

# STUDENT ACTIVITY

## The Cornell Notetaking System

<p><b>What are the advantages?</b></p>	<p><b>Three Advantages</b></p> <ol style="list-style-type: none"> <li>1. It is a method for mastering information, not just recording facts.</li> <li>2. It is efficient.</li> <li>3. Each step prepares the way for the next part of the learning process.</li> </ol>
<p><b>What materials are needed?</b></p>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Loose-leaf paper to be kept in binder.</li> <li>2. 2 ½ inch column drawn at left-hand edge of each page to be used for questions or summary statements.</li> </ol>
<p><b>How should notes be recorded?</b></p>	<p><b>During class, record notes on the right-hand side of the paper:</b></p> <ol style="list-style-type: none"> <li>1. Record notes in paragraphs, skipping lines to separate information logically.</li> <li>2. Don't force an outlining system, but do use any obvious numbering.</li> <li>3. Strive to get main ideas down. Facts, details, and examples are important, but they're meaningful only with concepts.</li> <li>4. Use abbreviations for extra writing and listening time.</li> <li>5. Use graphic organizers or pictures when they are helpful.</li> </ol>
<p><b>How should notes be refined?</b></p>	<p><b>After class, refine notes:</b></p> <ol style="list-style-type: none"> <li>1. Write questions in the left column about the information on the right.</li> <li>2. Check or correct incomplete items:             <ol style="list-style-type: none"> <li>a. Loose dates, terms, names</li> <li>b. Notes that are too brief for recall months later</li> </ol> </li> <li>3. Read the notes and underline key words and phrases.</li> <li>4. Read underlined words and write in recall cues in the left-hand column (key words and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions.</li> <li>5. Write a reflective paragraph about the notes at the bottom of the page.</li> <li>6. If possible, compare notes with a study buddy.</li> </ol>
<p><b>What are the ways to recite notes?</b></p>	<p><b>Recite notes three ways:</b></p> <ol style="list-style-type: none"> <li>1. Cover up the right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently (single, most powerful learning tool!)</li> <li>2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights! <b>REFLECTION = KEY TO MEMORY!</b></li> <li>3. <b>Review</b> by reciting, reflecting, and reading insights</li> </ol>
<p><b>What are the five steps of this system?</b></p>	<p><b>This system is brief:</b></p> <ol style="list-style-type: none"> <li>1. Record lectures in the main column.</li> <li>2. Refine lectures with questions, corrections, underlining, recall cues, graphics and pictures.</li> <li>3. Recite by covering main column and expanding on recall cues – then verify.</li> <li>4. Reflect on organization by studying all cues.</li> <li>5. Review by repeating recite and reflect steps.</li> </ol>

# Advice for Using the Cornell System

<p><b>FORMAT for notes</b></p>	<p>Write the date, class, topic of notes, source of notes (e.g., lecture, book, film) and page number for each page of notes at the top of a page of lined paper.</p> <p>Mark a wide left margin (approximately 1/3 of page).</p> <p>Consider the left-hand column the place for study questions and main ideas.</p> <p>Consider the right-hand column the place for specific information.</p> <p>White taking notes, write in the right-hand column.</p> <p>Use abbreviations.</p> <p>Paraphrase to capture content but simplify writing.</p> <p>Use symbols (arrows, circles, underlining) or highlight important information, ideas/words that are unclear, relationships between ideas/information.</p> <p>Include graphics (e.g., diagrams, charts) when relevant.</p> <p>Skip lines between ideas.</p> <p>Within 24 hours of taking notes, develop study questions and identify main ideas about specifics in right-hand column; write study questions/main ideas in the left-hand column.</p>
<p><b>Be an active listener</b></p>	<p>Think about what is being said.</p> <p>Think about how what is being said relates to other points in the lecture, ideas from discussion/reading/other subjects.</p> <p>Ask questions.</p>
<p><b>TAKING NOTES; SOME TIPS</b></p>	
<p><b>Be aware of lecturer/speaker organization</b></p>	<p>Listen for the speaker to forecast organization of the lecture (e.g., phrases, like “Today I want to talk about,” or “By the end of this lecture, you should be convinced that...”)</p> <p>Look for lecture outlines on the board or handouts.</p> <p>Use arrows/lines/circles/numbers to connect related ideas.</p>
<p><b>Use the speaker’s style to identify important points</b></p>	<p>Become familiar with the speaker’s style.</p> <p>Listen for important points that might be emphasized when the speaker:</p> <ul style="list-style-type: none"> <li>• Pauses or slows down</li> <li>• Repeats a point</li> <li>• Modulates the volume of her/his voice</li> <li>• Uses introductory phrases (e.g., “The four main points are” or “Note the relationship”)</li> <li>• Writes on the boards</li> <li>• Gestures or uses visual aids</li> </ul>

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<p><b>Keep up with the speaker</b></p> <p><b>Example:</b></p> <p><b>Example:</b></p>	<p>Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references: make it brief but clear.</p> <p><b>Speaker says:</b> “Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C.</p> <p><b>Notes say:</b> “Hippocrates (Gr) Father of Med. B. Cos 460 B.C.</p> <p>Use abbreviations for familiar words</p> <p><b>Speaker says:</b> “George Washington was not, in a sense, America’s first president.”</p> <p><b>Notes say:</b> “G. Wash. Not Am’s 1<sup>st</sup> Pres.?”</p>
<p><b>Be alert to the speaker’s stance</b></p>	<p>Some lecturers attempt to persuade as well as inform listeners; when applicable, note ideas/references/opinions that provide insight into the speaker’s point of view.</p>
<p><b>Review notes shortly after a lecture</b></p>	<p>Develop study questions and identify main ideas.</p> <p>Fill in details for clarity.</p> <p>Look up and add the definitions of new words/terminology.</p> <p>Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker.</p> <p>Add symbols to highlight important ideas and key words.</p> <p>Delete irrelevant information.</p> <p>Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity as needed.</p> <p>Write a summary of the significant ideas.</p>
<p><b>Make use of the format</b></p>	<p>Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand specifics as an answer key.</p> <p>Engage in an oral quiz with others using study questions from the left-hand column.</p> <p>Cover the right hand column of specifics with blank paper; write out answers to the left hand study questions and explanations of main ideas.</p>
<p><b>Write</b></p>	<p>Write summaries of the most important material in the notes.</p> <p>Write summaries of the materials as yet unlearned</p> <p>Write anticipated test questions beyond those already in the left hand column and write answers to the questions.</p>

## Advice for Using the Cornell System

<b>Review</b>	<p>Look over notes frequently to keep information and questions still unanswered fresh in mind.</p> <p>Recite information from notes.</p> <p>Exchange notes with others to flesh out information and understanding.</p> <p>Use notes in study groups to provide a common ground of material for reference and review.</p>
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