Notetaker Packet

As a note-taker for a student with a disability, you play an integral part in this student's education. Thank you for your participation in this important endeavor. The note-taking service is geared to provide a comprehensive and accurate written record of an instructional class tailored to the needs of students with disabilities attending the class. The student with a disability depends on you for information to be recorded accurately and legibly. Some general guidelines to follow include:

ATTENDANCE

- Attend all classes on time.
- Planned absences should be coordinated with back-up note-takers and the student with a disability.
- Unexpected absences should be communicated to the faculty member to find a replacement.
- If the student with a disability is not in class, they should not receive the notes from that lecture.
- Notes should be given to the student within one day of the lecture.

EVALUATION

- Self-evaluation and maintaining a constant dialogue for feedback from the student is encouraged.
- If the instructor is asked to evaluate the notes, you will be notified by the student with a disability about the outcome.
- Know the special characteristics of the student and respond to requests made by the student within reason.

ETHICS

- Maintain respect and confidentiality through limiting discussions of disability related issues to those who need to know (SAC staff, instructor, or the student).

MEDIATION

- If a conflict arises with the student that cannot be resolved, please contact SAC at 864-4064.

The following pages contain important note-taking information.
If you have any questions, please contact:
Student Access Center
1450 Jayhawk Boulevard
Strong Hall, Room 22
(785) 864-4064

HOW TO MAKE A MEMORY MAP

1. Choose a key word that represents the main topic or idea (center). Start anywhere on the page.

   Use all capital letters.

2. Use key words or essential features for organizational branches. Use all capital letters.

3. Print all words. Use lower case letters for details associated with the main topic.

4. Put only one word on a line. Themes will emerge.

5. Create patterns of association.

6. Use color, size changes, images, and imagination to show relationships and develop emphasis.

7. Use arrows, dots and dashes, or other graphic symbols to highlight connectors.

8. Make up personal symbols, codes, or mnemonics.

9. Get involved in pattern making.

You should use only the abbreviations that fit your needs and that you and the student with a disability will remember easily. A good idea is to introduce only a few abbreviations into your notetaking at a time. Overuse may leave you with notes that are difficult to read. Here are some examples:

abt.	about	infl.	influence
ans.	answer	info.	information
asmt.	assignment	intro.	introduction
avg.	average	jrnl.	journal
bk(s).	books	lect.	lecture
bkgd.	background	libr. res.	library reserve
btwn.	between	ln.	line
cf.	compare this to	mag.	magazine
ch.	chapter	misc.	miscellaneous
def.	definition	mtg.	meeting
den.	define	nec.	necessary
diag.	diagram	nts.	notes
dif't.	different	pg./pp.	page/pages
diff.	difference	prof.	professor
ea.	each	rec'd.	received
ed(s)	editions	ref.	reference
e.g.	example	req'd.	required
fx.	for example	rev.	review
enl.	enlarge on this	rpt.	repeat
esp.	especially	seq.	sequence
etc.	et cetera	sp.	spelling
exx.	examples	tbl.	table
fig.	figure	voc.	vocabulary
freq.	frequency	vol.	volume
fund.	fundamental	vs.	versus/opposed to
gen'l.	general	w/	with
hist.	history	w/o	without
idx.	index	Δ	change
i.e.	in other words	=	equal
illus.	illustration	≠	does not equal

Another effective way to take notes is to recognize patterns in the lecture style that the instructor is using. The following patterns are some of the more recognizable:

Pattern	NoteTaking tips
• Comparison and Contrast	*Record similarities and differences of comparison. Use two columns or make a chart.*
• Cause and Effect	*Distinguish causes from effects. Use diagrams.*
• Sequence or order	*Record dates; focus on order and sequence; use timelines for historical events; draw diagrams; record in order of importance; outline events or steps in a process.*
• Problem-Solution	*Record parameters of problem; focus on nature of problem; record process or arriving at solution.*
• Classification	*Use outline form; list characteristics and distinguishing features.*
• Definition	*Record general group or class; list distinguishing characteristics; include several examples.*
• Listing	*Record in list or outline form; record order of presentation.*

For more notetaking tips, visit http://learning.ku.edu/alc-success-guides