

Mr. Hernandez

Our Lady of the Assumption School

Cornell Notes

Review and Clarify



Date _____	
Page _____	
Definition:	_____
Characteristics:	_____
Classification:	_____
Examples:	_____
Process:	_____
Conclusion:	_____
Summary:	_____
Reflection:	_____

Pull out main ideas

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.



Topic

Questions,
Subtitles,
Headings,
Etc.

← 2 1/2" →

First & Last Name
Class Title
Period
Date

Class Notes
Drawing or
picture

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



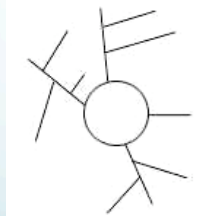
**PROCESS
(output)**

Main Ideas (input)

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

**Which side for
diagrams?**

**Why use
concept maps?**



**What are the
benefits to me?**

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:

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

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: 09/20/12

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.

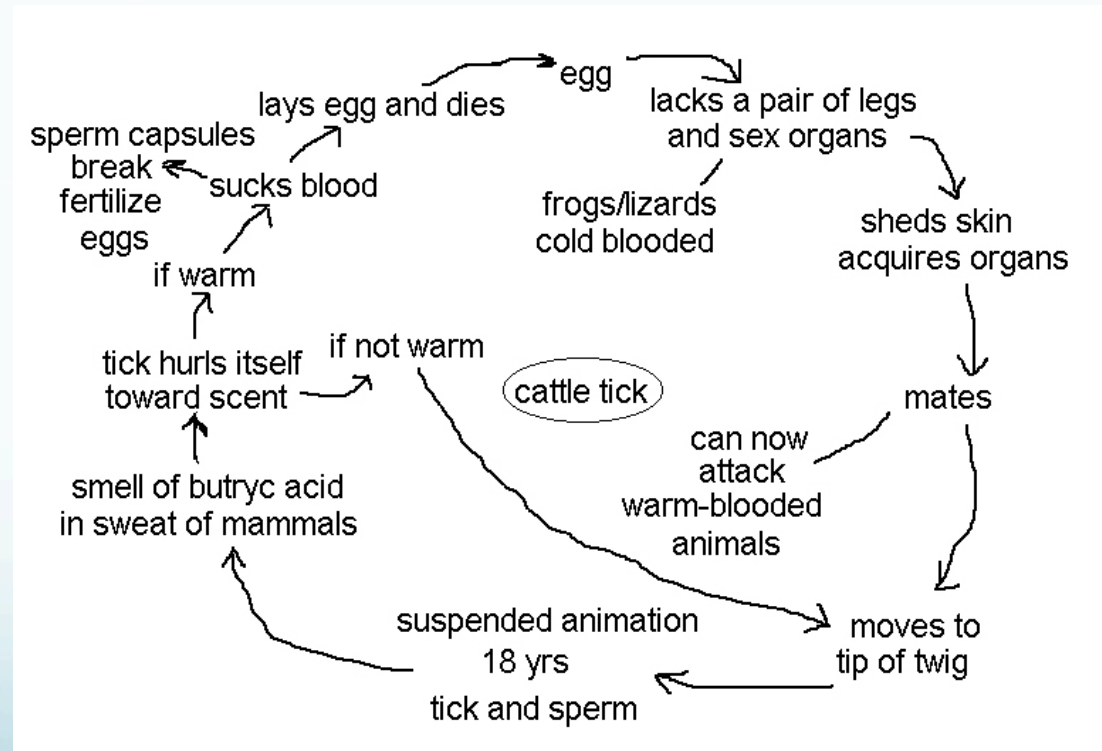
- **Summary is added at the **end of ALL note pages** on the subject (not at the end of each page)**
- **Summary added AFTER questions are finished**

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...)***



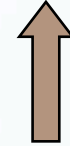
What goes where?

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

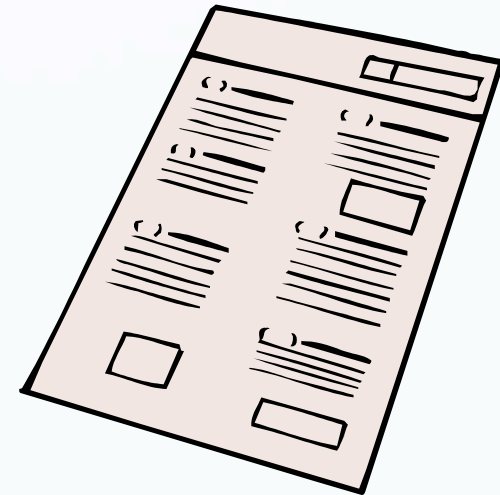
Notes go here, in the large right hand column.

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

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

Writing to Learn

Survey

- (Overview: quickly scan)
- (Establish a purpose)

Question

- (to answer questions)
- (answers to questions with the book closed)
- (Take notes!)

Read

- (at short intervals)

Recite

Rite

Review

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”

Presented by

Mr. Hernandez