

The Cornell Note Taking System:



✓ Record

Record as many meaningful ideas and facts as possible during a lecture or discussion. Write legibly.

✓ Reduce

As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.

✓ Recite

Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words. Then, verify what you have said.

✓ Reflect

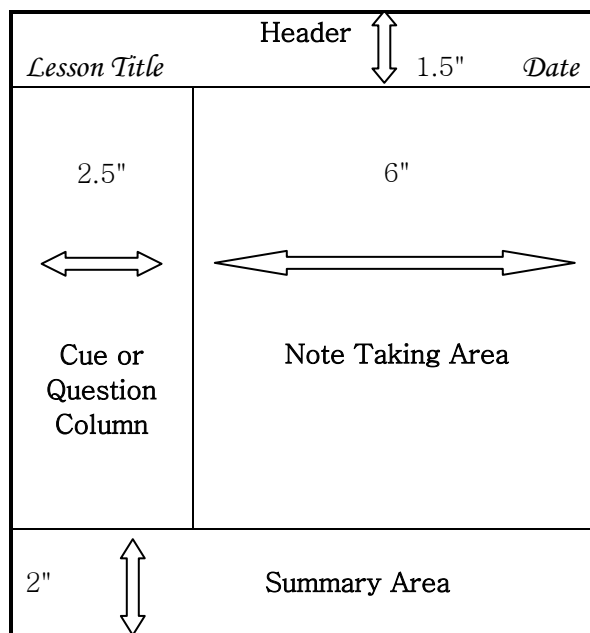
Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.

✓ Review

Spend 10 minutes every week in quick review of your notes and you will retain most of what you have learned.

What is the Cornell System?

Here's what your paper will look like...



Note Taking Area

We are not suggesting that you change your normal style; rather, take notes as you normally do. However, make sure to leave large spaces in your notes to add information later!

Summaries Area

Write a brief summary of that day's notes. You can choose to either write it in paragraph form or to use a graphic organizer.

Cue or Question Column

In this column, write questions in the margins (see inside) or main ideas.



CORNELL NOTE-TAKING:
More than just random thoughts!



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The Writing Center:
<http://writingcenter.missouristate.edu>

Supplemental Instruction:
<http://si.missouristate.edu>

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An Example of the Cornell System

Taking Lecture Notes 03/21/11	
What are the four parts to taking good lecture notes?	Taking good lecture notes involves 1. preparing for the lecture in advance 2. taking effective notes during the lecture 3. revising the notes immediately after class 4. studying the notes--as preparation for the next lecture, as preparation for a test, and as preparation for any future use of this material.
What are the four parts of preparing for a lecture?	Preparation in advance of class may involve physical, intellectual, emotional, and spiritual preparation.
What are the three components of physical preparation?	Physical preparation includes getting sufficient sleep to be able to remain alert in class, getting the exercise necessary to remain physically fit, and eating nutritiously.
What are the six components of intellectual preparation for a lecture?	Intellectual preparation involves <u>reading the syllabus</u> and knowing what topic(s) will be covered each day. <u>Looking ahead in the book</u> will help me prepare for the lecture. <u>Reading assignments</u> must be completed to prepare for possible discussions. <u>Reviewing previous lectures</u> may also help prepare for a new lecture, particularly if the lectures build upon each other. <u>Conducting my own research</u> on the subject may also serve as good preparation. Try to <u>anticipate where the lecture will go</u> ; think of following lecture like following a good movie and trying to predict the ending.
Summary: There are 4 parts to taking good lecture notes. Preparation for a lecture should involve physical, intellectual, emotional and social preparation.	

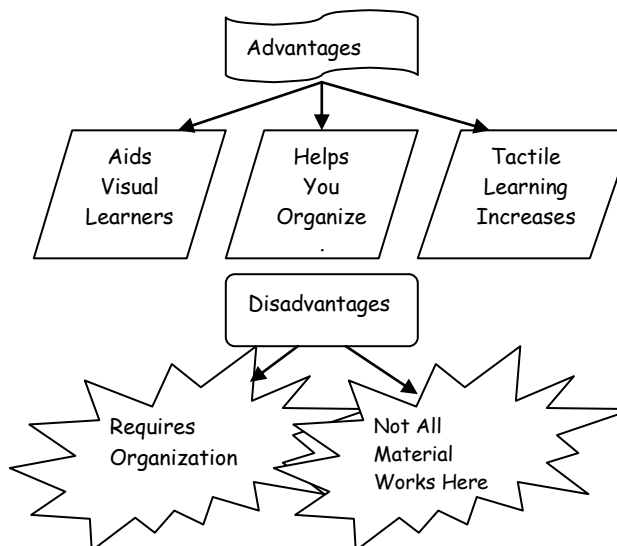
THE INDIVIDUAL SECTIONS:

***Questions in the Margins:** Cornell works best by creating potential test questions in the margins:

Who Developed the Cornell Method?	CORNELL METHOD Developed by Walter Pauk
What are 3 advantages to Cornell?	<u>Advantages</u> ✓ Helps w/Organization ✓ Encourages Daily Review ✓ Creates Test Study Guide
What are 2 disadvantages to Cornell?	<u>Disadvantages</u> ✓ Seems Time-Consuming ✓ Some Students Don't Follow Up!

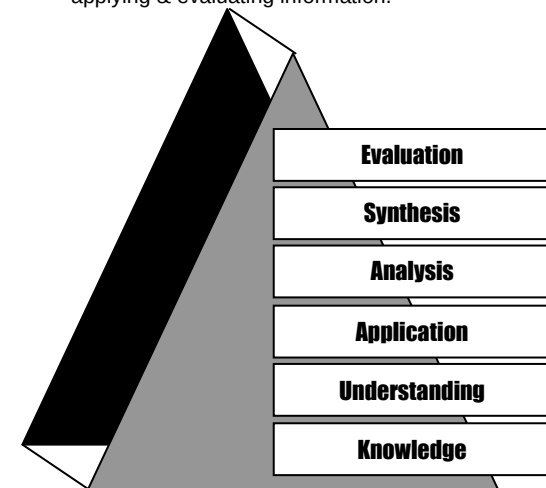
*Important! Always use complete questions! They make it easier for you to turn your notes into a study guide for later use.

Summaries: May be paragraphs, or graphics like this:



Creating Effective Questions:

Below is Bloom's Taxonomy, showing the hierarchy of thinking skills. Effective students move up the scale, applying & evaluating information.



Utilizing Bloom's Taxonomy: Using Bloom's principles, ask questions in the margins representative of the levels:

Category	Sample Verbs
Knowledge (Least complex competency)	Define, describe, duplicate, identify, label, list, locate, match, memorize,
Comprehension	Classify, convert, describe, explain, express, give example(s), identify, indicate, interpret, locate, recognize,
Application	Apply, construct, dramatize, employ, illustrate, interpret, operate, practice, sketch, schedule, shop, solve, use
Analysis	Analyze, appraise, calculate, test, categorize, compare/contrast, criticize, debate, deduct, diagram, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory,
Synthesis	Arrange, assemble, collect, combine, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, rearrange, set up,
Evaluation (Most complex competency)	Appraise, argue, assess, attach, choose, compare, criticize, debate, defend, estimate, evaluate, judge, measure, predict, rate, revise, score,