To organize complete and accurate notes from textbooks and lectures, a learner must recognize the clues to main ideas and details. Once main ideas and details have been identified, notes can be organized in a manner that promotes and not hinders learning.

**IN TEXTBOOKS:**

**Bold print:** Darwin’s Natural Selection

**Italics:** The use of form is vital in dance.

**Chapter title:** SUPPLY AND DEMAND

**Sub-headings:** Organic Compounds

**Numbered items:**
1. Environment
2. Attitudes
3. Resources

**Graphs, Charts, Diagrams:**

**Colored or highlighted words and phrases**

**Lettered items:** A. Time  B. Location  C. Event

**Numbered items:**
1. Read directions carefully.
2. Read each question before answering.
3. Do the easiest questions first.

**Chapter summaries:**

**SUMMARY**
The 3 study systems in this chapter are SQ3R, OK5R, and SUPER SIX. These are all variations of the original 3R system. The Cornell and Note-card systems are two methods for efficiently organizing notes.

**Chapter questions:**

6. Consider the owning and operational costs of the family car. What are the implicit and explicit costs?

**Listing or outline of the main ideas in the chapter:**

I. Piaget’s Theory
   A. Four Stages
   1. Sensorimotor
   2. Preoperational
   3. Concrete Operations
   4. Formal Operations
IN LECTURES:
Topics to be covered that are listed on the board or overhead

Main ideas and details placed on the chalkboard

Verbal listing of topics to be covered

Clue words such as: "First........... "Next........"Furthermore......
"The first step.... "Last............ "Then.............
"More importantly....."In contrast..... “Another .......

Information that is repeated

Gestures such as pointing, especially at ideas on the board

Concepts in lecture AND in the textbook

Instructor may tell you something is important

Raising or lowering of voice pitch/loudness

Instructor speaks faster or slower

Topics covered in handouts

The amount of time spent on an idea or concept: more time means more importance

Ideas covered on overhead projections

Questions an instructor asks in class