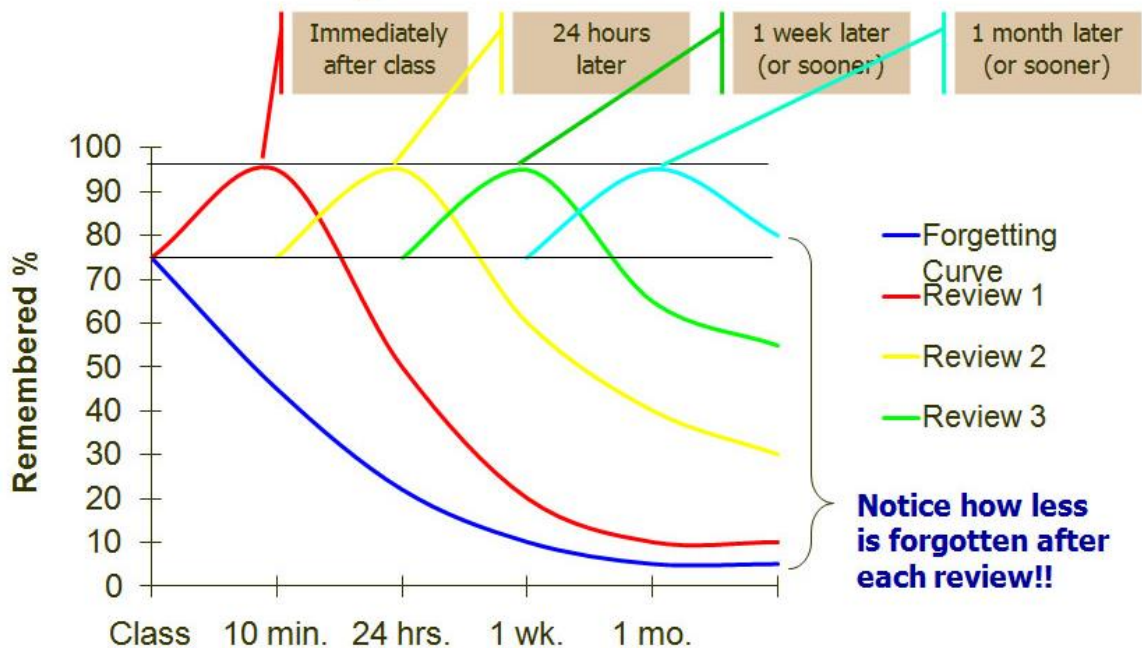


## The Cornell Note-Taking System Introduction

Your brain is a computer, but the data port is really outdated. We require visual, audio, and tactile stimuli to reinforce our foggy memories. Downloading new data is a painstaking process, but you can take charge and expedite the process by following a memory-encoding system. The Cornell note-taking system is one such way to encode your own brain.

One way to think about revision, and going back to your work even before the exam is shown very nicely in this graph below:

# Overcoming the Curve



<https://psychology.stackexchange.com/questions/8377/how-are-these-review-forgetting-curve-calculated>

### Cornell Notetaking

**Why should you take notes?**

- To minimize your "rate of forgetting"
- ☑ Don't take notes = Forget 60% in 14 days
- ☑ Take some notes = Remember 60%
- ☑ Take organized notes and do something with them = Remember 90-100% indefinitely!



# THE CORNELL NOTES

“CUE COLUMN”

