

Cornell Note Taking Method

The Cornell Note Taking System is the most nationally recognized method used by College students as a systematic way to take lecture notes. It is a simple method that breaks the note page into three sections to allow for organized recording and review. You can use it while reading your text or taking lecture notes

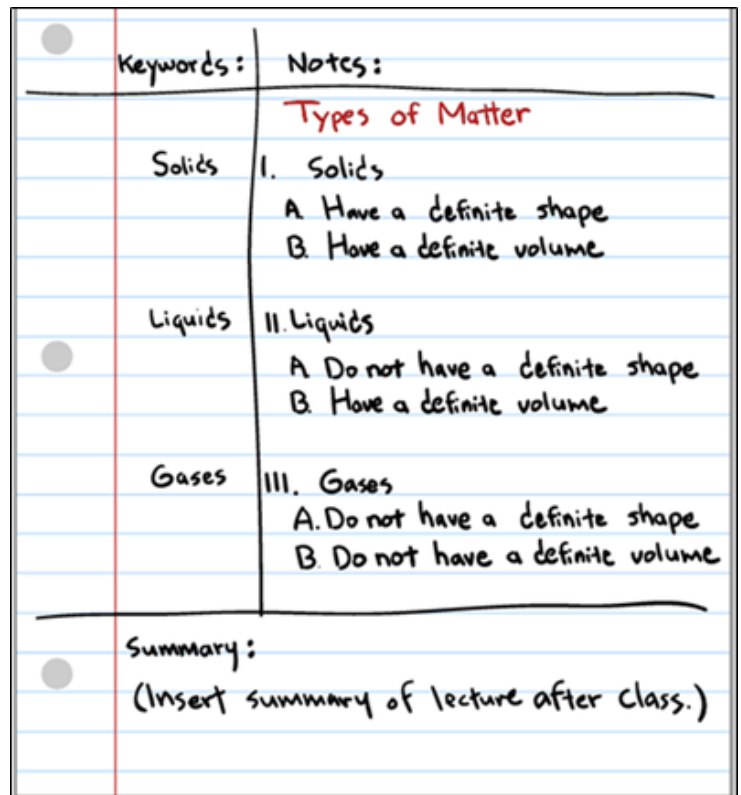
Format: Draw a horizontal line two inches from the bottom of your paper. This section is called the summary area. Draw a two and a half inch vertical line from the left side of the paper down to the drawn horizontal line. This area is called the cue or recall column. The large area on the page is called the main notes area.

Step 1. During class, take notes in the main note area in paragraph form. Skip lines between concepts. All main ideas, details, graphs, lists, systems should be recorded in this area.

Step 2. After class, write one to two questions or cues per main idea from the body of notes in the left margin.

Step 3. After learning the material well, paraphrase each page or main point into a one to two sentence summary and write it in the summary area..

How to Study: To review, cover your notes with a card, leaving the cues/questions exposed. Say the cue out loud, then say as much as you can about the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. Right before the test, reread the summary sentences from each page for a brief yet comprehensive review of the main topics.



Outline Method

A second system of note taking which proves effective is the Outline method. It can be used alone or in conjunction with a multicolumn system like the Cornell note taking system.

Format: Write general information to the left of the paper. Indent more specific information under the general information. Further indent details and examples under the more specific information

When indenting, use either a combination of numbers, letters and or Roman numerals to to organize lists or symbols, such as dashes (-) or bullets (•).

The advantage to the outline method is that it is organized. If done correctly, it shows immediate relationships between concepts, reduces the need for editing, and simplifies review by turning main points into questions with the answers readily available.

Method: Listen and then write in points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indentation can be as simple as or as complex as labeling the indentations with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.

When to Use: The outline format can be best used if the lecture or text is organized in an outline fashion. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time to think about and make organization decisions when they are needed. This format can be most effective when your note taking skills are solid.

How to Study: When preparing for a test, create a practice test on a piece of paper with only headers and symbols and see if you can fill in the rest. Also, have a partner ask you to name examples of each category.

Chart Method

A third system is called the Chart Method, and is best used for courses that demand memorization of important data , such as dates, places, people, events and shows how the information relates. Revision is unnecessary in this method since notes are continuous and create an overview.

Traditional Format

Body Language and Oral Presentations

I. BODY LANGUAGE (conveys your state of mind)

A. Movement

1. Strive for natural movement.
2. Control distracting mannerisms. (pacing, pen-clicking)
3. Develop natural style
 - (a) Move forward to stress points.
 - (b) Step back and focus attention on screen.
4. Hold objects so audience can see them. (Never pass them around)
5. Avoid excessive and uncontrolled movement.

