<table>
<thead>
<tr>
<th><strong>Title of Resource</strong></th>
<th>Assignment: A Guide and Template for Taking Notes on Research</th>
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<tbody>
<tr>
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<td><strong>Brief Description:</strong></td>
<td>This resource provides a guide for how to take notes on research, as well as a template for taking notes on empirical articles and review articles/chapters. It also provides an example set of notes for an empirical article. It can be used as the basis for a note-taking assignment given to prepare student to write APA style Introductions on any research article(s) assigned.</td>
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Instructors:
This resource provides a guide for how to take notes on research, as well as a template for taking notes on empirical articles and review articles/chapters. It also provides an example set of notes for an empirical article.

You can use these materials to teach students how to take notes on research as the preparation work they need to do to write an APA style Introduction. Give students a copy of the guide as well as the template along with any and all articles they need for background to writing an APA style Introduction in your class.
Guide - Taking Notes on Articles

Taking notes on your articles will greatly facilitate your comprehension of the material and eventual writing of your paper. Having a system for taking notes will allow you to organize information in an easily accessible fashion (something that is very useful when you have several articles that are similar). Further, taking good notes will insure that accidental plagiarism does not occur. If you write from your notes instead of the article, it’s hard to use the author’s words.

A few tips for taking notes:

- Plan on reading each article at least twice. As much as possible, have an idea of which topics/concepts you hope to have in your paper. That way, you can pay extra attention to those areas as you read through the article.
- As you read your source for the first time, highlight key information. It is best if you highlight parts of sentences instead of whole sentences or paragraphs. This will help avoid plagiarism as you write your paper.
- Be sure to make notes for yourself in the margins (thoughts you have, how things may relate to your paper, etc.)
- Check the references! Look through and highlight any key references so that you can track them down.
- After you have read the article, transfer your highlighting and notes to a computerized note sheet.
- PARAPHRASE!! As you transfer things over, avoid copying things word for word. This is a great time to start putting things into your own words. This way you won’t have to worry as much about plagiarizing accidentally.
- Keep your notes short and as succinct as possible. The idea is that you want to create a source for yourself that is easier to use than the original article. It is much easier to read 1 page of notes than 10 pages of an article.
- Remember, your notes are a reference for you. If there is a lot of information you find useful (e.g. info about a scale) describe it briefly, then include a page number. Ultimately you will be using these along with the article.
- Save your work often and be consistent in your style & organization. You should generally include the following information (note the specific types of info for empirical vs. summary articles/chapters:
  - **Citation** – APA Style (this way you can copy it into your Reference List later)
  - **General Topic** - What is the general area this source focuses on? (be as specific as possible)
  - **Sub-Topic(s)** – Any key subtopics? (be as specific as possible) (Use the Topic sections to help determine where this article will fit in your outline)
  - **Key Research Cited in Article** – Do they mention any research that is relevant to you? Describe briefly & give the brief citation. Keep in mind that you should NOT use this information as something your article found. Rather the intro should be used as a means of finding other useful sources.
  - **Overall Thoughts** - What are your thoughts on their study? What could be improved? What else could be considered/ (other variable, interactions, etc.)? (Can be taken from Discussion)
EMPIRICAL ARTICLE
- **Hypotheses/Research Question** – What was the article testing? (use these to organize results/notes)
- **Variable/Design Info** – What were the IV/DVs? Hypotheses? Type of Design? What did they study/manipulate etc?
- **Participants/Design Elements** – Who was in the study? College age? Married Couples? Friends? What type of design was it? Did they use any special type of manipulation or measure?
- **Key Results** – What were their key findings? How do they relate to the hypotheses? This is the most important, because you will use this the most when writing your lit review.

REVIEW ARTICLE/CHAPTER
- **Key Theories and Ideas** – This should be a summary of the central ideas in the article/chapter.
  Typically these are supported by summaries of previous empirical articles rather than their own findings (i.e. chapter do NOT test hypotheses, but instead offer support from other studies).

