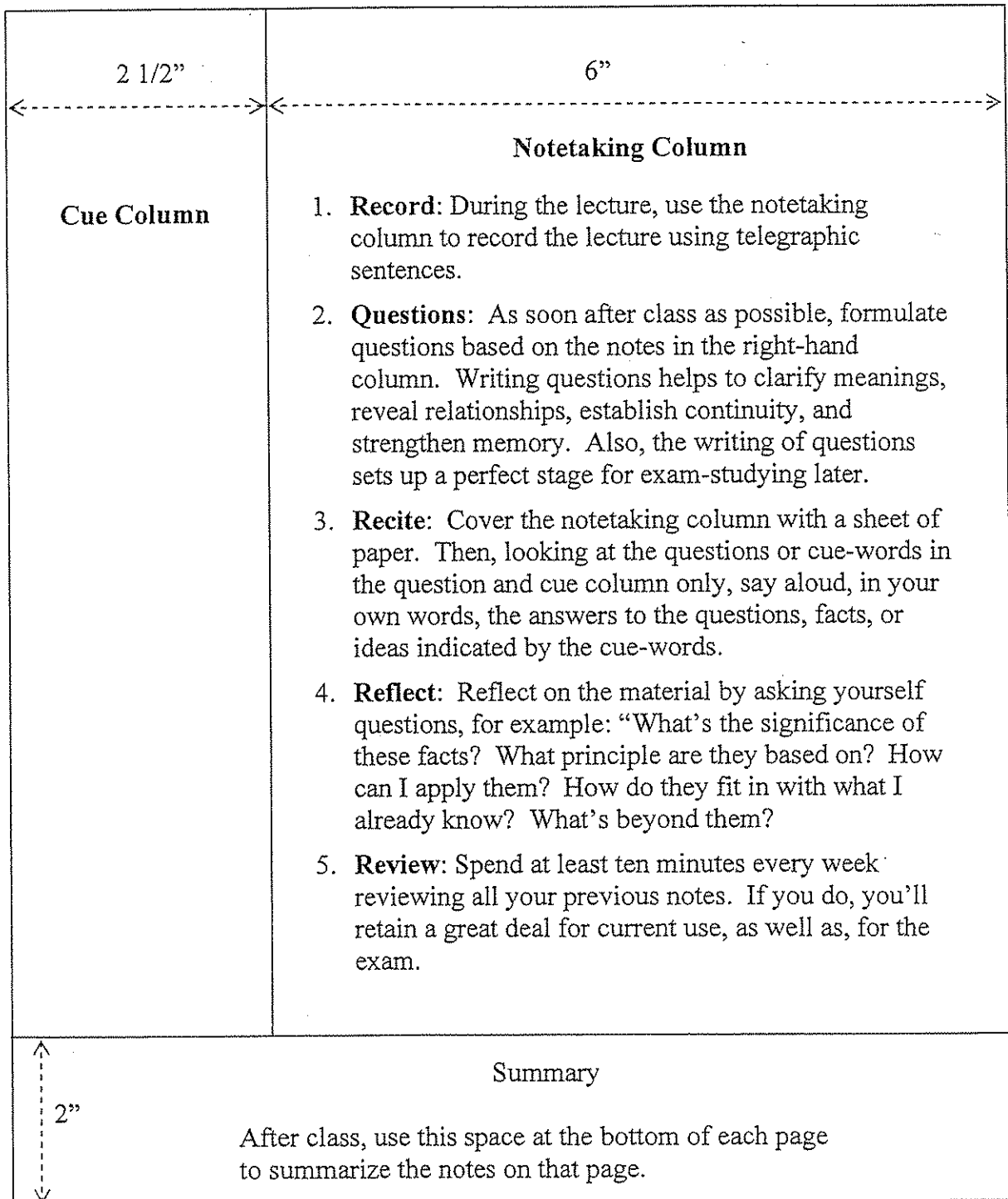


## The Cornell Note-taking System



# Cornell Notes (Intro)

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic \_\_\_\_\_

Class/  
Subject \_\_\_\_\_

Here, in the Connections Column, you might write one or more of the following:

- Categories
  - Causes of WW II
  - Parts of a Cell
- Questions
  - What caused WW II?
  - What are the parts of a cell?
- Vocabulary words
  - Holocaust
  - synthesis
- Review/test alerts!
  - WW II causes and names of allies will definitely be on exam!
  - Parts of a Cell
- Connections
  - check the Owens poem for his comments on war
  - similar to process we studied in last unit
- Reminders
  - Be sure to check the meaning of variant.


Sample Question and Notes  
What should I write down when I take notes?

