Welcome to Bobcat Preview’s College Note Taking Session

Presented by:

Student Learning Assistance Center
Cornell Note-taking System

For the following lecture, takes notes on this side of the page using whatever style you prefer.

Leave this side blank for now.

8/21/2019
Please Welcome
Dr. Michael E. Burns
Department of Communication Studies

Dr. Burns is the Assistant Chair and Basics Course Director for the Communication 1310 program. His areas of research specialty are instructional communication and training and development.
TECHNOLOGICALLY TETHERED
DR. MICHAEL BURNS
@DOCBURNZ
COMMUNICATION STUDIES
GOALS

- Provide a sampling of my Re-Humanizing Communication Course
- Discuss what “old people” are saying about Generation Z
- Describe how we are in this world “alone together”
- Discuss technology’s impact on our lives, relationships, and communication
- Advice from Burns for having a great Freshman year
WHAT OLD PEOPLE SAY ABOUT GENERATION Z

- Selfish
- Lazy
- Narcissistic
- Entitled
- Materialistic
- Ruining the NFL
- Cheap under consumers
- ADHD generation
- Killing courtship
- Don’t want older wiser mentors
- Socially awkward
DOES THIS MAKE YOU ANGRY?

It should!
WHAT WE ACTUALLY KNOW ABOUT GEN Z

- Gen Z focus on finding meaningful work and strive for happiness over money
- Looking for gun work environments with flexible hours
- Have greater concern for others than material goods
- Excited to take on big projects - confident
- Used to vast transparency
- Uniquely suited to take innovation to a new level - not afraid of change
- Quick learners
- Most fiscally conservative generation in decades
- 77% currently earn their own spending money and think about retirement
- Generation most open to diversity
- Over 50% wish they were better at communication skills
- Most technologically connected and dependent generation ever

Relational Skills and Communication Skills Not on this List
The following are stats about College Students from a PEW Research study in 2011, do you think it has changed?

- 80% have a social networking profile and 60% visit the site more than once a day
- 62% use wireless Internet somewhere other than their home
- Spend 31 hours a week online
- 88% text daily
- 83% sleep with cell phone within an arm’s reach
- 57% watch more than one hour of TV per day
- Spend 8 hours a week playing video games
- Spend 87 hours a year viewing pornography

How has this surge in technology use impacted our lives, relationships, and communication?
WE
LIVE OUR LIVES
THROUGH SCREENS
&
AVOID VULNERABILITY
Election of Pope Benedict XVI

Election of Pope Francis
Everything we do in our lives is documented, how is that good and how is that bad?

We are documenting memories

We have created this need for validation that comes in the forms “likes,” comments, views, etc.

We are missing out on what is right in front of us because we are more concerned with validation and creating the ideal version of ourselves online.

“Our networked life allows us to hide from each other, even as we are tethered to each other. We’d rather text than talk.” 

Sherry Turkle, *Alone Together*
We are constantly connected allowing us to avoid vulnerable situations.

We are beginning to lose the skills sets required to form emotional connections, we are under practiced.

We use technology as a crutch.

We no longer have to talk to strangers.

We edit everything we say.

Just think about it...

1. Do you flirt more in person or via technology?
2. How many of you have been a fight via text?
3. How are you making friends here?
4. Have you ever been the victim of cyber bullying?

Vulnerability is Part of the Human Condition
Our brain has a primitive impulse to respond to immediate opportunities or threats—squirt of dopamine

We get excited about this possible opportunity or threat so that is all we focus on

Drug addicts receive a large amount of dopamine all at once, technology provides us with enough squirts of dopamine all day that are equivalent to what drugs release all at once

Remember who we are—“creatures of history, of deep psychology, of complex relationships. Of conversations artless, risky, and face-to-face.”

Sherry Turkle, *Reclaiming Conversation*
SO WHAT CAN WE DO?

It is not realistic to abandon technology use but there are things that can help us “re-humanize” our relationships and communication:

- Unplug every once in a while
- Say hello, start a conversation
- Make a phone call rather than text, better yet, meet in person
- Express how you feel openly
- Compliment people, tell them you care
- Go outside, take an adventure
- Experience the experience
- Push your comfort zones
- Take some time to be alone
MAKE THE MOST OF FRESHMAN YEAR
FRESHMAN BURNS
Learn for learning sake
Do not practice learn and purge
Talk to your professors
Join clubs, organization, etc. Get out of your room
Be proactive not reactive
Some people make better acquaintances than friends
Be a good roommate and community member
Don’t settle for average
You’ll make mistakes; embrace them
Freshman year is special, take time to find yourself and your friends and capture the moments in person
Remember how lucky you are
Call your family
This is your life not your parent’s life
QUESTIONS?

