

Cornell Notes

Note-taking strategy that will improve your study skills and your grades!!

Problems with taking notes

- I can't write everything down the teacher says because he/she talks TOO fast!
- I can't read my notes.
- The notes I take when I read don't help.
- I don't know which parts of my notes are most important.
- I don't see how the notes from lecture match the readings from the book.

Don't be like this guy...





....or her

Cornell-Style Note Taking

What?

Who?

When?

Why?

How?

Where?

& What Now?

What?

- ❑ “Cornell Notes” is a style of note taking that was developed and adopted by all Cornell University professors in order to hold all students accountable for taking notes.
 - ❑ You not only write down the information that the teacher is giving or summarize what you are reading, but you also write notes TO YOURSELF...comments or questions on the information you have just been given or have just read.
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Who?

Who should use Cornell Notes?

- Anyone who wants school to be interesting should be taking notes.
- School can be boring when the information is “over your head.” The more you understand, the more you will end up liking school.



Who?

- Anyone who does not want to be poor should take notes. Jobs that pay well require people to take notes as a form of quick communication.



Who?



- Anyone who wants to go to college should take notes as practice for the **rapid** note taking that college courses require.
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Who?

- Anyone who wants to pass this class and graduate high school.



When?

When should one use Cornell Notes?

- Lecture time: Any time a teacher is
 - in front of the room speaking,
 - presenting a PowerPoint, or
 - writing on the boardthat information should be taken down.
 - Your instructor has taken the time to write it down, so why shouldn't you?
-

Name

Date

Class

Period

Teacher Clues

How do I know if what the teacher says is important?

- Repetition or stressed inflection
 - Voice gets louder/softer or faster/slower
 - Writing on the board or overhead
 - "This will be on the test."
 - Gestures (hand/arm movements)
 - "This is important."
-

Why?

Why should we use Cornell Notes?

qMuch of what we learn is lost after just ONE HOUR.

qIn several studies, researchers have documented that students who took notes and then reviewed/revised and reflected on them (Cornell Note system) did much better in class and understood the material more than those who did not take notes.

Why?

- The system of Cornell Notes was introduced at Cornell University, and they found that with this particular style of taking notes, students studied using their
 - spatial,
 - linguistic,
 - kinesthetic, and
 - visual intelligences.

Could someone please tell me what those are?

That is three intelligences more than most students apply to class lectures alone.

Why?

- SPATIAL – “picture smart”
 - LINGUISTIC – “word smart”
 - KINESTHETIC – “body smart”
 - VISUAL – “learn by seeing”
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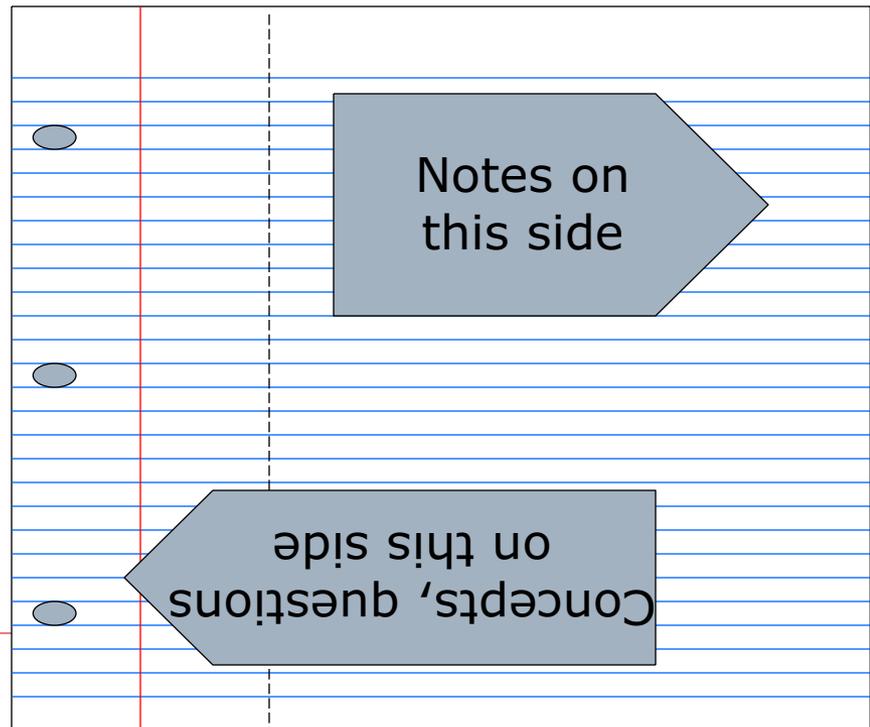
How?

