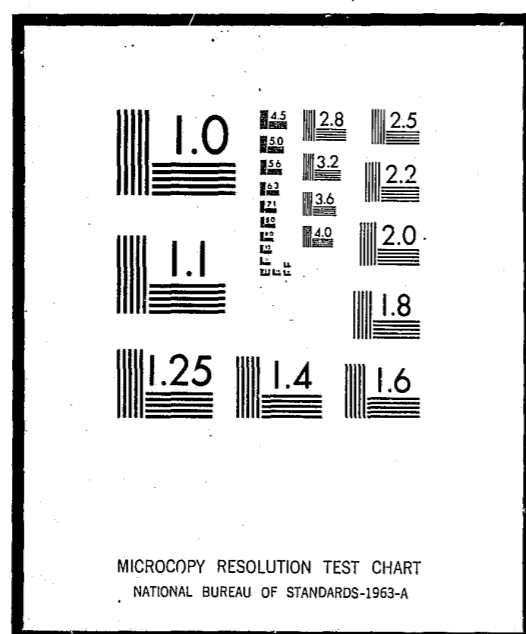


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ANNOTATION:  
RULES AND REGULATIONS FOR ATTENDANCE AND EXAMINATIONS IN MICHIGAN  
TRAINING COUNCIL CLASSES ARE OUTLINED.

ABSTRACT:  
THE DOCUMENT FOCUSES ON THE TAKING AND PRESERVING OF NOTES, INCLUDING  
DEFINITION OF NOTETAKING, PURPOSES, PROBLEMS, METHODS, AND SUGGESTIONS.  
METHODS OF INDEXING AND TYPING NOTES ARE EMPHASIZED FOR PURPOSES OF  
KEEPING PERMANENT NOTES

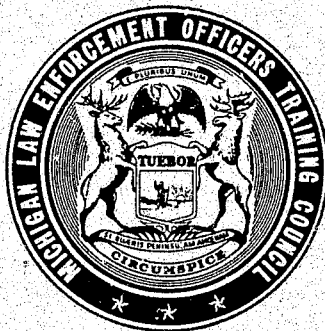
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**POLICE TRAINING SCHOOL**  
**ADMINISTRATION INFORMATION**  
**COURSE CONTENT INFORMATION**  
**LESSON PLAN OUTLINES**

177



**STATE OF MICHIGAN**  
**DEPARTMENT OF STATE POLICE**  
**LAW ENFORCEMENT OFFICERS**  
**TRAINING COUNCIL**

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ADMINISTRATIVE PROCEDURES

LESSON PLANS

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A Report to  
The  
Michigan Law Enforcement Officers Training Council  
In Accordance with  
Grant No. 177 from  
U. S. Department of Justice  
Office of Law Enforcement Assistance  
Washington, D. C.

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by

James W. Rutherford  
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June, 1968

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TRAINING SCHOOL ORIENTATION

- I. Rules While in Attendance at an Approved Council Training School
  - A. The following rules and regulations are required to be enforced at a Council approved school:
    1. Commuters should park their cars in designated areas only.
    2. Trainees are required to be punctual for all classes and roll call. Continued tardiness will be reflected in the trainee's final evaluation.
    3. For absences due to sicknesses or emergencies, the trainees are required to notify the school coordinator on the day of the absence prior to commencing of school.
    4. The uniform of the day prescribed by the school shall be in effect for all student trainees.
    5. The designated uniform shall be maintained in good, clean and well pressed order at all times.
    6. Distinguishable uniforms are not to be worn on the street with civilian clothing.
    7. Personal hygiene and appearance shall not be neglected.
    8. Student trainees entering the training school shall remove their outer garments and be seated in an orderly manner.
    9. Smoking in the classroom during the class is left to the discretion of the school coordinator and/or individual instructors.
    10. Student trainees shall maintain decorum while in the classroom and shall treat all instructors with respect at all times.
    11. The student trainee with a question shall raise his hand and await recognition.
    12. Use of school telephone will be limited to official department business and calls of an urgent nature.

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13. Any form of gambling or possession of alcoholic beverages is prohibited during the duration of a Council approved training program.
14. Trainees are required to maintain classroom cleanliness and will be assigned to maintenance details to insure the orderliness of the classroom if required.
15. Trainee conduct, disorder or neglect prejudicial to good order, efficiency or discipline, whether or not specifically stated in these rules and regulations is prohibited and can be cause for dismissal from the school.