Eat’em Up Cats!
Are you ready for the exam?
Potential Test Question

What did Turkle mean by this quotation: “Our networked life allows us to hide from each other, even as we are tethered to each other. We’d rather text than talk.” and how is this problematic for humanity? Please provide an example within your explanation.

How is our use of technology related to vulnerability and what impact does this relationship have on our lives? Please explain your response thoroughly and provide an example.
The Distracted/Artistic Note-taker

Technologically Tethered

Generation Z

College Students and Tech Use

Validation from "likes," comments, views

Tech use by college students

Avoid Vulnerability??

Lunch at LBJ?

Sherry Turkle Quotes??
Older generations view Generation Z as selfish, lazy, narcissistic, entitled, materialistic. Cheap under consumers, ADHD gen, socially awkward.

We actually know that Gen Z focuses on finding meaningful work and striver for happiness over money, fun work environments, flexible hours, greater connection.

Studies show that 80% of college students have a social networking profile and 60% visit the site more than once a day. 62% use wireless internet somewhere other than their home.

We are creating our own digital archive by documenting our memories, daily lives, and experiences on social media.
Technologically Tethered

1. Gen Z (thoughts of others)
   - Selfish
   - Lazy
   - Narcissistic
   - Entitled

2. Gen Z (Actuality)
   - Meaningful work over $$$
   - Concern for others over material goods
   - Quick learners
   - Most open to diversity
Dopamine: the happy drug; functions as a neurotransmitter.

How does technology lead to lack of vulnerability?

- Lack of vulnerability from tech use
- We are constantly connected yet emotional connections are under practiced
- Technology provides dopamine to our brain
  - Enough dopamine to rival dopamine released from drug use
  - Released all day rather than all at once
  - Tech as an addiction

The right side of the page is used for taking notes in class. The recall column is used for key points, definitions, summaries, and questions. This is helpful while studying because it only provides the most test worthy information.
Discussion Notes

Summary of the main point of the class discussion

- Tend to be shorter and usually do not follow any particular structure
- Focus on main ideas rather than details
- Includes a reflection/summary at the end

Key terms:
1. Technology
2. Millennials
3. Gen Z

How does tech influence relationships?
- Decreased vulnerability
- Lack of in-person connection
- Change in the way we make/keep friends
- Technological expectations

Potential Test Concepts:
- How does technology impact our ability to be vulnerable
- Compare the ways other generations look at Gen Z, versus what is known to be true about Gen Z?
### T-Notes

Similar to Cornell in style. Used to record, revise, and review notes

Useful for learning procedures such as mathematics and statistics

### The Quadratic Formula

\[
x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}
\]

**Ex 1:**

Solve \(5x^2 - 8x + 3 = 0\)

(Already in stand. Form)

\(a = 5, \ b = -8, \ c = 3\)

Using quad form:

\[x = \frac{-(-8)}{2} \pm \sqrt{(-8)^2 - (4)(5)(3)} \frac{2(5)}{2(5)}\]

\[x = \frac{8 \pm \sqrt{64 - 60}}{10} = \frac{8 \pm \sqrt{4}}{10} = \frac{8 \pm 2}{10}\]

\[x = \frac{8 - 2}{10} \text{ or } x = \frac{8 + 2}{10}\]

\[x = \frac{6}{10} \text{ or } x = \frac{10}{10}\]

So, \(x = 0.6\) or \(x = 1\)

The solutions of any quad equation can be found by using the quad formula

(ALWAYS!)
Lecture Note-taking as a 3 Part Process

Before Class
- Read
- Review notes
- Be prepared

During Class
- Listen for clues
- Stress general ideas
- Use your own words
- Listen-Think-Write

After Class
- Organize/Reduce
- Rehearse
- Reflect
- Review
Get Organized

- Attend ALL lectures
- Sit near the front of the classroom
- Use a separate notebook or binder for each course
- Date your notes (This matters around test time!)
- Write on one side of the page
- Have pens and pencils ready
- If text is referenced, have it open and ready
A Good Listener is Hard to Find

- Tune in and maintain eye contact
- Listen for a statement of purpose
- Keep listening even if lecture becomes confusing
- Focus on ideas, facts, or procedures
- Stay objective if material is controversial

To truly listen, you must be **attentive**!

