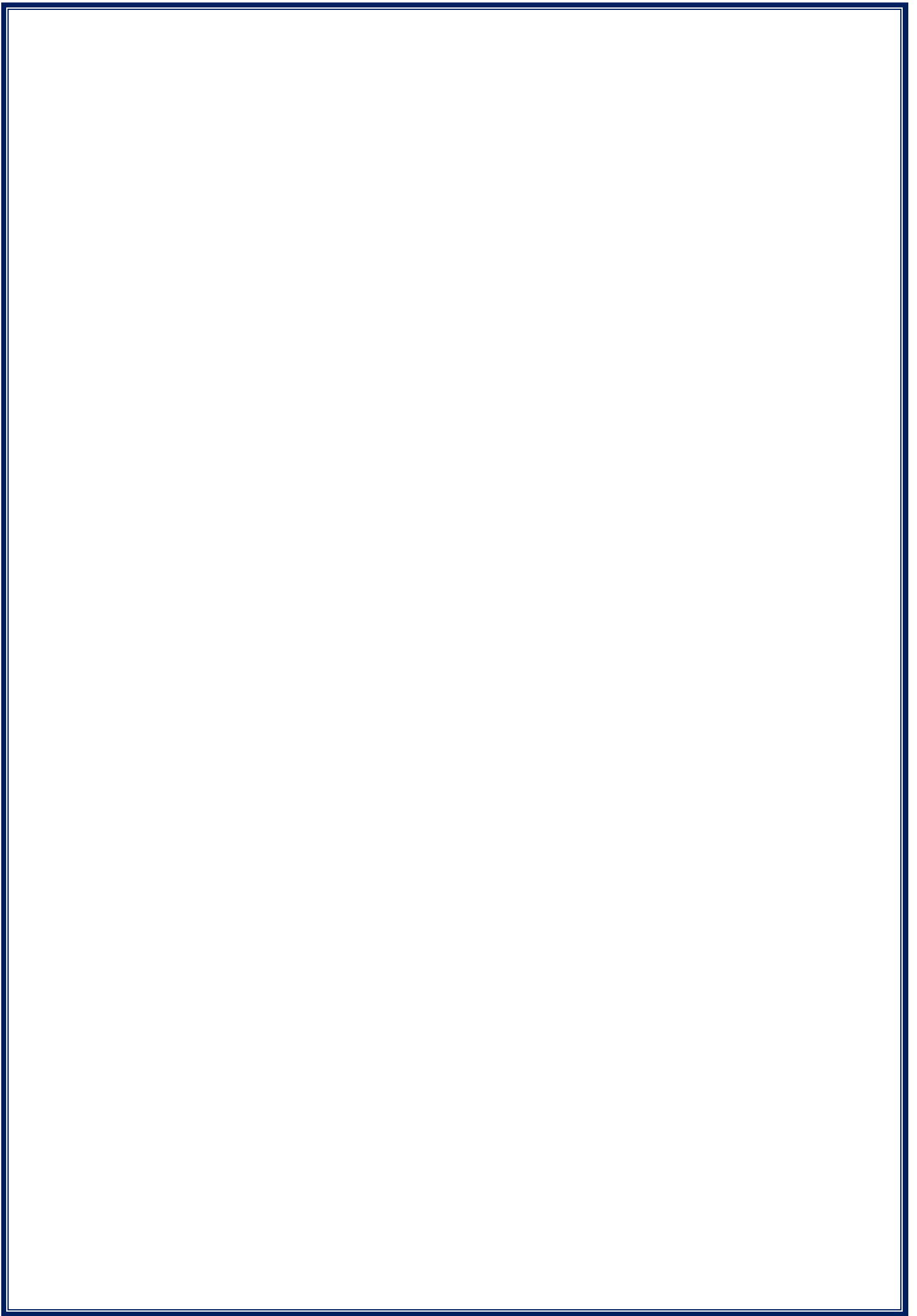# Bishop Ullathorne Catholic School

Sixth Form

The Cornell Note Taking Approach

The Cornell Approach

- The Cornell note taking approach is a <u>note-taking</u> system devised in the 1940s by Walter Pauk, an education professor at Cornell University, New York

- The Cornell method provides a systematic format for condensing and organizing notes. This system of taking notes is designed for a high school or college level student.