## II. Attendance in The Training School.

- A. Each trainee shall be required to attend all sessions of the school except absences approved by the school coordinator. No trainee will be certified when his absences exceed ten per cent of the hours of instruction. No trainee may be certified without receiving the fifteen hours of firearms instruction.
  1. Attendance records on all students must be forwarded to the Executive Secretary of the Council by the school coordinator prior to the certification of the trainees. Time lost through excused absences may be made up whenever this can be arranged by the school coordinator.

## III. Examinations to be Conducted.

- A. At least four examinations are required for the course of the basic recruit school, three equally distributed during the course curriculum and a final examination.
  1. The school coordinator will determine passing and failing of trainees, however, no trainee should fail if he has achieved a seventy per cent average on the tests administered and is not otherwise disqualified. If there is sufficient documentation to indicate that a trainee has not met with passing standards of the

approved school, the school coordinator will immediately notify the Executive Secretary of the Council. Upon this notification, the Executive Secretary will arrange to secure the evidence supporting the contention of the failure. This shall include, but not be limited to, copies of his official written examinations and scores obtained, statements from instructors, records of attendance and a written statement from the coordinator stating why the trainee should not be awarded a certificate. The school coordinator shall retain copies of those items forwarded to the Executive Secretary. The Executive Secretary shall review the items and, after conferring with people concerned with the case, prepare to notify through registered mail the trainee and his department of the reasons for his failure. The trainee's department may request that the trainee be given the opportunity to enroll in another school. In any event, a community will not be reimbursed for personnel who attend a Council school and fail to secure a passing grade. A failing trainee will be afforded one additional opportunity to attend a Council school to repeat a course if the department wishes.

## TAKING AND PRESERVING NOTES

## I. Introduction to Taking and Preserving Notes.

Notes must be taken in the classroom. Listen attentively then jot down only the main thought. When compiling data you should place the title at the top of the page. The date will be placed in the upper left corner and the name of the instructor in the upper right corner. Each instructor will be introduced to the class and a short resume of his background will be given. This information about the instructor should be noted so it can later be placed in your permanent notebook. You can use both sides of the page in your stenographer notebook.

## II. Definition of Note Taking.

Note taking may be defined as the transcribing of essential points and ideas, from the subject being discussed in such form and quantity so as to enable the reconstruction of the substance of the subject matter.

## III. What is Note Taking.

A. A brief digest in student's own words of important ideas presented. It is an outline of the essential points presented. It should be supplemented with the student's own experiences whenever possible. It should contain examples and explanations to make the digest more meaningful.

## B. Aid to memory.

1. Means of periodic refreshing the memory about the subject. It is the collection of significant phrases and sentences to enable the student to recall extensive discussion of a point or idea. It is not the transcribing or recording of everything said. The complete recording is too bulky and time consuming to transcribe and review; therefore, it is not desirable.

a. Three "R's" of memory are: RECALL, RECOGNIZE and RETAIN. It is much easier to recall what the instructor has said, to recognize the information he has given, and to retain this knowledge by the use of classroom notes.

## C. Note taking involves the following:

1. Listening, hearing, and comprehending the the idea or point.
2. Digesting or briefing the discussion of the point or idea.
  - a. Use brief phrases.
  - b. Use significant words.
3. The writing of the digested thought or summary of a point in note form.
4. Listening while writing. Writing notes of one point and digesting the discussion of a completely different point.
5. Rewriting the notes taken in class. As soon as possible, rewrite the notes taken in class, amplifying and expanding the rough and hurriedly taken notes, in preparation for placing them in the finished notebook.

## IV. Purpose of Taking Notes.

A. Helps to organize thinking on subject. Taking notes assists the student in obtaining more value from subjects presented. The instructions and practice in note taking enables the student to take better notes more easily. Rewriting rough notes helps to further impress upon the mind the various points presented. Rewriting rough notes improves the quantity and quality of the notes. When you type the finished notes, it helps in memorizing them. The finished notes must make sense for any future reference.

Generally the instructor has expended much time and effort in thinking about and organizing his material. He is also relating to the student, in just a few hours, knowledge which has taken him years to acquire, mostly by experience. By taking notes the student will get the benefit not only of the instructor's knowledge but also his effort in clearly thinking the subject through then organizing the material in the clearest way. The student may re-arrange the notes and organize them into the order which he considers most logical and helpful to him.