Hearing is a physical act that does not necessarily involve thought.
Write it down if...

- Words or concepts are repeated
- Introductory & concluding transition phrases are used
- Words signaling relationship, new subject, conclusions, or examples are used
- Anything is written on the board or overheads
- A direct statement is made (such as, “This will probably be on the test.” OR “Star this in your notes.”)
- The instructor’s level of interest rises, he gets excited, or more animated
- Anything is presented in a list form
Short. Sweet. And Simple.

- Write or print clearly but quickly
- Use the language of the discipline
- Write what you need for understanding
- If a term or concept is used that you don’t understand or can’t spell, circle it to check later
- Record the speaker’s examples (You’ll often find them on the test.)
- At the end, identify your own thoughts (What are mine? What are the professor’s?)

Professor: “Good morni..
Freshmen:

Write that down, write that down!
Tips for Note Taking

- Use fragments: Don’t try to write down every word spoken. You only need the most important information.

- Leave spaces if you didn’t understand or need to add something you missed (statistics, diagrams, or charts) later.

- Develop your own system of abbreviations and symbols.

- Find your own style!

- If your handwriting is messy, recopy or type up your notes neatly while the info is still fresh in your mind.
General Note-taking Hazards

You shouldn’t…

- Consider an example too obvious
- Use Roman Numerals
- Overload yourself with abbreviations
- Give up if the lecturer is too fast/too slow
- Stop to ponder for too long
- Over indent or waste space
- Wait for something “important”
- Look only for facts
- Doodle
- Text message or play games on cell phone
Can’t Keep Up?

- Prepare before class
- Trade copies of notes with friends
- Attend S.I.
- Check with instructor after class
- Ask for clarification
- Use a tape recorder
- Leave spaces in notes for filling in the blanks

Source: Ellis, Dave. *The Master Student*
What to do during your least favorite class of the semester?

- Utilize caffeine or energy foods & drinks
- Sit in the front of the class and lean forward in your chair
- Chew gum or eat candy (if you can do so quietly)
- Review text & note headings before class, making notes in text during class
- Illustrate notes with pertinent info (charts, graphs, etc.)
- Note anecdotes and relate them to text or lecture info that may be on exams
- Keep a stress ball/small toy in bag to stimulate circulation in hands and arms
- Don’t sit in the back of the classroom
- Avoid scheduling classes when you know you’ll be sleepy
# Recording Device vs. Laptop

<table>
<thead>
<tr>
<th>Recorder</th>
<th>The Laptop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROS:</strong></td>
<td><strong>PROS:</strong></td>
</tr>
<tr>
<td>- “Rewind” your prof</td>
<td>- Type faster than you write</td>
</tr>
<tr>
<td>- Fill in gaps in notes</td>
<td>- Always legible</td>
</tr>
<tr>
<td>- Listen at your leisure</td>
<td>- You can still use your abbreviations</td>
</tr>
<tr>
<td><strong>CONS:</strong></td>
<td><strong>CONS:</strong></td>
</tr>
<tr>
<td>- Leads to daydreaming</td>
<td>- Bulky</td>
</tr>
<tr>
<td>- Time consuming</td>
<td>- Commonly stolen or lost on campus</td>
</tr>
<tr>
<td>- Batteries can/will fail</td>
<td>- Need outlets or backup power source</td>
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</tbody>
</table>

Always ask if it’s ok to record a lecture!
Student Academic Support Programs (SASP)

Athletic Academic Center (AAC)
Harris Rm. 101
www.TxStateBobcats.com
512-245-2978

Collaborative Learning Center
Ingram Hall, Rm. 3202
www.hlsamp.cose.txstate.edu/clc
512-245-2075

Writing Center
ASBN, Ground Floor
www.writingcenter.txstate.edu
512-245-3018

Math Cats
Derrick Hall 238
www.math.txstate.edu/resources/student/mathcats.html
512-245-2075

Trio/Student Support Services (SSS)
Sterry Hall 127
www.sdi.txstate.edu/sss
512-245-2275

Student Learning Assistance Center (SLAC)
Alkek Library, 4th floor
www.txstate.edu/slac
512-245-2515

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For More Note-taking Info or Help
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4th Floor, Alkek Library (Suite 411)

http://www.txstate.edu/slac

512-245-2515

Good Luck!