STEP 1: RECORD

- Take a piece of binder paper and fold it one inch to the left of the margin.

The right 2/3 is for **definitions, text info** or class lecture **notes**.

The left 1/3 of the paper is for key **terms, concepts, or questions**.



Name
Date
Class
Period

Cornell Notes

- Main Idea
- Key Question
(after notes are completed)

- Key words & ideas
- Important dates/people/places
- Repeated/Stressed Info
- Ideas/brainstorming written on board / overhead projector
- Info from textbook/stories
- Diagrams & Pictures
- Formulas

SAMPLE

Name
Date
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Nouns

2 types of nouns

What is a compound noun?

Noun - person, place, thing, idea

Types - concrete & abstract

1. concrete - taste, touch, smell, see

2. abstract - ideas (emotions)

compound - two or more words combined to create one thing; ex: fireman, bedroom

Name
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Cornell Notes

Helpful
Hints for
Straight A
Notes

- Abbrev. , Paraphrase.
- Use symbols, arrows,  circles, underlining) or **highlighting** to emphasize important ideas and relationships.
- Skip lines between ideas
- Within 24 hours, review notes and develop study questions on the left side.
- Be aware of teacher clues.*

So, what about the bottom of my paper?

Name
Date
Class
Period

What belongs in the bottom space?

- Summary - review notes as soon as possible after class and write a summary in your own words about the main ideas. Are there any gaps in your understanding? (see next point)
- Questions for the teacher.
- Doodles - down here they won't get in the way of the important stuff.



Summary, questions,
doodles



Abbreviation Exercise

Abbreviate the following lines
so they still make sense

- Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C.
 - George Washington was not, in a sense, America's first president.
 - Mark Twain fell in love with Olivia Langdon. They married in 1870 and moved to Hartford, Connecticut.
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Abbreviation Exercise

Answers

Name
Date
Class
Period

- Hippocrates (Gr.) Father of Med b.Cos 460B.C
- G. Wash. Not Am's 1st Pres.?
- Twain - Olivia Langdon
m. 1870 to Hart Conn

Ima Student
US History
10/12/08

FOLD

This is how your
Cornell reading
notes might look!

Assignment: Read Ch. 2 Section 1

p. 104
suffrage
Def: the
right to
vote

Par 1: Women did not have
the right to vote.

Par 2: Many women led a
movement.

Par 3: The Constitution was
amended.

p.105
amended
Def: to
change
formally

Summary: Many women felt
that they needed the right to
vote. Some felt so strongly
that they fought for years to
win that right. In 1920, the
U.S. Constitution was finally
changed with the 19th
Amendment.

My question:
Why didn't
women have
the right to
vote from
the
beginning?

Once your
teacher answers
your questions,
jot the answers
here!

Where?

Where should one keep Cornell Notes?

- ❑ All class notes should be kept in your binder.



Cornell Notes in 5 Easy Steps

□ Step 1: Record

- Take notes on the right side of the page. (This is what we just learned – use the chart! 😊)

Step 2: Revise

- Label your notes using short, easy to find words or phrases on the left side of the page. This helps you to find key points within the notes easily when you study.
 - Write questions about your notes that you think the instructor might use on the test.
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Tips when revising

- Develop study questions and identify main ideas.
 - Fill in details for clarity.
 - Look up definitions of words you don't know.
 - Delete irrelevant information.
 - Add symbols to highlight important points or key words.
 - Write a summary of the significant ideas.
-

Step 3: Recite

- ❑ Cover the note taking column (right side) with a sheet of paper. Then, looking at the key points or questions of the left of the paper, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by those key points or questions.

 - ❑ **NOW YOU'RE STUDYING!**
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Step 4: Reflect

Reflect on the material by asking yourself questions, for example:

- What's the significance of these facts?
 - What principles are these based on?
 - How can I apply them?
 - How do they fit in with what I already know?
 - What's beyond them?
-



Step 5: Review

Spend at least 10 minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

Remember:
only 10
minutes a
week
(minimum)
for each
subject.

With 6
subjects,
that's only
an hour
a
week.



Whether you want
this...



This

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R



It's up to you!

Homework

- Take your note page(s) home tonight and revise your notes (Step 2 of the Cornell Note process). Use a different ink color or a pen instead of a pencil to show your revisions
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