A Level Study

A level studying requires a systematic approach to the way that you work. Independent learning is the basis of post 16 study, therefore, productive, private study in school and at home is essential. A level studying requires you to think about and be aware of the following:

- the course content is much deeper and more intellectually demanding than at GCSE

- you need to store a vast amount of information over the two years

- your working memory is relatively small while your long term memory is vast

- you need to organise your work so that you can access it easily and recall it

- you need to adopt a systematic approach to learning rather than leaving it to chance

- research has shown that the **Cornell note-taking technique** has proven that it is not only more efficient than other strategies, but also makes it a lot easier to review notes, for example when preparing for an exam.

- success demands consistent effort through the whole of the two years and revision needs to be an on-going process.

The Cornell approach provides an excellent way to help you with an ongoing, clearly structured revision process.

Note taking in lessons the Cornell way

- title your page

- take basic notes throughout the lesson

- every lesson should then have a summary as to what was studied and learnt

- cue column – come up with 4 or 5 questions relating to the material covered

- the summary and cue column may be beneficial to do 24 hrs after the lesson

- it is generally regarded as the best note taking approach in the world.
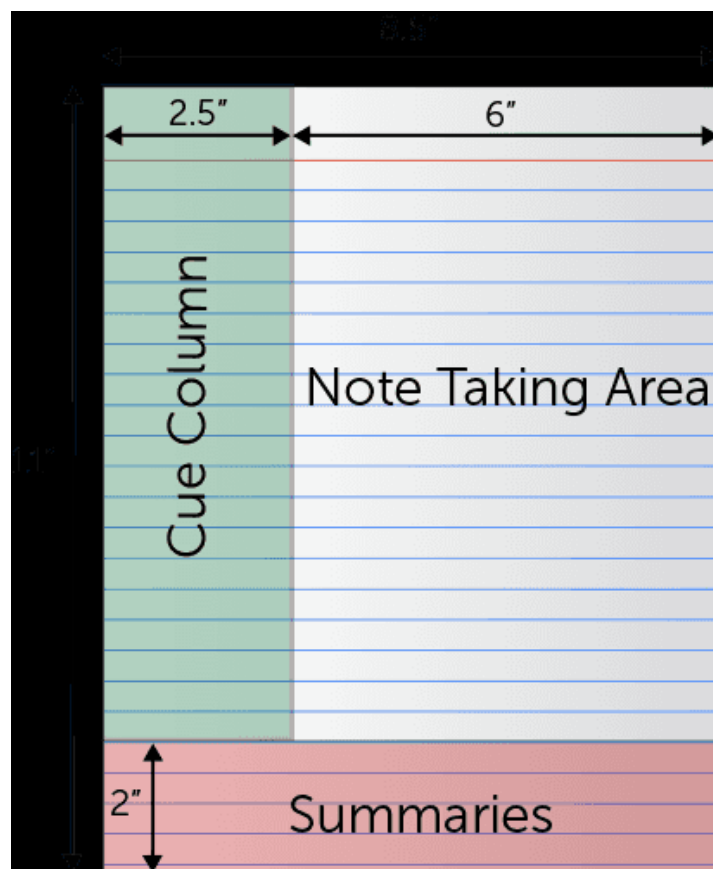
The Overall Process

The Cornell System is both a note taking and a study system. There are **six** steps to it.

Step One: Record

1) Prepare your notepaper by creating a two-column table. The left-hand column should take up about one third of your writing space, leaving the remaining two thirds for recording information. Use only one side of each sheet of notepaper.

2) Summarise and paraphrase (restate in your own words) the facts and ideas presented. Record definitions as stated or written.

3) Indicate changes in topic with headings or by leaving a space between topics

4) Number, indent, or bullet key ideas presented with each topic.

5) Aim for telegraphic (brief) sentences, abbreviations, and symbols. This will increase your note taking speed.

6) Write legibly so your notes make sense to you later.

7) Edit as soon as possible.

Step two: Question

Formulate test questions based on the information recorded in notes and write them in the recall clues column on the left-hand side of notes. Questions should focus on specific definitions and "big ideas".

