AN EXAMPLE OF PROSE NOTES

Prose notes are the most detailed of the three methods of notetaking. They are written in almost full sentences and in paragraphs, and there is some use of headings and numbering. Prose notes are most useful for students who need more detail in order to remember the main points of a text, but they can be time consuming. For this reason, they are not suitable for use in lectures because of the pace of delivery by the tutor.

Here is an example of prose notes.

KEY STAGES OF THE WRITING PROCESS

1. Receiving the assignment

When get assignment title, first thing is to pick it to bits to identify all its elements. Makes sure that you focus on the essay title, understand what it is asking you to do, answer the question, and don't miss anything out.

Next, do rough plan of the middle section of the assignment - will evolve and become more detailed as you do reading and research.

2. Brainstorming

Write down everything you already know about the key issue of the assignment.

Once brainstorming done, will know what else you need to do for the assignment e.g. gathering info about concepts or theories which are new to you.

If in doubt, ask lecturer.

3. Researching

Find the info you need for the assignment. First, need to develop research and literature searching skills, then reading and notetaking skills. Also need to make sure you reference everything - good academic practice.

4. More planning

Once have read info for assignment, sort it out according to original middle section plan; then do another, more detailed plan of the whole assignment. Make sure are still focusing on the assignment title, and not going off the point.

5. Drafting and writing

Has several stages - write first draft, reread and review it; keep redrafting until satisfied; edit and proofread it, looking at things like grammar, spelling and punctuation, structure, keeping focused on assignment title.

6. Submitting the assignment

Submit assignment - on time, with correct cover sheet.

Materials developed by Chris Pinder, University of Hull. © University of Hull 2008.