B. Facial Expressions

1. Smile.
2. Appear relaxed and friendly.

C. Gestures

1. Use natural gestures to emphasize what you're saying.
2. Integrate and coordinate gestures with text.
3. Examples
 - (a) number of fingers = number discussed.
 - (b) sizes, shapes - tall, short
4. Use gestures to help pace yourself.
5. Use gestures based on audience size.

Step 1. Determine the categories to be covered in the lecture. Set up your paper in advance by columns headed by these categories.

Step 2. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.

Step 3. You can summarize relationships after each lecture as deemed necessary

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

DATE PLACE PEOPLE EVENT IMPORTANCE RELATIONSHIP

How to Study: Similar to the Cornell note taking method, cover your notes with a card, leaving the categories exposed. Leave one categories and its notes uncovered as a starting point, then go through each additional category, saying as much as you can about the notes underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written.

| Dates | War | Countries | Leaders |
|-------------|--------------|--|--|
| 1939 - 1945 | World War II | Germany Japan Great Britain Russia USA | Adolf Hitler Joseph Stalin Franklin Roosevelt Winston Churchill |
| 1950 - 1952 | Korean War | Korea USA China | Harry Truman Kim Il-Sung |

Mapping Method

Mapping is a method that uses comprehension/concentration skills and visually relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture or text. It is a method that maximizes active participation, capitalizes on immediate understanding of relationships, and emphasizes critical thinking.

Format: This format helps you to visually track your lecture regardless of conditions. Little thinking is needed for relationships to be seen. Review will call for you to restructure thought processes which will force you to check understanding.

Step 1. Start in the middle with the main concept and circle it.

Step 2. Throughout the lecture, build off the main idea using branches and arrows to represent subtopics.

Step 3. For each subtopic describe it with notes.

Step 4. Add pictures or symbols to help with memorization or color code.

When to Use: Use when the lecture content is dense, but well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.

How to Study: Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date

Sentence Method

Format: Sentence method is an outline technique that can be helpful when the information is text heavy. It allows you to convert the dense information into a more precise phrase with less words

Step 1. Write every new thought, fact or topic on a separate line, numbering as you progress. Leave space between each.

Step 2. Simplify each note on a new piece of paper. Use abbreviations whenever possible.

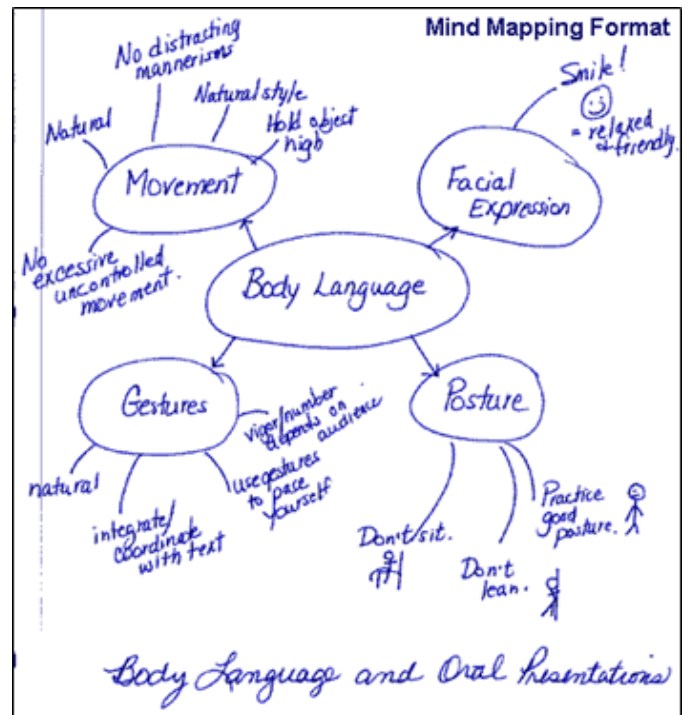
Step 3. Cluster points which are related.

Advantages: Slightly more organized than the paragraph. Gets more or all of the information. Thinking to track content is still limited.

Disadvantages: Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.

When to Use: Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

How to Study: Review by covering parts of sentences for memory drill. Quiz yourself or have a partner quiz you by reading part of a sentence on the new paper (Step 2) and leaving a word or phrase out, so that you're filling in the blank.



Example Lecture: A revolution is any occurrence that affects other aspects of life, and so forth. Therefore, revolutions cause change. (see pages 29-20 in your textbook about this).

Sample of Notes: Revolution- occurrence that affects aspects of life...eg...econ, soc, etc,,,text pp. 29-30

***Develop your own set of abbreviations and symbols**