⟨ *Notetaking Column* ⟩

- 1. RECORD:** DURING THE LECTURE, RECORD THE LECTURE USING CONCISE SENTENCES & KEYWORDS, IN THIS COLUMN.
- 2. QUESTIONS:** AFTER LECTURE, FORMULATE Qs BASED ON NOTES ON RHS COLUMN. QUESTIONS HELP:
  - CLARIFY MEANING
  - REVEAL RELATIONSHIP
  - ESTABLISH CONTINUITY
  - STRENGTHEN MEMORY
- 3. RECITE:** COVER THIS COLUMN WITH A PIECE OF PAPER. THEN LOOK AT THE QUESTIONS FROM 2 & TRY TO ANSWER THEM FROM MEMORY, IN YOUR OWN WORDS.
- 4. REFLECT:** REFLECT BY ASKING YOURSELF:
  - WHAT'S THE SIGNIFICANCE OF THIS FACT?
  - WHAT PRINCIPLE ARE THEY BASED ON?
  - HOW CAN I APPLY THEM?
  - HOW DO THEY FIT IN WITH WHAT I KNOW ALREADY?
  - WHAT'S BEYOND THEM?
- 5. REVIEW:** SPEND TIME REVIEWING ALL YOUR PREVIOUS NOTES AT THE END OF EACH WEEK.

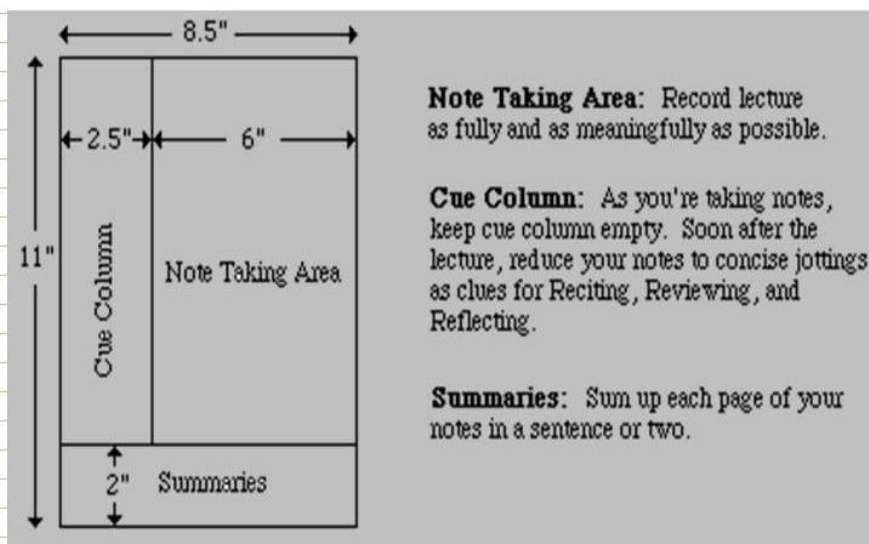
ADAPTED FROM "HOW TO STUDY IN COLLEGE" (7th ed.) BY W. PAUK

PENSANDMACHINE

[SUMMARY]

AFTER CLASS, SUMMARIZE THE NOTES ON THIS PAGE.

## Cornell Note-taking System



# CORNELL METHOD NOTETAKING

IS SO EFFECTIVE OMG WHY WEREN'T WE TAUGHT THIS IN STUDY SKILLS

by laividapoligota.tumblr.com

←-2 inches

## 2. THIS IS THE RECALL COLUMN

As soon as possible after lecture, review the notes column, take main ideas, key concepts, and important facts and write them in the recall column

## 1. THIS IS THE NOTES COLUMN

During lectures, note main ideas and concepts. Don't mindlessly copy - rephrase what you can to retain information

Skip one line between ideas,  
  
several between topics

Avoid writing in complete sentences, use symbols and abbreviations, e.g.:

*Pelayo, a descendant of the Visigoth aristocracy, founded the Kingdom of Asturias in 718.*

