

Cornell
Notes



The Hidden Curriculum

Quickwrite Questions:

- How did you learn the skill of note taking?
- How did this skill contribute to your success?



Why take notes?

- **Cornell note taking stimulates critical thinking skills.**
- **Note taking helps students remember what is said in class.**
- **A good set of notes can help students work on assignments and prepare for tests outside of the classroom.**



Why take notes?

- Good notes allow students to help each other **problem solve**.
- Good Notes help students **organize and process data** and information.
- Helps student **recall** by getting them to process their notes 3 times.
- ***Writing is a great tool for learning!***



History of Cornell Notes

- Developed in 1949 at Cornell University by Walter Pauk.
- Designed in response to frustration over student test scores.
- Meant to be easily used as a **test study guide**.
- Adopted by most major **law schools** as the preferred note taking method.



First & Last Name
Class Title
Period
Date

Topic

Questions,
Subtitles,
Headings,
Etc.

Class Notes

← 2 1/2" →

3 to 4 sentence summary across
the bottom of the **last page** of the
day's notes



Subject: Why take Cornell notes?

Date: 11/20/01

**PROCESS
(output)**

Main Ideas (input)

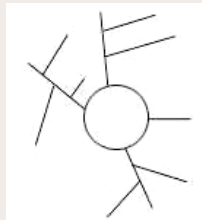
**How can
Cornell notes
help me
organize my
ideas?**

Can be used to provide an outline of chapter or lecture.
Organized by main ideas and details.
Can be as detailed as necessary.
Sequential- take notes as they are given by instructor or text in an orderly fashion.
After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.
Can be used as study tool:

**Which side for
diagrams?**

1. Define terms or explain concepts listed on left side.
2. Identify the concept or term on the right side.

**Why use
concept maps?**



**What are the
benefits to me?**

Can be used to provide a "big picture" of the chapter or lecture.
Organized by main ideas and sub-topics
Limited in how much detail you can represent.
Simultaneous- you can use this method for instructors who jump around from topic to topic.
After class, you can add questions to the left side
Can be used as a study tool to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

Subject: Notetaking

Date: 11/20/01

Summary:

There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/concept map method works best for instructors who skip around from topic to topic, and provides a "big picture" when you're previewing materials or getting ready to study for a test.

- **Summary is added at the end of ALL note pages on the subject (not page)**
- **Summary added AFTER questions are finished**
- **Summary should answer the problem stated in the subject.**

Economics

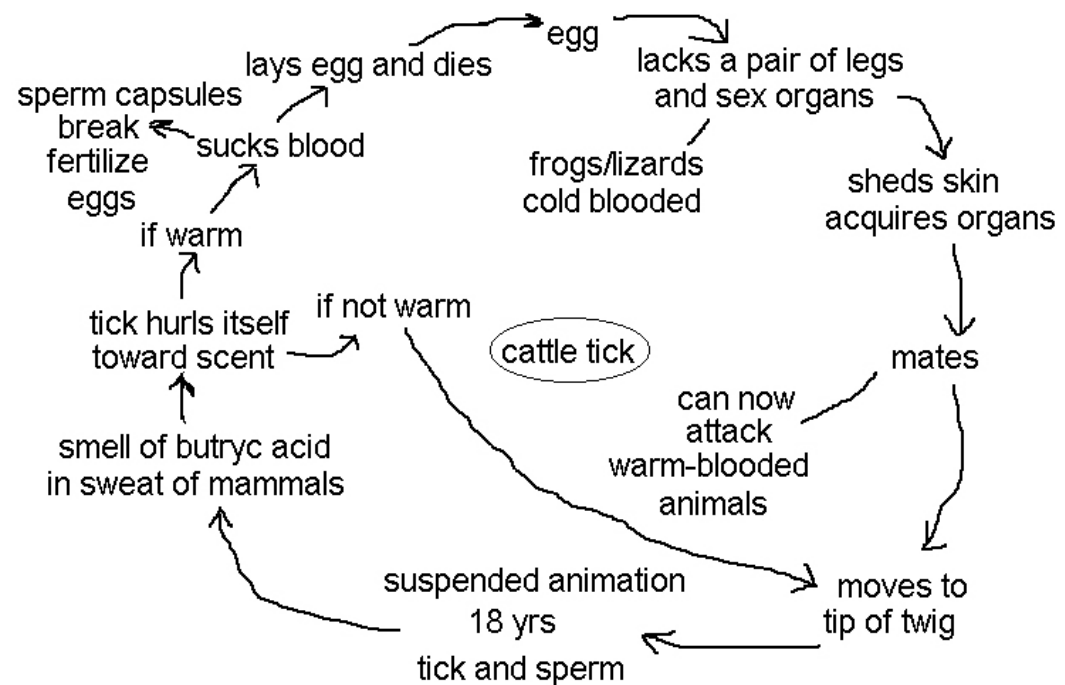
Recall Clue Column	Record Column
	<i>Propaganda Techniques in Advertising</i>
Define "Propaganda"	Intro Propaganda used by politicians, writers. Also by advertisers. Def: Messages intended to persuade audiences to adopt a certain opinion.
List 4 common tech. used by advertisers	Advertisers use propaganda. 4 techniques common.
	1. Testimonial
	Def: Celebrities used to pitch idea, sell product; Audience associate star qualities of celebrity w/ product. Ex. Michael Jordan sells Nike shoes
Define & explain "testimonial" technique	
	2. Bandwagon
	Def: Encourages people to buy b/c e'one is doing it. Ads urge you to get on board; don't get left out. Ex. "All over America, people are switching to..."
Define & explain "bandwagon" technique	
	3. Plain Folks
	Def: Product associated with ordinary folks like you & me. Ads use "regular", next-door-neighbor types to sell product. Ex. New mother in hospital uses Tylenol.
Define & explain "plain folks" technique	
	4. Transfer
	Product associated with s'thing that is attractive or respectable. Car ads show gorgeous model - audience transfer feelings about model to car. Ads use patriotic symbols like bald eagle - audience transfers patriotic feelings to product, company. Ex. Wal-Mart claims to sell only made-in-USA products.
Define & explain "transfer" technique	
SUMMARY: Advertisers use propaganda. Propaganda = Messages intended to persuade audiences to adopt a certain opinion. 4 common propaganda techniques used by advertisers: <ol style="list-style-type: none"> 1. Testimonial: celebrity endorses product. 2. Bandwagon: everybody is buying product. 3. Plain Folks: ordinary, non-glamorous people like us use it. 4. Transfer: transfer feelings of admiration to product. 	

