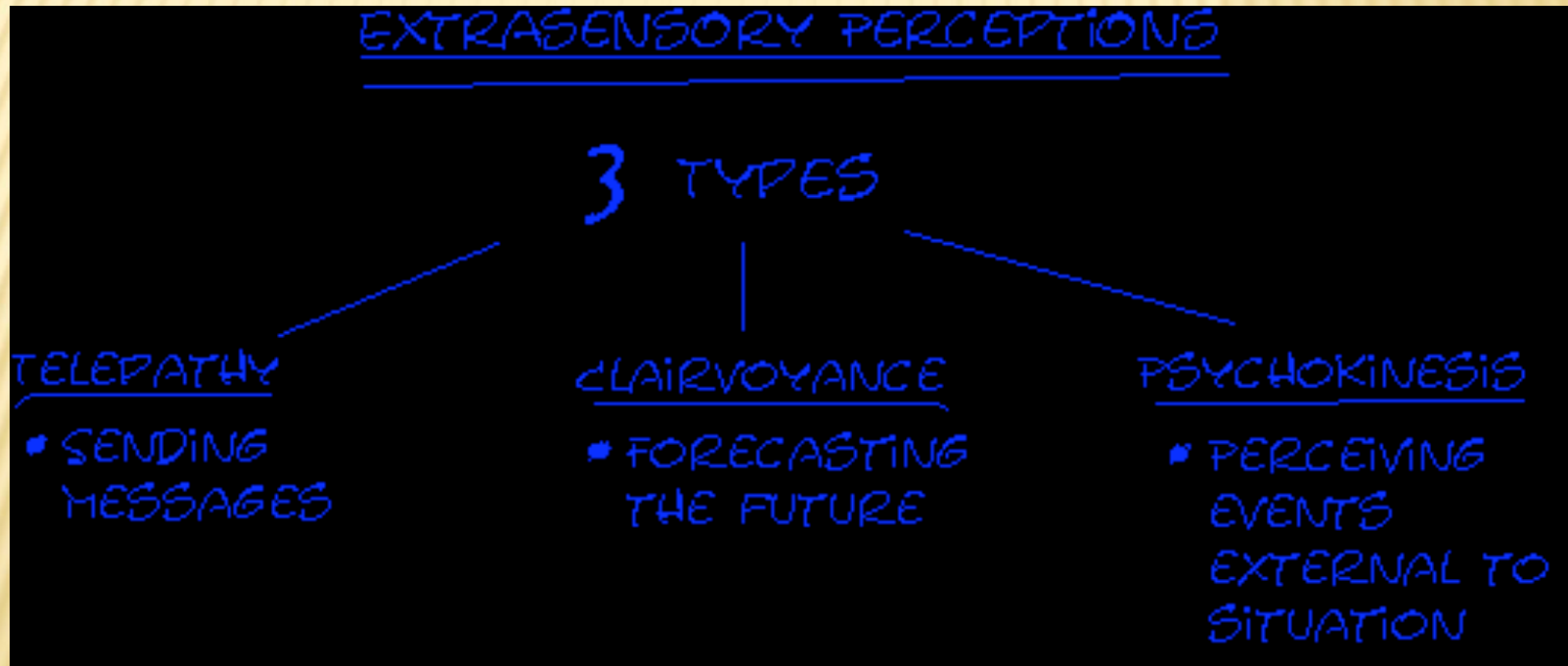
★ -psychokinesis: perceiving events external to situation