*Pelayo (descd/Visigoth arist.) fd. Asturias 718*

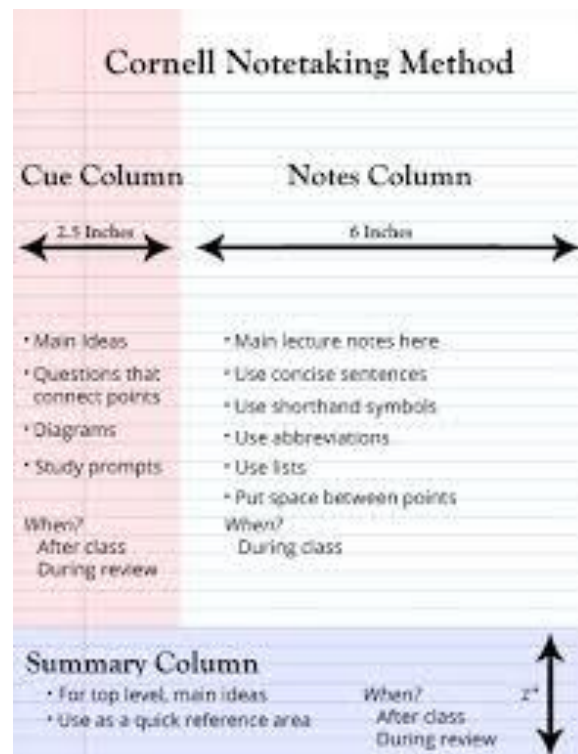
## 3. THIS IS THE SUMMARY SECTION

GUESS WHY IT'S CALLED THAT

Summarise main points here at the end

Info taken from

<http://www.heritagehawks.org/faculty/cbrown/HistoryClass/TheCornellMethod.htm>



## The Five R's:

1. RECORD your notes in the right-hand column.
2. REDUCE your notes into the recall column on the left
3. RECITE out loud from the recall column.
4. REFLECT on the information that you are studying.
5. REVIEW your notes immediately and regularly

Topic:	Name:	Date:
	Class:	Period:
<b>Step 2: Cues (Reduce)</b>  <b>When:</b> During class but after the lecture, activity or discussion  <b>What:</b> Reduce learning to the essential facts & ideas  <b>How</b> (make lists): <ul style="list-style-type: none"><li>• Facts</li><li>• Key ideas</li><li>• Important words</li><li>• Pivotal phrases</li><li>• Questions</li></ul> <b>Why:</b> Students can not recall everything and need to filter out the most important ideas, concepts and questions.	<b>Step 1: Notes (Record)</b>  <b>When:</b> During class lecture, discussion or activity  <b>What:</b> Record as many facts and ideas from the lesson as possible  <b>How:</b> <ul style="list-style-type: none"><li>• Bullets, phrases and pictures</li><li>• Avoid sentences and paragraphs</li><li>• develop abbreviations and symbols</li><li>• leave space between points to add information later</li></ul> <b>Why:</b> Students need to record the learning in a method that is meaningful to them before they can do anything with it.	
<b>Step 3: Summary (Reflect &amp; Review)</b>  <b>When:</b> At the end of class, after class for homework or as a warmup at the start of the next class  <b>What:</b> Synthesis that reviews and summarizes the main ideas from the lesson  <b>How</b> (in complete sentences, answer questions such as the following): <ul style="list-style-type: none"><li>• "Why is this information important?"</li><li>• "What conclusions can I make from this information?"</li><li>• "How can this information be applied?"</li></ul> <b>Why:</b> Summarizing and reviewing information after it is learned is one of the best research based strategies for ensuring long term retention of any content or skill.		

### Step 1: Record

Write main ideas and supporting material in the right column

Use signals from the lecture

Titles & keywords= topics

main ideas

Use abbreviations to get the full idea.

Leave spaces between ideas so you can fill in more later. see how ideas relate to one another

### Step 2: Reduce

Write the topics and vocabulary words, in the left column of your notes Write questions to quiz yourself on the material.

–Write a question for each new topic, main idea, or significant detail.

–Write questions on the material which you think your teacher will test you.

### Step 3: Recite

This will help transfer ideas to your long-term memory!

Study the information by answering your questions in the left column.

–Cover the Record Column.



- Read your vocabulary words and questions in the left Column
- Using your own words, define the words and answer your questions out loud.
- You can also define the words and answer your questions on the paper you are using to cover the Record Column.
- Uncover your notes and check what you have said against the facts.

