**Attendance**

This is an important commitment and your fellow classmate is depending on your notes. It is critical that you attend class regularly. If you are absent, it is your responsibility to provide the notes for the class missed. We suggest that you make arrangements with another classmate to take notes should you be absent.

**Mechanics**

Special carbon less notebooks are provided through our office. The notes must be presented to the student immediately following class. The carbon less notebook makes a second copy as you write, eliminating the need to make copies. Simply tear off the carbon copy for the student and keep the top copy for yourself.

Write on one side of the page. This will prevent text on the back of the page from coming through on the copies. Write legibly. It may seem an obvious suggestion, but unfamiliar words or special terminology require a clearly written style. Also, what may be readable to you in your own handwriting may not be to a student using your notes. Be aware of legibility.

**Preface**

As a note taker, you are a vital link in the support services our University is able to provide for students with disabilities. Thanks to you, classroom information is accurately recorded in a form that allows a student with disabilities to have equal access to classroom information. The students requesting note taking services have documented disabilities that impede their ability to take notes in their classes.

This booklet outlines procedures and suggestions for note takers serving students registered with The Office of Disability Support Services (DSS).

**Accepting the Challenge**

Thank you for accepting the challenges and responsibilities that comes with working as a note taker. You have indeed made a commitment which those students you serve and we in the DSS office appreciate. Students who use note takers have made a request through our office. We then email students from the class rosters, often consulting with the instructor, to find the right note taker, such as you, to perform the service.
**Spelling**

It is crucial that a note taker pay particular attention in this area. If you are unsure of a spelling, write “sp” above the word so the student knows to check the spelling. If a term is recurrent throughout the course or lecture, it is wise to consult the textbook for correct spelling. The instructor will probably not mind a brief question as to the spelling of a new or unfamiliar term.

**Format**

It is important that you list course name, number and date at the top of each page of the notes for each class session. If your notes require more than one page, please number each page. Inclusion of chapter number or pages being discussed is also extremely beneficial. Please remember to use a consistent format. Underline all new terms, start important points, and include notes from the instructor such as “must know this for the test.” Record all assignments, test dates, due dates, references and other such special information.

**Content**

One of the greatest errors a note taker makes is deletion of information. Never assume your fellow classmate has the same information as you. If the instructor discusses it, write it down. If the instructor makes a point and then uses several examples, be sure to record the examples. These will help the student clarify the point and remember the lecture.

If taking notes in math, it is necessary to copy problems and the exact steps to use in completing the problem. Showing all computation work and every step in the sequence ensures your fellow student of the ability to practice similar problems at another time. Be sure to copy at least one example of each type of problem the instructor demonstrates and show all work.
Feedback

As a note taker, you must evaluate your own notes constantly. Based on information received, DSS will provide feedback on the notes and their usefulness, readability, abbreviation use, etc. It is also wise to share notes with the instructor and seek feedback from him or her as well. If there is an interpreter in the class, he or she may be able to provide feedback or input on the note taking process also.

Abbreviations are a wise time saver. If you use abbreviations, it is necessary to include a key to an abbreviation, especially if it is a new word or an unusual abbreviation.

Include questions from class members, student comments or discussion during the class. Include instructor response such as “instructor agrees” or “this is student’s opinion,” etc. Keep your personal biases out of the notes. A comment such as “boring lecture today” is unnecessary information. Those of us in the DSS office will be glad to assist with any questions or concerns you may have.

It has been shown that note takers take better notes for themselves while they are providing a valuable service to a fellow student. Your willingness to accept the responsibilities of a note taker is greatly appreciated. Your services contribute in a very real way to the success students with disabilities achieve in college. Thank you for your help!
The Office of Disability Support Services (DSS) is a vital campus resource and provides cost-free assistance to students with documented disabilities to ensure equal access to all aspects of University life through assistance, advocacy and reasonable accommodations. For further information, please contact DSS at:

516-877-3145 (Voice)
516-877-3138 (TTY)
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