✗ -current status –

★ -no current research to support or refute

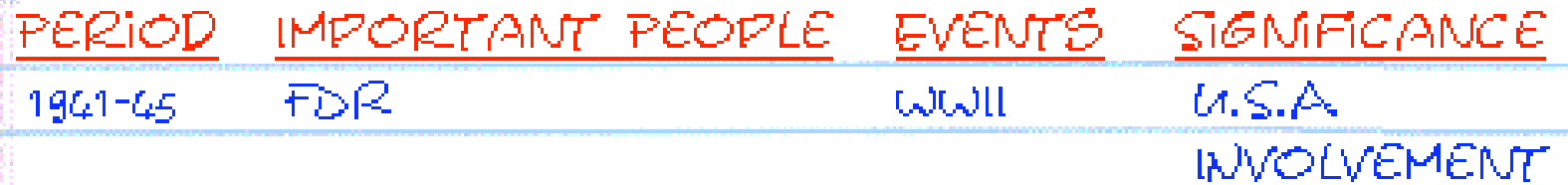
★ -few psychologists say impossible

# MAPPING STYLE





# CHARTING STYLE



<u>PERIOD</u>	<u>IMPORTANT PEOPLE</u>	<u>EVENTS</u>	<u>SIGNIFICANCE</u>
1941-45	FDR	WWII	U.S.A. INVOLVEMENT

# SENTENCE STYLE (EXAMPLE 1)

- ✗ *“A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (see page 29 to 30 in your text about this.)”*
- ✗ **Sample Notes:**
  - + Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29- 30

## SENTENCE STYLE (EXAMPLE 2)

- ✗ *“Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.”*
- ✗ **Sample Notes:**



## SENTENCE STYLE (EXAMPLE 2)

- ✗ *“Melville did not try to represent life as it really was. The language of Ahab, Starbuck, and Ishmael, for instance, was not that of real life.”*
- ✗ **Sample Notes:**
  - + Mel didn't repr. Life as was; e.g. lang. Of Ahab, etc. no of real life.

## SENTENCE STYLE (EXAMPLE 3)

- ✗ *“At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.”*
- ✗ **Sample Notes:**

## SENTENCE STYLE (EXAMPLE 3)

- ✗ *“At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.”*
- ✗ **Sample Notes:**
  - + Freud 1st – used phys. trtment; e.g., baths, etc. This fld. 2nd – used hypnosis (fr. Charcot)
  - + Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.



# USEFUL TIP

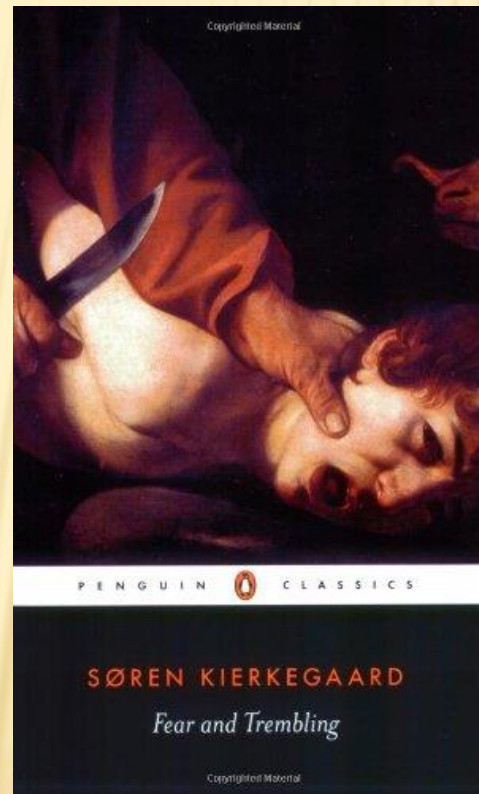
- ✗ At the top/bottom of your lab note book page include:
  - + Bibliography,
  - + Date of reading,
  - + Reason for reading, and
  - + Depth of reading.