Step three: Recite

1) Recitation means explaining the information in the notes **out loud**, in your own words. The information should be triggered by the test questions in the recall clues column.

2) Psychologists who study how the memory works say that **reciting aloud** is a powerful technique for anchoring information in the long-term memory. Reciting requires you to think about and understand the information you are committing to memory.

 ➢ studies show that students who recite tend to do better on tests than students who just read their notes silently to themselves.

 ➢ cover up the notes in the "record" column or fold notes back along line separating the "clues" from the "record" column.

 ➢ use recall clues to stimulate your memory and recite the relevant information. Check your answers. This gives you immediate feedback on how well you have learned and are able to retrieve the information. If you have difficulty recalling the information or if your answers are incorrect, learn and recite over again.

Step Four: Reflect
1) Reflection has to do with thinking about the information you are learning.
2) One way to reflect is to look for connections with your own experiences and observations and with other facts and ideas discussed in class.
3) Another way to reflect is to ask questions like: How do the main ideas fit together into a "bigger picture"? How do these ideas fit in with what I have already learned? What do I agree with? What do I disagree with? Which ideas are clear? Which are confusing? What new questions do I have?

Step Five: Recapitulate (summarise)
1) Write a summary of the main ideas using your own words. This is the best test of how well you understand the information.
2) Use a section at the bottom of each sheet of notes to write your summary or write a summary of all the notes on the last page of your note sheets.

Step Six: Review
1) A good guideline is to review nightly or several times during the week by reciting, not rereading.
2) Frequent, brief review sessions aid more complete comprehension of the material than cramming the night before a quiz/test.

For Example

Cornell Notes AVID Decades of College Dreams	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name:
		Class/Period: Lang. Arts
		Date: Oct. 12, 2009

Essential Question:
How does Langston Hughes' poem, "Mother to Son", advice the reader to overcome difficulty and keep from giving up in life?

Questions:	Notes:
1) What is the significance of the speaker in the poem?	① Speaker - ✶ Voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	② Impt. - Poet's choice of speaker → contributes to the poems mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - ✶ the person telling the story gives point of view and affects the message told ← P.O.V ✶
3) How does Hughes use vocabulary to contribute to and convey his message?	writer's/poets style ③ Vocab - helps to understand meaning "crysal stair" = luxuries (metaphor → compares 2 things) ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "cause" = because → slang var. lang used by group speech potl.

Summary:
The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me aint been no crystal staircase.

Example continued

<table>
<tr>
<td colspan="2">Topic: <u>Short Story Elements</u></td>
<td colspan="2">Name: _____
Class: <u>English</u>
Period: <u>6</u>
Date: _____</td>
</tr>
<tr>
<td colspan="2">Questions/Main Ideas</td>
<td colspan="2">Notes</td>
</tr>
</table>

Questions/Main Ideas	Notes
What is the definition of plot?	plot: events that take place in a story
	- exposition: beginning, intro(char, setting, etc.)
	- rising action: building up the climax; filled w/suspense +tension
	- climax: turning point of story; decision of fate
	- falling action: events that lead to resolution; release of tension
	- resolution: conclusion/the end; conflict is resolved
	* conflicts: person vs person - btwn 2 people
	person vs nature - nat. disasters
	person vs society - mainstream society
	person vs self - w/in soul, heart, mind
	person vs supernatural - supernat. entity
Take note:	A good story has more than one conflict!
What are the different types of characters?	Static (flat): a character who's personality does not change throughout the story regardless of occurances
	Dynamic (round): a character who's personality changes throughout the story ► beliefs, morals, attitude, views, etc.
What is the definition/ purpose of theme?	Theme: moral message or overall point of the story
	- author creates the theme
	It's purpose to enlighten/educate/inform
	- meaningful enough to be applied into readers life
	- cleanse/purge your heart/soul/mind/spirit
What defines setting?	Setting: the description, time (era) of which the story takes place
	geographical location, historical time period, social setting

Summary: we're re-learning the elements of a short story. We went over the different types of conflict. We also reviewed the 2 types of characters: static and dynamic. I'd say, the main character of

Template

Date:	Area of study: **Key question:**
Cue Column Questions	Note Taking
	                    SUMMARY

Template

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Additional Notes