Example

(Questions about it)

- How do the ticks find the cattle?
- Why don't the ticks usually kill their host?
- How could tick infestations in cattle impact humans?

(Diagram copied during lecture)



Practice Time

- ***Let's get out a sheet of Cornell note paper and get ready to practice the skill.***



Assignment & Instructions

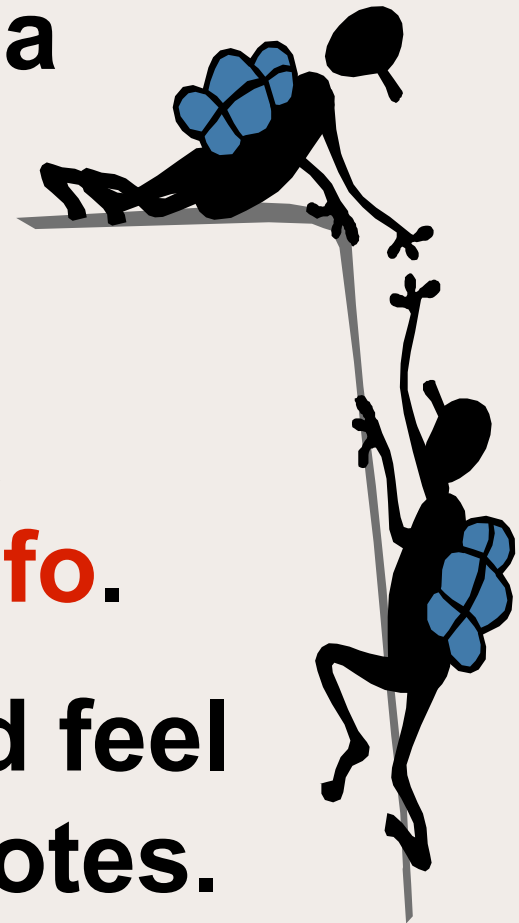
- In the large, **right hand column**, take notes like you normally would.



- You may use **any style** of note-taking you wish:
 - outline format,
 - narrative format,
 - symbols,
 - short hand, etc.

Assignment & Instructions

- Compare **notes** with a partner.
- Talk about what you wrote and why. Look for **gaps & missed info.**
- Both partners should feel free to **add** to their notes.



Assignment & Instructions

- **With your partner(s), create questions** in the left hand column.
- **These questions should elicit critical thinking skills.**
 - **Levels 3 through 6** in Bloom's Taxonomy.