- B. Helps to co-ordinate material. Writing classroom notes insures more attention and more concentration on the lecture. The notes help to impress the points of the lecture upon the memory and aids in co-ordinating material from the lecture. The lecture will unfold to you as you review your notes. You prevent mental confusion and compile a much more valuable permanent notebook by taking classroom notes.
- C. Value of notes.
1. Notes are often the only record of many points presented. This is especially true in police training, as relatively few competent texts are written on police subjects.
  2. Notes serve to clarify and amplify the text-book or other material when books, pamphlets or prepared materials are available.
  3. Without the help of notes, less than 20% of the instructions would be retained by the student.
    - a. Taking notes helps the student learn more during the instruction.
    - b. Notes serve as a basis of review for later study. They serve as a personal, permanent reference source when placed in your permanent notebook.
- D. Training and experience in note taking useful.
- Experience in developing note taking ability is useful in many situation in police work.
1. Aids in receiving any type of information.
    - a. Desk duty.
    - b. Radio traffic.
    - c. Telephone conversations.
  2. Investigation of complaints.
  3. Taking statements.

## V. Problems in Note Taking.

- A. Difficulty in writing and listening at same time.
1. Student fears he will miss a point.
  2. Scribbling, hurried writing.
  3. Making notes too bulky.
- B. Instructor may present lecture in poor form. Student will have to organize lecture so it is of most value to him.
- C. Instructor may use example which does not clarify point or idea. Student should ask instructor to further clarify point, since other students are probably confused also.
- D. Personal mannerisms of instructor may distract student.
1. He may have a low or very high pitched voice.
  2. He may use poor enunciation.
  3. He may physically fidget and detract from what he is saying.
  4. He may have poorly prepared his subject.
  5. He may present too many points or ideas.
  6. He may talk too fast.

## VI. Methods and Suggestions for Taking Notes.

- A. Material. Use stenographer's notebook that is furnished to you at the start of each training session; a good pencil or ball point pen.
- B. Style of notes.
1. Outline form.
    - a. The structure of an outline is shown in this material on notetaking.
    - b. It is the briefest method of taking notes.

It helps in organizing the notes logically and in later review, it shows clearly the main topics at a glance and segregates the main points.

- c. Leave marginal space for additions and corrections. A good general rule to follow is to leave space, especially between topics, for later insertions or comments. If notes are bunched, it is impossible to later add or comment.
- d. The system is best which causes the least trouble for the student.
- e. Leave space for adding to your notes later.

C. Be brief in note taking.

- 1. Leave out words which are not necessary to the clear meaning of the sentence, such as adjectives and articles.
- 2. Use symbols. For example: Cross is symbol for Christianity; + is symbol for addition; x is symbol for multiplication or in algebra it is the unknown quantity.
- 3. Self-devised shorthand. You can use a self-devised shorthand, or abbreviations. For example: D & D (drunk driving); D.U.I.L. (driving under influence of liquor); Acc. Inv. (accident investigation); Pol. (police); R. A. (robber armed); B & E (breaking and entering); Fel. (felony); Misd. (misdemeanor); D. O. A. (dead on arrival).
- 4. Use catch phrases such as: "5W" (who, what, where, when, why); "3R" (recall, retain, recognize).

D. Diagrams and illustrations.

The instructor will often use a diagram or illustration. Make a rough copy in your notebook and make the finished copy at home.

VII. Suggestions for Typing Permanent Notes.

- A. Permanent notebook. At the start of each regional school all new class members will be issued a ring binder, hard back notebook, 8½ x 11". Students who have attended previous schools will be asked if their permanent notebook is filled. If it is, another notebook will be issued to them.
- B. Typing permanent notes.

Plain white typing paper will be used. Lined paper may be used if notes are written in ink.

- 1. Use one side of paper only.
- 2. Start new subject on new page; do not start a new lecture in the middle of a page.
- 3. Provide adequate margins on all four sides of paper. Center the writing on the page so it will be balanced.
  - a. Don't crowd material on the page.
  - b. Continuations to the next page should not break a sentence.
- 4. Skip one line between breakdowns.
- 5. Indent five spaces when going to the next degree in the outline.
- 6. Follow same procedure in typing up permanent notes you used in taking notes in classroom.
  - a. Subject or title--centered at top of page; capitalize and underline.
  - b. Instructor's name and rank on second line below subject or title of lecture and next to right margin.
  - c. The date on same line as instructor's name and next to the left margin.
  - d. Skip one line below the date and instructor's name and give brief resume of instructor's background.
  - e. Skip one line and start with first major heading.