This may seem like it takes a lot of time (and/or a waste of time). However, taking quality notes will save you time in the long run by helping you understand your topic better, making you aware of key references, and making the writing of the paper MUCH easier!!!
Note Sheet Template – Empirical Article

Citation:

General Topic:

Sub-Topic(s):

Key Research Cited (be sure to give original citation because these are secondary sources):

IV(s):

DV(s):

Hypotheses: (number them)

Participants/Design Elements:

Key Results Specifically Related to Each Hypothesis (number them):

Other Key Findings Related to Your Topic:

Overall Thoughts:

*please save this to your computer and modify it to accommodate your own style/needs
Note Sheet Template – Review Article/Chapter

Citation: 

General Topic: 

Sub-Topic(s): 

Key Research Cited (be sure to give original citation because these are secondary sources): 

Key Theories or Ideas: 

Other Key Findings Related to Your Topic: 

Overall Thoughts: 

*please save this to your computer and modify it to accommodate your own style/needs
# Sample Notes from an EMPIRICAL Article

## Citation:

## General Topic:
Jealousy; Rival Characteristics

## Sub-Topic(s):
Characteristics of Rival (Other); Evolutionary Theory

## Key Research Cited (be sure to give original citation because these are secondary sources):
- Jealousy = threat/actual loss important rel. result real/imagined other (citations)
- Rival is key component for jealousy to occur
- Leads to social comparison for qualities do/don’t have (especially important ones) (Mathes, 1981; White, 1981)
- If rival better in key areas ⇒ more jealousy (DeSteno & Salovey, 1996)
- According to Evolutionary Psy. M/F should differ in what makes them jealous [article explains logic for this]
- Female prefer resources/dominance (Buss, 1994; Sadalla, Gross, & Trost, 1990) [more support in article]
- Males prefer physical features/age (Buss & Barnes, 1986; Kenrick et al., 1990) [more support in article]
- Jealousy results when rival possesses characteristics that are thought to be valued by other sex (Mathes, 1991)
- Best to use non-obvious measure of jealousy (word list) [support given in article, example]

## IV(s):

| IV = 2 (high/low dominance) X 2 (high/low attractiveness) X 2 (Gender of Participant) |

## DV(s):

| DV = Jealousy; Controlled for mate value (own attraction to other sex) |

## Hypotheses: (number them)

- **H1:** Males be more jealous of dominance in rival
- **H2:** Females be more jealous of physical attractiveness in rival

## Participants/Design Elements:

- 152 undergrads (77 F, 75 M); 51% involved in relationship; sample from Netherlands (not US)
- Between-Subjects Factorial Design
- Each participant received one of 4 profiles/scenarios [described in article]; then asked how they would respond
### Key Results Specifically Related to Each Hypothesis:

- Sig main effect for physical attractiveness (more attractive rival $\rightarrow$ more jealous)
- No main effect for Dominance or Gender
- Males more jealous High Dom than Low Dom; (main effect for Dominance)
  - (qualified by attractiveness – more jealous of Dom, when rival low attractiveness)
- Males had no main effect for physical attractiveness; Mate Value was related to jealousy scores
- Females more jealous High physical attractiveness than Low physical attractiveness; (main effect for physical attractiveness)
- Females had no main effect for Dominance or Mate Value;
- report feeling significantly more jealous than several other traits [listed in article]
- a combination of several adjectives (as substitute for jealousy) yielded inconsistent results

### Other Key Findings Related to Your Topic:

- manipulations of attraction & dominance were effective; high attractive pictures seen as more dominant
- females report higher perceived mate value than males
- mate value significantly related to jealousy (low mate value $\rightarrow$ more jealous)

### Overall Thoughts:

- use of pictures created problem of participants inferring characteristics (attractiveness seen as assertive, confident, etc.)
- would be good to look at other traits than dominance (sense humor, kindness, intelligence, etc.)
- checked other affective responses but only jealous was influenced
- participants appeared to have no problem reporting jealousy (despite its negative connotation)