# 30 MINUTE RULE

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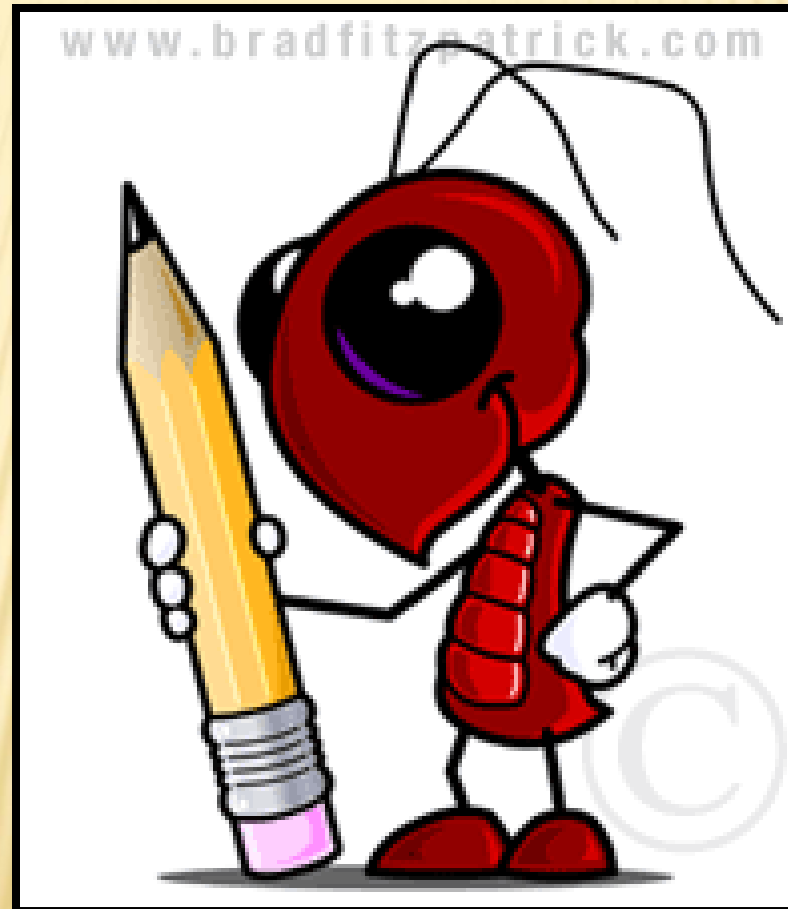
- ✖ Thirty minutes may be quite reasonable to digest up to ***three lines*** of a mathematical or technical article.
- ✖ Pausing for regular breaks between paragraphs allows the brain to digest details and make connections.
- ✖ (Simonson & Gouveau in Lindquist, 2005)."

# STORY OF FEAR AND TREMBLING BY SOREN KIERKEGAARD

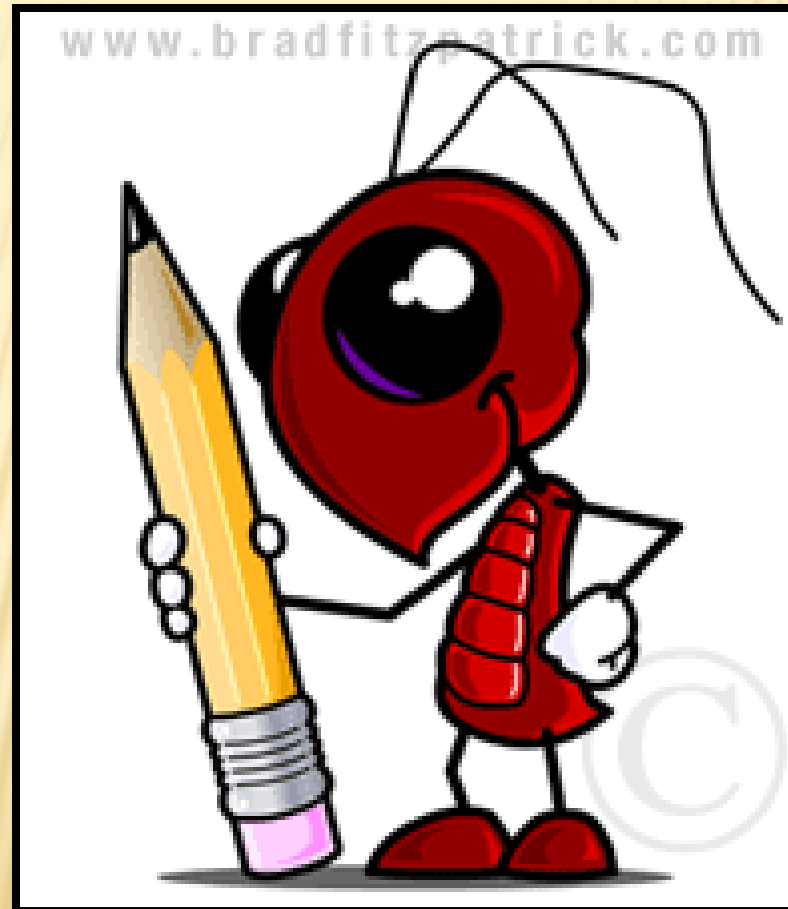




# WHY IS ANT IMPORTANT?



# WHERE DO YOU DO ANT?



**DON'T FORGET**  
**A**CTIVE  
**N**OTE  
**T**AKING!



# ACTIVITY

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- ✖ Read & summarize your articles using ANT

# CW - HW

---

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