(11)

(12)



7. Forms for note taking.
  - a. Narrative form. The narrative form or the story book form is more complete but usually more bulky and it is more difficult to find desired material.
  - b. Outline form. Desirable for classroom notes but unsatisfactory for permanent notebook. It is used primarily to jog memory and often lacks vital information that is soon forgotten.
  - c. Combination of both. This is the most popular form and encompasses the good qualities of both the outline and narrative forms.
8. Headings to be used in note taking.
  - a. Major heading.  
Use Roman numeral to designate. Capitalize and underline entire major heading.
  - b. Secondary heading.  
Use capital letter to designate. Capitalize only first letter in each word of heading and underline.
  - c. Sub-secondary heading.  
Use Arabic numeral to designate. Capitalize only first letter in heading. Do not underline.
  - d. Second sub-secondary heading.  
Use small letters to designate; otherwise same as "c" above.
9. Use a single page to title the finished notebook.
- C. Index to be used in note taking.
  1. Temporary index.  
Maintain a temporary index in pencil. Number

the finished typewritten pages of the permanent notebook with pencil. When you finish all of the subjects, you may desire to list them in alphabetical order according to subject. If you do, you will change the pencilled numbers to the corrected typewritten numbers.

## 2. Permanent index.

When notebook is complete, the pencilled numbers of the pages should be replaced by typewritten numerals.

### a. Cross index.

It is recommended that each subject be cross indexed in a temporary index in the front of your notebook. When the notebook is complete, the temporary cross index should be replaced by a permanent cross index. An example of cross indexing this title or subject would be:

Under "T"  
Taking and Preserving Notes.....Page 123  
Under "P"  
Preserving and Taking Notes.....Page 123  
Under "N"  
Notes, Taking and Preserving....Page 123

### b. Value of index to you.

A complete cross index will place the entire contents of your notebook at your disposal within a minimum amount of time. This saving in time will repay you many times over for the work expended in compiling it.

## VIII. General suggestions in note taking.

- A. Study notes as soon as possible after the session to better absorb the instruction.
- B. Periodic review of notes after instruction has been completed helps the student retain the previous week's instruction. This is very helpful prior to final examination.

- C. When studying temporary notes, prior to re-writing or typing permanent notes, try to:
  1. Memorize the major headings.
  2. Visualize the skeleton of the outline.
  3. Memorize the secondary headings on one major heading at a time.
  4. Read and think about the supporting ideas or points pertaining to the subpoints.
- D. Be sure of the instructor's point before writing it down.
- E. Use your own words, except when taking down definitions or technical points.
- F. Quotations and statistics should be recorded word for word.
- G. Examples, similes, and anecdotes which illustrate a point are most valuable. Include them in your notes. A few words will serve to recall the example at a later date.
- H. Train yourself to recognize important statements. Watch for clues the speaker may give, such as, "I'll repeat," "This is significant," "Which leads to the next important point" or "Make a note of this."
- I. Write fast--not painstakingly.
- J. When in doubt about spelling, always refer to a dictionary when typing your permanent notebook.
- K. Develop a "PATTERN" and "STICK TO IT" in the set up of your notes and the finished notebook.
- L. KEEP THE NOTES AND YOUR NOTEBOOK UP TO DATE EACH DAY. If you get behind, you will find it very difficult to catch up.
- M. Keep handout material filed in a convenient place for easy access.

IX. Don'ts in Note Taking.

- A. Don't take any subject lightly.

- B. Don't strike-over on the typewriter.
- C. Don't include any data or information under a major heading or sub-heading unless properly designated as to order or sequence and applicability.
- D. Don't be afraid to ask questions.
- E. Don't let the instructor get ahead of you.
- F. Don't trust your memory.
- G. Don't ponder over spelling, grammar, phrases, etc. in the temporary notes.
- H. Don't let a point pass which you do not understand.
- I. Don't worry about what the next fellow is writing down.
- J. Don't type on both sides of the paper in the permanent notebook.
- K. Don't start new subject on same page with any other subject.

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