**Note:** Leave space in the Connections Column so you can add notes and test review questions later on when studying

- Write down only important information. Look for:
- bold, underlined, or italicized words
  - information in boxes or with an icon/symbol
  - headers/subheaders on the page
  - information the book or teacher repeats
  - words, ideas, or events that might be on a test.
  - quotes, examples, or details you might be able to use later in a paper or presentation
- 
- abbreviate familiar words/use symbols (+, -->, #)
  - take notes in bullets and indents; not formal outlines
  - cut unnecessary words
  - use telegraphic sentences: "America enters war 12/44"

How can I take notes faster?

Down here write one of the following; summary of what you read/lecture; the five most important points of the article/chapter/lecture; questions you still need to answer.

# EXAMPLE

Benedetto, Natalie  
Step to College.  
10-27-97

## Different Kinds of Readers

• What are categories?

• what are  
Different Categories in  
reading?  
• aliterate?

illiterate?

- literate?

voracious?

sporadic

idiosyncratic?

professional?

literary?

Frustrated?

late blooming?

\*Categories - different styles, kinds, parts.

### Categories in Reading:

1. aliterate - opposite of illiterate (people who don't know how to read + write) means person who never reads but knows how - they don't value reading (little importance or relevance)

2. illiterate - does not know how to read + write.

3. literate - they like to read and read a lot; different topics - know a lot; "well read"

4. voracious - always reading; in car, elevator - they don't know what to do if they didn't read, not really literate.

5. sporadic - every so often; not consistent - start a book and never finish them.

6. idiosyncratic - odd, peculiar; you're the only one who does it, very individual. - they could only read in McDonalds or read unusual things.

7. professional - white collar job is a professional like doctors + lawyers; blue collar jobs not really professional; pink collar is like a clerk. - reader is someone who reads on their job (like lawyer read law stuff; people who read about their jobs).

8. literary - people who like literature like english teachers; fiction (not true) books like fairytales, fables, myths. read also nonfiction (true)

9. Frustrated reader - feel pressured, discouraged, lonely, aggravated, disappointed.

10. late-blooming - was aliterate, starts late in reading

## *RUBRIC: Cornell Notetaking System*

	No Not Evident						Yes Very Evident	
	0	1	2	3	4			
	<u>Fix-up</u>							
0 1 2 3 4								1. Is a complete heading included in the upper right-hand corner (class name, date)?
0 1 2 3 4								2. Is the topic or title of the lecture written at the top of the note-taking section?
0 1 2 3 4								3. Is the handwriting legibly written in blue or black ink?
0 1 2 3 4								4. Is sufficient space left between ideas, to add information if necessary and to make review easier?
0 1 2 3 4								5. Are ideas indented to show the relationship between major or minor points and supporting details?
0 1 2 3 4								6. Is the lecture primarily paraphrased rather than quoted?
0 1 2 3 4								7. Are the ideas primarily written in phrases rather than the speaker's or writer's exact complete sentences?
0 1 2 3 4								8. Are abbreviations and symbols used when possible?
0 1 2 3 4								9. Are all of the most important points and adequate supporting details included from the lecture?
0 1 2 3 4								10. Is the lecture information edited (with highlighting and numbering or lettering) to make the main ideas and lecture organization clear and easy to review?
0 1 2 3 4								11. Are sufficient questions and/or recall clues written in the recall column to easily review all of the key points?
0 1 2 3 4								12. Are appropriate questions written in the recall column to accurately and thoroughly review and quiz oneself?

***Priorities for future notetaking:***

- 1.
- 2.
- 3.

# Cornell Notetaking Feedback Form

Note-taker \_\_\_\_\_

Evaluator \_\_\_\_\_

Circle grade:            +        ✓+    ✓        ✓-

- |   |           |          |
|---|-----------|----------|
| 1. Date:  | Yes _____ | No _____ |
| 2. Class name:  | Yes _____ | No _____ |
| 3. Title:   | Yes _____ | No _____ |
| 4. Written in ink:  | Yes _____ | No _____ |
| 6. Handwriting is legible:  | Yes _____ | No _____ |
| 6. Sufficient space between main ideas:   | Yes _____ | No _____ |
| 7. Indentation to show the relationship between ideas:  | Yes _____ | No _____ |
| 8. Student used abbreviations or symbols when possible:   | Yes _____ | No _____ |
| 9. Student wrote down all of the most important points from the lecture.  | Yes _____ | No _____ |
| 10. Student created a 2" Recall margin.   | Yes _____ | No _____ |
| 11. Student made enough clues in the margin to recall all the information to the right.   | Yes _____ | No _____ |
| 12. Student made up appropriate clues to recall the information to the right.   | Yes _____ | No _____ |
| 13. Student edited the lecture information to the right and made main ideas stand out by highlighting, lettering, or numbering. | Yes _____ | No _____ |

## Suggestions for your next notetaking effort:

- 1.
- 2.
- 3.