Brief Review of Bloom's Taxonomy

1. **KNOWLEDGE:** recalling information
2. **COMPREHENSION:** understanding meaning
3. **APPLICATION:** using learning in new situations
4. **ANALYSIS:** ability to see parts & relationships
5. **SYNTHESIS:** Use parts to create a new whole
6. **EVALUATION:** judgment based on criteria

Assignment & Instructions

Your questions should reflect:

- Info you don't understand or **want to discuss** with your teacher/tutor.
- Info you think would go good on an **essay test**.
- **Gaps** in your notes.



Assignment & Instructions

- **On your own, in the space provided at the bottom of the page, complete a 3 or 4 sentence summary of what you wrote in your notes.**
- ***(the summary...)***



What goes where?

Questions, subtitles, etc. go here, in the left hand column. Remember, we want higher level critical thinking questions.

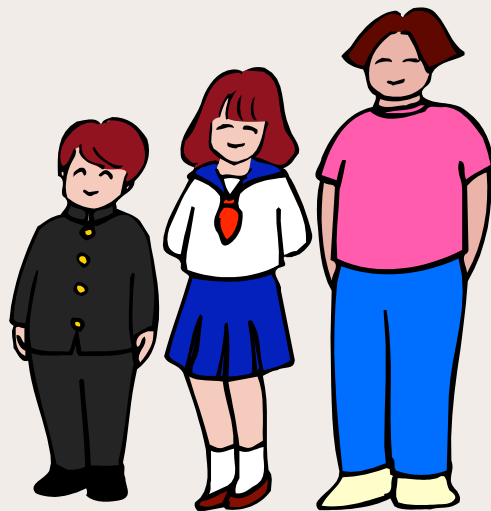
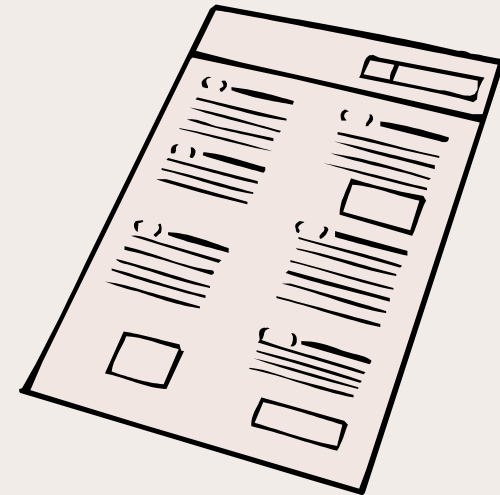
Don't forget the **heading:** ↑
Name, Class, Period, Date, Topic

Notes go here, in the large right hand column.

A 3 to 4 sentence **summary** ↓
down there on the bottom of the last page of notes

In the right sleeve of your packet:

**Basic Cornell
Notes Instruction
Sheet**



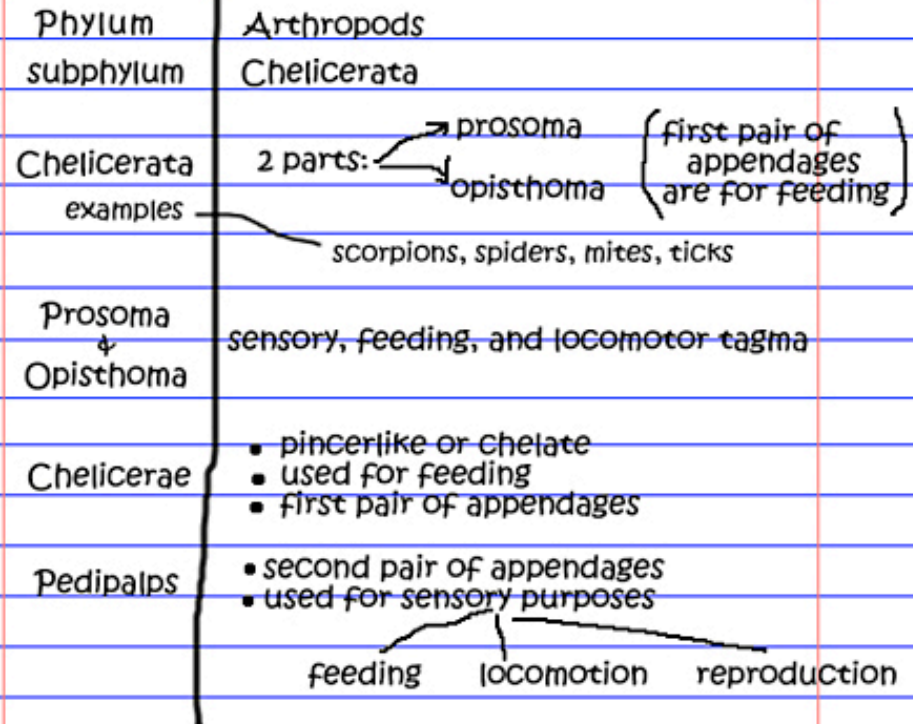
**Progression
Samples**

Ninth Grade Biology Notes

Paul sends his examples

John Q. Student
Biology 101
April 1, 2000

Anthropods



Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike

The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.

