ABBREVIATIONS IN NOTETAKING

Use only the abbreviations that fit your needs and that you will remember easily. A good idea is to introduce only a few abbreviations into your notetaking at a time.

1. Symbols helpful in math -- these are commonly used in texts and references.
   \[ \Sigma = \text{sum} \quad f = \text{frequency} \quad \neq = \text{not equal} \]

2. Leave out periods in standard abbreviations.
   \[ \text{cf} = \text{compare} \quad \text{eg} = \text{example} \quad \text{dept} = \text{department} \]

3. Use only the first syllable of a word.
   \[ \text{pol} = \text{politics} \quad \text{dem} = \text{democracy} \quad \text{lib} = \text{liberal} \quad \text{cap} = \text{capitalism} \]

4. Use entire first syllable and only 1st letter of 2nd syllable.
   \[ \text{pres} = \text{presentation} \quad \text{subj} = \text{subject} \quad \text{ind} = \text{individual} \quad \text{cons} = \text{conservative} \]

5. Eliminate final letters. Use just enough of the word to form a recognizable abbreviation.
   \[ \text{assoc} = \text{associate} \quad \text{bio} = \text{biology} \quad \text{info} = \text{information} \quad \text{ach} = \text{achievement} \]
   \[ \text{chem} = \text{chemistry} \quad \text{max} = \text{maximum} \quad \text{intro} = \text{introduction} \quad \text{conc} = \text{concentration} \]
   \[ \text{min} = \text{minimum} \quad \text{rep} = \text{repetition} \]

6. Omit vowels; retain only enough consonants for a recognizable skeleton of the word.
   \[ \text{ppd} = \text{prepared} \quad \text{prblm} = \text{problem} \quad \text{estmt} = \text{estimate} \quad \text{bkgd} = \text{background} \]
   \[ \text{gvt} = \text{government} \]

7. Use an apostrophe in place of letters.
   \[ \text{am't} = \text{amount} \quad \text{cont'd} = \text{continued} \quad \text{gov't} = \text{government} \quad \text{educat'l} = \text{educational} \]

8. Form the plural of a symbol or abbreviated word by adding “s.”
   \[ \text{chpts} = \text{chapters} \quad \text{egs} = \text{examples} \quad \text{fs} = \text{frequencies} \quad \text{intros} = \text{introductions} \]

9. Use “g” to represent \textit{ing} endings.
   \[ \text{ckg} = \text{checking} \quad \text{estg} = \text{establishing} \quad \text{decrg} = \text{decreasing} \quad \text{exptg} = \text{experimenting} \]

10. Spell out short words such as “in,” “at,” “to,” “but,” “for,” and “key.” Abbreviations or symbols for short words will make the notes too dense with shorthand.

11. Leave out unimportant words.

12. Leave out the words \textit{a} and \textit{the}.

13. If a term, phrase, or name is written out in full during the lecture, substitute initials whenever the term, phrase, or name is used again. For example, \textit{Center for Aerospace Sciences} becomes \textit{CAS} thereafter.

14. Use symbols for commonly recurring connective or transitional words.
   \[ \& = \text{and} \quad \text{wl/} = \text{with} \quad \text{w/o} = \text{without} \quad \text{vs} = \text{against} \]
   \[ : = \text{therefore} \quad = = \text{is or equal} \]

15. Use technical symbols where applicable.
   \[ \text{zb} = \text{German, “for example”} \quad \text{H}_2\text{O} = \text{water} \]
   \[ \text{ibid} = \text{Latin, “the same work”} \quad ^\circ = \text{degrees} \]