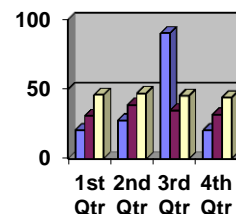
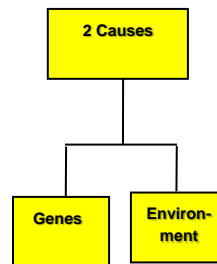
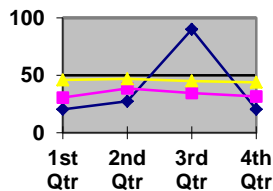
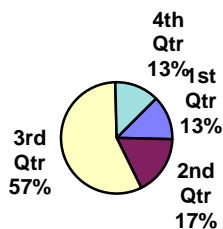


## How to Spot Main Ideas in Texts & Lectures

To organize complete and accurate notes from textbooks and lectures, a learner must recognize the clues to main ideas and details. Once main ideas have been identified, notes can be organized in a manner that promotes, 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, and 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 Notecard 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 chalkboard
- 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 chalkboard
- 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 = more importance
- Ideas covered on overhead projections
- Questions an instructor asks in class