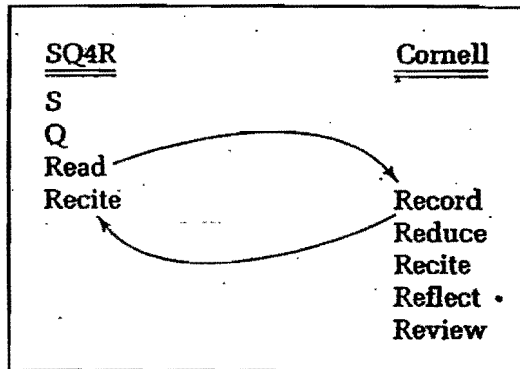


The Cornell Note-taking System

<div style="text-align: center; margin-bottom: 10px;"> $2\frac{1}{2}"$ </div> <div style="text-align: center;"> Cue Column </div>	<div style="text-align: center; margin-bottom: 10px;"> $6"$ </div> <div style="text-align: center;"> Notetaking Column </div> <ol style="list-style-type: none"> 1. Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences. 2. Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later. 3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words. 4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?" 5. Review: Spend at least ten 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.
<div style="text-align: center; margin-bottom: 10px;"> $2"$ </div>	<div style="text-align: center;"> Summary </div> <p style="text-align: center;">After class, use this space at the bottom of each page to summarize the notes on that page.</p>



COMBINING SQ4R AND CORNELL

Begin the SQ4R Steps:

1. **SURVEY:** Do an overview for the chapter.
2. **QUESTION:** Write questions for each heading.
3. **READ:** Read one paragraph.
4. **RECORD:** Take Cornell notes on separate paper.
5. **RECITE:** Recite the important information in the paragraph.
6. Continue to Read-Recite-Record to the end of the chapter.

Continue the Cornell Steps:

7. **REDUCE:** Make your Recall column.
8. **RECITE:** Cover your notes and Recite from your Recall column.
9. **REFLECT:** Do one or more Reflect activities.
10. **REVIEW:** Review your notes and complete the chapter questions and the questions you made in the Q step of SQ4R.

THE CORNELL NOTE-TAKING SYSTEM*



This Cornell Note-Taking system incorporates several principles known to promote retention and mastery learning. In addition, the system can be used to take notes from lectures as well as from textbooks.

Students using the Cornell system take notes on one side of the paper only. This allows the students to line the pages up to see the overall outline or organization of the lecture or the textbook chapter.

TO PREPARE FOR THE CORNELL SYSTEM

1. Use large notebook paper.
2. Draw a 2 ½" margin down the left-hand side of the paper.
3. Plan to write only on one side of the paper.
4. Title your paper by writing the class, date, and lecture topic on the top of your paper. Also, number each page of lecture notes.

THE FIVE STEPS OF THE CORNELL SYSTEM

- 1. RECORD-** As the students listen to the lectures, they record important information in the right-hand column. Students learn how to record this information so that it is accurate, organized, and concise.

Take your class notes in the right-hand column.

Use headings when possible.

Listen for clue words for listings and/or main points.

Leave a space between each new heading.

Write in complete sentences. Too often phrases are too short and lose meaning after a period of time.

Include examples and details.

Correct spelling and/or fill in gaps right after the lecture.

	Note-Taking	5/9/96
	Intro	
	Cornell Note-taking System	
	Note-taking tips	
	1. Use this column.	
	2. Use headings.	
	3. Use clue words.	
	4. Write in complete sentences.	
	a. Use examples.	
	b. Include details.	
	5. Fill in gaps after the lecture.	

2. REDUCE-

Key words or phrases are moved into the recall column **after** the lecture. These key words are used in the next step.

Now you use the recall column, the column on the left.

This column will serve as your study aid later on.

HOW?

Move headings into the recall column directly across from where they are in your notes.

Then...

Write key words in the column

AND/OR

Write short study questions based on the information in your notes.

Note-taking 5/9/96	
Intro	
What?	
Note-taking tips	
1. Column	1. Use this column.
2. Heading	2. Use headings.
3. Clues	3. Use clue words.
4. Sentence	4. Write in complete sentences.
	a. Use examples.
	b. Include details.
5. Gaps	5. Fill in gaps after the lecture.

3. RECITE-

Reciting is one of the **MOST POWERFUL LEARNING TOOLS** to put information into your long-term memory! Reciting the information aloud is immediate feedback for comprehension. Students are asked to cover up the notes and recite the information using the key words.

How to recite:

1. Cover up the right-hand column.
2. Go to the recall column.
3. Read what is there and begin to **TALK OUT LOUD** telling yourself the information. Talk in **COMPLETE SENTENCES** as if you are teaching it to someone.
4. This gives you immediate feedback as to how much you know.
5. If you can't recite, pull down the paper and read the information. Cover it and recite again.

Intro	
What?	
Tips	
1. Column	
2. Heading	
3. Clue	
4. Sentence	
5. Gap	

4. REFLECT-

In this step students are encouraged to relate the information to previous learning, to summarize, and to add their own thoughts or reactions. This step requires you to take time to really **THINK!** It is also a creative time for you to add your own learning methods.

Here are some ways to reflect:

1. Line up all your notes so you only see the recall columns. Now look at the total lecture outline.
2. Look for relationships. How are all these ideas related? How do they form a larger picture? How does all this relate to previously covered information?
3. Write a summary in your own words.
4. Make any separate outlines, note cards, diagrams, etc.; they will help you learn the information even more.
5. Personalize it. How does this relate to you? What experiences do you have that relate to the information? How is this helpful to you? How will you ever use this?

xxx	xxxx	xx	
	xx		
	xxxx	xxxx	
xxxx	xxxx	xxxx	
xxx	xxx	xxxx	
xxxx		xxx	
xxxx	xxxx	xxx	
xxxx	xxxx		
xxx	xx	xxx	
	xxxx	xx	
xxx	xxx	xxxx	
xxxx		xxx	
xx	xx		
xxx	xxxx		
xxxx	xxx		
	xxxx		
xxxx	xxxx		
xxx	xxx		
			Summary:

5. REVIEW-

Repetition is a crucial part of mastery learning. The recall column is to be used throughout the term for ongoing review. With ongoing review, "cramming" is not necessary for tests or final exams. There are two kinds of review: **IMMEDIATE** and **ONGOING**.

IMMEDIATE REVIEW-

Immediately after you have done the four steps mentioned above, review your work briefly.

ONGOING REVIEW-

This is the second most **EFFECTIVE WAY TO LEARN** and transfer information into your long-term memory.

REPETITION keeps the information fresh in your mind and prevents the need to cram for tests.

ANY TIME you have a few minutes, review your notes by reciting!

PLAN TIME each week to devote to ongoing review. Continue to review "old notes" all term long!

* The teachers of the Effective Learning course in the Study Skills department teach students to use the Cornell note-taking system.