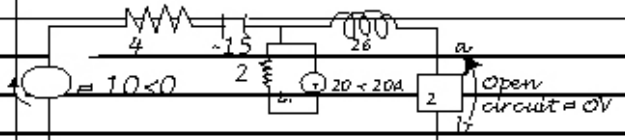
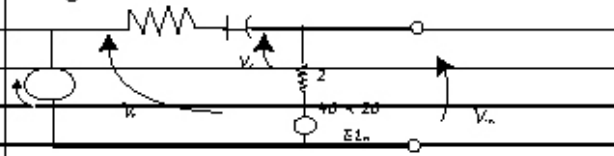
Physics Notes in College

Paul sends
his examples

Sample Cornell Notes: Example II

10/02/2000

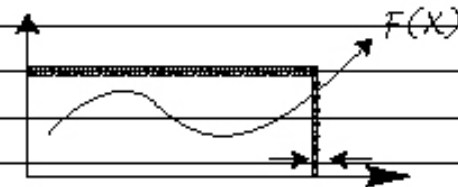
pg. 1

Questions	A. 3 Ways to solve thevenin's equation
1.) Name the three formulas for solving thevenin's theorem?	1. Without dependent sources:
	 <p>Fig. F1</p>
2.) In fig. F1, which source is removed for proper solving procedures?	
$E_1, I_{non}, Z_L?$	 <p> $10 < 0$ E_1 </p>
3.) V_{th} is across which closed loop source?	
4.) $V_a =$ what two sources in Fig. F1?	$V_a = (10 < 0 + 40 < 20) - (E)_{int}(E)$ $V_2 = V_a$
5.) What is the formula for V_{th} ?	$V_a = (10 < 0 + 40 < 20)$ $V_{th} = V_2 - 40 \cdot 20 = -3.75 = -1.37$ $= -30.47 = -1.388v$
6.) What is the formula for Z_{th} ?	2. 2th from (Mesh analysis)

Summary - Functions

A function requires a number to input and returns an output. These input numbers are called the domain and the output is called the range. The limit of a function is the value as the range approaches a specific number based on the domain as it gets closer and closer to the constant A , but never reaches it. In order for a function to have a limit at a specific point, it must be continuous at that point. A continuous function is a function that exists at every point in its domain. Based on that domain, every point between the maximum and the minimum point of the range must exist as a result of the domain. Graphically, the curve must be unbroken vertically and horizontally. By definition, the function of X is continuous at $X=A$ if and only if the limit of the function of X , as X approaches A , exist. The function of A exists and the function of X , as X approaches A , is equal to the function of A .

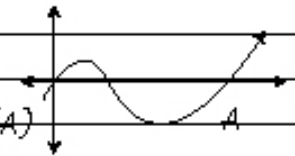
Paul sends
his examples
Summary
w/
diagrams



$\lim_{x \rightarrow A} F(x)$

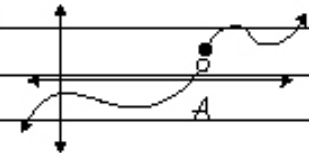
Continuous

$\lim_{x \rightarrow A} f(x) = f(A)$



Discontinuous

$\lim_{x \rightarrow A} f(x) \neq f(A)$



Computerized Notes

- May reflect **headings** in PowerPoint lectures
- **Leave room on the left** for questions and diagrams
- Leave plenty of **room within the outline** for student note-taking

APES NOTES

Chapter 1 – Our Changing Environment

I. What IS Environmental Science?

A. *Environmental Sustainability* of:

1. Fossil Fuels
2. Water Resources
3. Toxins
4. Population numbers

B. *Environmental Impacts* are:

1. Local
2. Regional
3. Global

II. The Principle Goals of Environmental Science


III. Representative Current Problems

- A. Human Numbers
- B. Collapse of the Georges Bank Fishery
- C. Declining Bird Populations
- D. Reintroducing Wolves to Yellowstone
- E. Oil Spills in Kuwait
- F. The Introduction of Exotic Species
- G. Damage to the Atmosphere: Stratospheric Ozone Depletion
- H. Global Climate Change and Increasing Carbon Dioxide Levels.