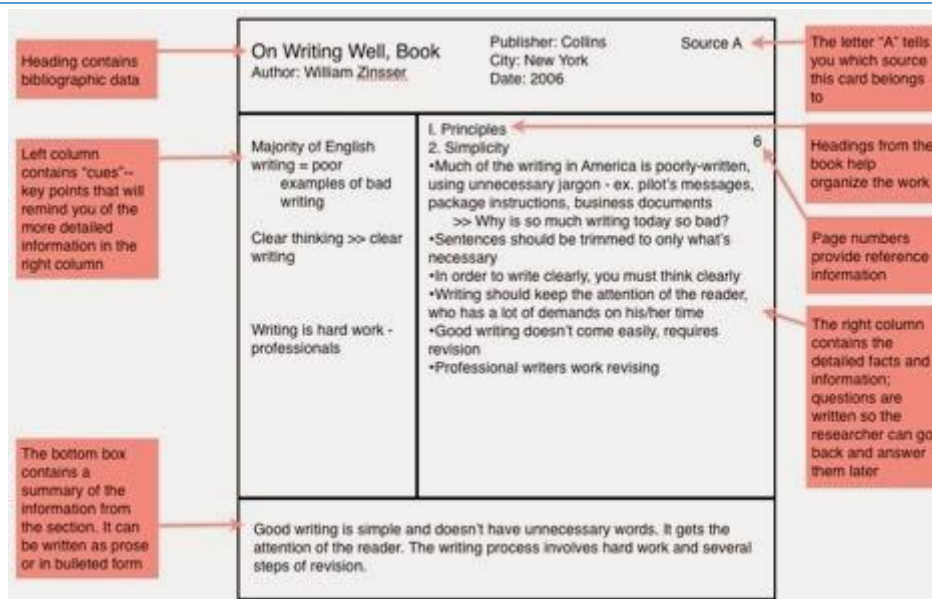
#### Step 4: Reflect

- After the lecture, write a summary at the bottom of your notes.
- Use complete sentences in the summary.
- Choose the key points.
- Organize ideas.
- Link ideas together.

#### Step 5: Review

- Improve your memory.
- If you spend 10 minutes after every class in a quick review of your notes, you will retain most of what you have studied you won't have to cram during an "all-nighter" you will relate the facts and ideas to present lectures or readings.

### Note-Taking Tips



Use indentations to distinguish between major and minor points.

- Put most notes in your own words, except
- formulas, definitions, and specific facts
- Use abbreviations and symbols wherever possible in the notes portion.
- If you completely don't understand an idea, leave a blank space and ask your professor for help on it.



## Sample Cornell Notes

<b>Class/Date</b> If there was no class before the week, write a paragraph about what you learned and/or questions about what you don't understand. Topic: <u>Literary Elements</u>	Name: <u>Student A</u> Class: <u>English 8</u> Period: <u>3</u> Date: <u>1/10/03</u>
<b>Questions/Key Ideas</b>	<b>Notes</b>
Define irony:	Irony is a contradiction between what is expected and reality.
What is characterization?	Characterization is the way an author describes a character.
Some ways to understand a character	<ul style="list-style-type: none"> <li>- physical description</li> <li>- dialogue</li> <li>- actions / behavior</li> <li>- opinions of other characters</li> <li>- thoughts</li> </ul>
What is conflict?	The problem of the story or book
Types of conflict	man vs. man man vs. machine man vs. society man vs. self man vs. nature man vs. unknown
Two categories of conflict	1) internal (inside character) 2) external (character vs. anything other than himself)
Summary: Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts.	

