

## Speed Writing in Lectures

Keeping up with fast talking instructors is a universal challenge for college students. Below are 8 strategies to speed notetaking in class and increase chances of getting valuable lecture information in notes. As you practice using these 8 strategies for speed writing, the pace at which you record notes will increase and you will have more time to listen.

### Using Symbols to Replace Words

#### Examples:

Symbol	Replaced Word	Symbol	Replaced Word
=	equal	>	greater than, more than
!=	does not equal	<	less than
& (or +)	and	\$	dollars, money, value, cost
w/	with	vs	versus, against, opposed
w/o	without	↑	increasing, improving, rising
*	important	↓	decreasing, worsening, falling
**	very important	c	hundred
#	number	m (or k)	thousand

### Using Abbreviations instead of Whole Words

#### Examples:

Abbreviation	Replaced Word	Abbreviation	Replaced Word
eg	for example	psych	psychology
mx	maximum	cond	condition
mn	minimum	exp	experience
dept	department	subj	subject
ed	education	gly	glycolysis
id	identify	micro	microbiology

## Using the First Syllable instead of Whole Words

### Examples:

First Syllable	Replaced Word	First Syllable	Replaced Word
pol	politics	sys	system
bio	biology	env	environment
eng	engineering	org	organism
carc	carcinogenic	rela	relationship
comp	comparison, compare	chem	chemical

## Using the First Letters instead of Whole Words

This is especially useful when a main idea or key word is repeated many times during a lecture.

### Examples:

First Letter	Replaced Word
M	metamorphosis
C	capitalism
D	determinism
G	government
D	democracy

## Omitting the Vowels from Words

### Examples:

Vowelless Word	Replaced Word	Vowelless Word	Replaced Word
bkgnd	background	cnsnt	constant
estmt	estimate	isltn	isolation
rdng	reading	frdm	freedom
prprd	prepared	lrn	learn
prblm	problem	smmry	summary

## Using a “g” instead of “ing” or “n” instead of “tion”

### Examples:

<b>Word Ending</b>	<b>Replaced Word</b>	<b>Word Ending</b>	<b>Replaced Word</b>
distractn	distracti <u>o</u> n	natn	nati <u>o</u> n
orderg	orderi <u>o</u> ng	compromisg	compromisi <u>o</u> ng
maintaing	maintaini <u>o</u> ng	regulatg	regulati <u>o</u> ng
bldg	buildi <u>o</u> ng	conventn	conventi <u>o</u> n
constutn	constituti <u>o</u> n	segregatn	segregati <u>o</u> n

## Using Numbers and Letters to Replace Syllables

### Examples:

<b>Shortened Word</b>	<b>Replaced Word</b>	<b>Shortened Word</b>	<b>Replaced Word</b>
cooper8	cooper <u>ate</u>	oper8	oper <u>ate</u>
methio9	methion <u>ine</u>	4est	for <u>est</u>
cre8	creat <u>e</u>	nfatu8	infatu <u>ate</u>
42n8	fortun <u>ate</u>	2way	two- <u>way</u>
4n	foreign	cson	season
b4	before	n2itn	intuiti <u>o</u> n

## Condensing by Recording only Key Words

### Example lecture:

Today we are going to talk about Behavioral Learning Theories of which there are three. In general, Behavioral Theorists focus on observable behavior. One theory of learning based on behavior is Pavlovian Conditioning or Classical Conditioning. This involves a reflexive response associated with a new stimulus. For example, a reflexive response of a dog when he sees food is to salivate. In Classical Pavlovian Conditioning, we can teach a dog to salivate when a bell rings, a new stimulus, by teaching a dog to associate a ringing bell with food.

Another Behavioral Learning Theory is Observational Learning. This occurs when behavior is imitated by another. This behavior is easily seen in children as they imitate parental behavior whether it is desired behavior or not. For example, if children hear parents swear in a moment of anger, it is not unusual to hear children add those words to their burgeoning vocabulary.

A third Behavioral Learning Theory is called Operant Conditioning. This involves taking a voluntary response, desired behavior, and strengthen it using reinforcements. Potty training a child as an example. Parents will praise a child, offer candy or other rewards to encourage repeated toilet use.”

**Example of notes for this lecture:**

3 Behav. Lrng theories

1. Pavlovian/Classical - assoc. Reflexive resp. w/ new stim.  
Ex - dog salivates when hears bell = assoc. w/food
2. Observational - imitate others we see.  
Ex. - dad swears and son picks it up.
3. Operant - volun. resp.(desired behav.) strengthen w/ rein.  
Ex - toilet training

**You get better at that which you practice. If you practice not doing these things, you will get better at that also.**