Adaptations for Journals

- Provide students with **skeleton** computerized Cornell notes
- Students **re-copy** their notes that night into their journal
 - *Automatic review*
 - **Kinesthetic** learning
 - *Can edit, look-up words*
 - *Prompts higher-level questions*
 - **Absentees** can target on what they need to know





Grading Rubric

5	<ul style="list-style-type: none">↑ Proper set-up and heading↑ Notes are selectively and accurately paraphrased↑ Use of logical abbreviations↑ Notes have been edited, highlighted, and underlined↑ Questions check for understanding and reflect higher levels of inquiry↑ Summary shows learning by effectively summarizing and reflecting on↑ Information and/or asking questions to clarify or further the thinking
4	<ul style="list-style-type: none">↑ Proper set-up and heading↑ Notes are selectively and accurately paraphrased↑ Use of logical abbreviations↑ Questions check for understanding and reflect higher levels of inquiry↑ Has a summary
3	<ul style="list-style-type: none">↑ Proper set-up and heading↑ Notes may/may not be accurate; information not always paraphrased↑ Some use of abbreviations↑ Questions check for understanding↑ May/may not have a summary
2	<ul style="list-style-type: none">↑ Proper set-up↑ Has some notes↑ Has questions↑ May/may not have summary
1	<ul style="list-style-type: none">↑ Proper set-up↑ Has notes↑ Questions on left non-existent↑ No summary
0	<ul style="list-style-type: none">↑ Improper set-up; not Cornell notes

SQ4R-Writing to Learn

Survey

- (Overview: quickly scan)

Question

- (Establish a purpose)

Read

- (to answer questions)

Recite

- (answers to questions with the book closed)

Rite

- (Take notes!)

Review

- (at short intervals)

Learning Logs

A writing technique to help focus on what you are learning in class.

Writing in your learning log is a great way to use writing as a process of discovery and for clarification of ideas.



Note Taking Tips

Speaker says: “Hippocrates, a Greek who is considered to be the Father of modern medicine, was Born on the island of Cos in 460 B.C.”

Notes say: “Hippocrates (Gr.)
Father of med. B. Cos 460BC”

Tips on Taking Text Notes

Be an Active Reader

- **Think** about the reading
 - Consider how the **parts relate to the whole**; how the text relates to previous ideas
 - Create questions about **new words/terms**, why emphasized points are important
 - Examine what you have learned from **visuals**



Tips on Taking Text Notes

Be Aware of Textbook Organization

- Look for the **pattern** in elements like chapter /subsection headings, summary points, graphics
- Know where to find the **index** and **glossary**



Tips on Taking Text Notes

Use the text style to identify important points

- **Become familiar with the font, symbols, borders, graphics, colors, and layout that **highlight main ideas** or terms**
- **Be alert to the writer's goal: highlight ideas/ references /opinions that seem significant to their **point of view****



Tips on Taking Text Notes

Take notes while reading

- Include headings, key terms, & graphics
- Take down only the important ideas:
brief, but clear
- Summarize in your **own words**
- Use **symbols** to highlight for review
- Use **textbook review questions** to develop study questions



Tips on Taking Text Notes

Review textbook notes

- Identify **main ideas**
- **Fill in details** for better understanding
- **Identify unclear information** and/or questions - collaborate for answers
- **Delete unnecessary information**
- Review note organization; **add symbols** or rewrite
- Write a **summary**



Tips on Taking Discussion Notes

- Use discussion topics/questions **organize** your notes
- Use **symbols** for important ideas
- Include your **own responses** in notes
- Develop questions to review later
- **Add references** to other material as they come to mind



Tips for Studying with Notes

Make use of the format

- **Cover the right side** of your notes; review and answer study questions from the left using the right side as an answer key
- **Quiz yourself out loud**
- **Cover the right side with blank paper; write out answers** to the left column study questions



Tips for Studying with Notes

Write!

- Write summaries of the **most important material** in the summary/reflection section
- **Write a quiz** for others using notes; exchange and correct
- Write **anticipated test questions** beyond those already in the left-hand column and write answers



Tips for Studying with Notes

Review

- Look over notes **frequently** to keep information and questions still unanswered fresh in mind
- **Recite** information from notes



Tips for Studying with Notes

Study in a Group

- **Exchange notes** with others to flesh out information and understanding
- Use notes in study groups to provide a **common ground** of material for reference and review
- **Rewrite** notes if necessary



Designed by

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&

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AP Science Coach