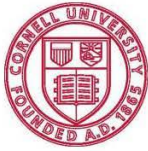
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ATD Tutorial Support Activity Goal

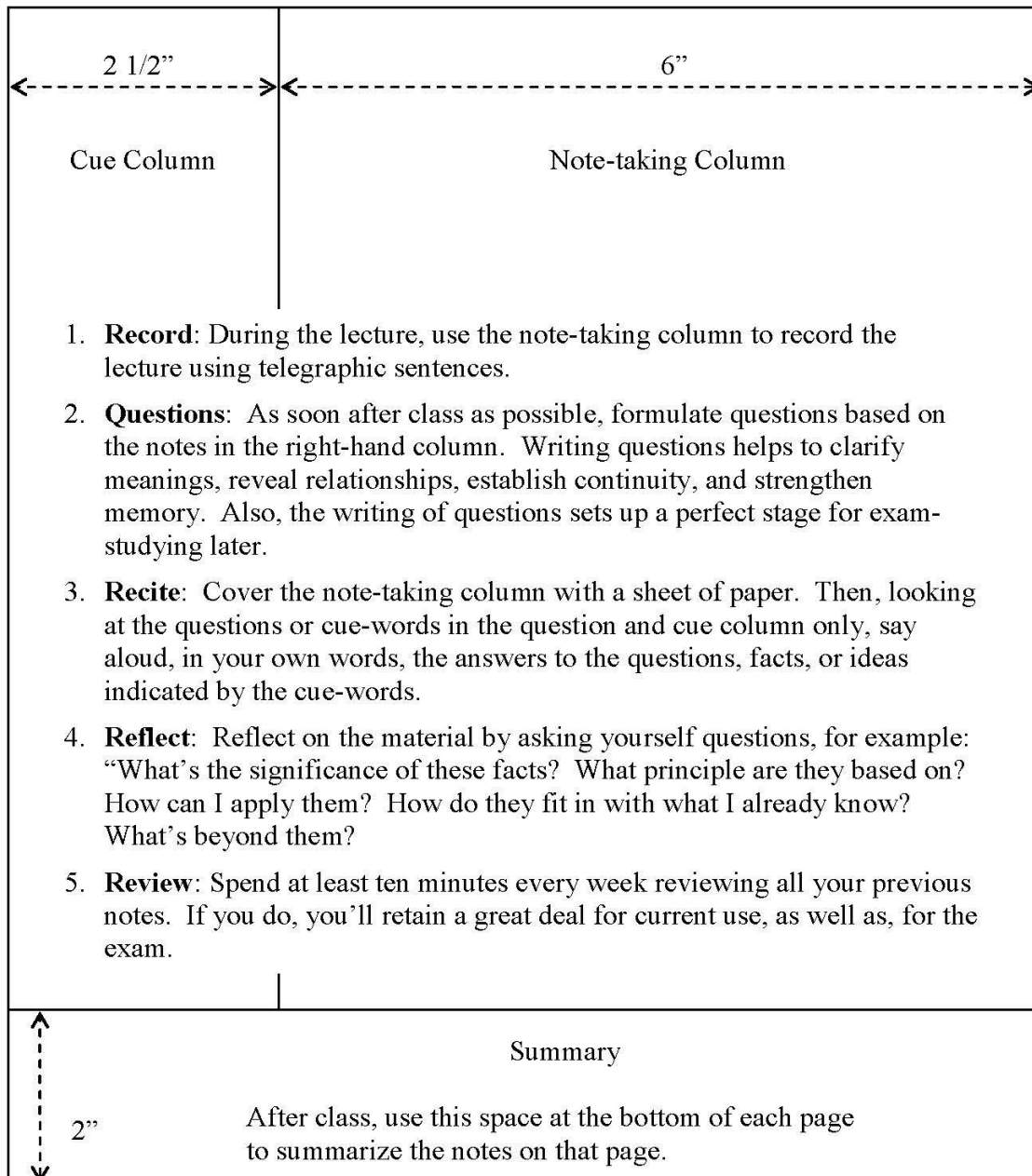
Develop a code system of note-marking to indicate questions, comments, important points ...for example,

- Mark unfamiliar vocabulary & unclear ideas in unique ways, such as with a star or asterisk.
- Highlight vocabulary terms and important people.
- Circle ideas that are still unclear.
- Make sure you can understand what you have written and if needed, make corrections.
- Use drawings, arrows or other organizers to help you see concepts and relationships between them.





## The Cornell Note-taking System



Adapted from How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company

