

Unit Three Glossary of Key Terms

Learn through Listening

SS 3.1 Listening with Your Brain

Terms to Know

Active listening: paying attention to what is being said both verbally and non-verbally, and then restating the message (3.1)

Attending: first second step in the listening process; paying attention to or focusing on the message (3.1)

Critical listening: evaluating the message as you listen (3.1)

Hearing: identifying sounds through the senses (3.1)

Informative Listening: listening with the primary purpose of understanding the speaker's message (3.1)

Listening: the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages (3.1)

Receiving: first step in the listening process; hearing the sound (3.1)

Remembering: fifth (final) step in the listening process; remember what was said (3.1)

Responding: fourth step in the listening process; respond to the speaker (3.1)

Understanding: third step in the listening process; consider the meaning and intent of the message (3.1)

SS 3.2 Listening in Conversation

Terms to Know

Body language: a form of nonverbal communication that conveys meaning through gestures and movements (3.2)

Mixed Messages: when words, body language, or actions communicate two different and conflicting messages (3.2)

Non-verbal cues: unspoken messages that add meaning to the spoken message; e.g., tone, positioning of the body (posture), and facial expressions (3.2, 3.3)

SS 3.3 Listening in Group Discussions

Terms to Know

Inflection: changes in pitch or tone (3.3)

Logic: a method of reasoning or argument (3.3)

Non-verbal cues: unspoken messages that add meaning to the spoken message; e.g., tone, positioning of the body (posture), and facial expressions (3.2, 3.3)

Tone: the quality, pitch, and sound of the voice (3.3)

SS 3.4 Listening to Presentations

Terms to Know

Active listening skills: eye contact, focus, and asking questions (3.4)

Important: of great significance or value (3.4)

Main idea: primary point or theme of the lecture (3.4)

Prepare to listen: displaying the attitudes and actions that help you focus and find meaning in what you hear (3.4)

Responsibility: being accountable for things within your control (3.4)

Trivial: of little importance (3.4)

SS 3.5 Cornell Note Taking

Terms to Know

Graphics: pictures, graphs, or other visual ways of representing information (3.5)

Reflect: think about or ponder the meaning of (3.5)

Speed Differential: the differences between how quickly a person can speak, can write, and can understand (3.5)

Structure: the relationship or organization of the parts of the lecture (3.5)

SS 3.6 Cornell Cues and Summaries

Terms to Know

Connections: mentally associating related facts and ideas (3.6)

Cues: the left hand section of the Cornell note taking system; those questions that prompt recall of vocabulary words, formulas, and other concepts covered in the lecture (3.6)

Reflection: to think and ponder (3.6)

Summary: the final section of the Cornell note taking system; a brief description of the main points (3.6)

SS 3.7 The Cornell Note Taking System

Terms to Know/Review

Connections: mentally associating related facts and ideas (3.6)

Cues: the left hand section of the Cornell note taking system; those questions that prompt recall of vocabulary words, formulas, and other concepts covered in the lecture (3.6)

Notes: the primary section of the Cornell Note taking system; includes key points, supporting information, important terms, theories, concepts, and diagrams (3.7)

Reflection: to think and ponder (3.6)

Summary: the final section of the Cornell note taking system; a brief description of the main points (3.6)

SS 3.8 A Flash Card Strategy

Terms to Know/Review

Flash cards: referring to the Divide and Conquer Strategy: one card for every data item you want to learn (3.8)

Long-term memory: memories that can range from minutes to hours, days, weeks, or even years (1.8, 3.8)

Short-term memory: a memory that is stored briefly and lost within less than thirty seconds (1.8, 3.8)

Working memory: the short-duration, limited-capacity memory system that simultaneously stores and manipulates information in order to accomplish a task (1.8, 3.8)

Uni-sensory learning environment: where only one sense is stimulated (1.9, 3.8)

Multisensory learning environment: one that stimulates two or more senses (1.9, 3.8)

Repetition: the act of doing something again and again (1.8, 3.8)

Retrieval or recall: to call something to your conscious mind (1.8, 3.8)

SS 3.9 Other Note Taking Strategies

Terms to Know

Linear: a style of note taking in which the listener records main the structure and details of the lecture in an outline format (3.9)

Key word: a style of note taking in which the listener records key words, meanings, and examples in a three-column format (3.9)

Classifying: a style of note taking in which the student records information by theme, assigning one theme per page of notes (3.9)

Branching: a style of note taking in which the listener records the big ideas in a graphic form, writing the main idea in the center of the page and connecting supporting ideas with lines and circles or other graphic symbols (3.9)

Vocabulary list: a style of note taking in which the listener create a specific list of new vocabulary, recording the word, an explanation, and examples (3.9)

SS 3.10 My Note Taking Evaluation

Terms to Know

Before lecture: the phase in which you prepare for the lecture (3.10)

During lecture: the phase in which you take notes, make connections, and identify meaning (3.10)

After lecture: the phase in which you create cues and summaries and review information at spaced intervals to improve recall or retrieval of information (3.10)