

Note Taking: Cornell Method

A WIDELY RECOGNIZED SYSTEM OF NOTE TAKING that is commonly taught to university students is the Cornell method, developed by Dr. Walter Pauk, a Cornell University professor. The Cornell system is not really a method of taking or recording notes; it is more a system for organizing your notes into an effective study guide. The Cornell system promotes active learning and critical thinking, providing a method by which you can increase your comprehension of class material. There are five stages involved in the Cornell note taking method.



Stage 1: RECORD

Prepare for this stage by drawing a vertical line about 2 ½ inches from the left edge of your paper. The **left column** is your **recall column**, which you leave blank until Stage 2. The right, larger column is where you will record important information from the lecture. You can use an outline or paragraph format. Include diagrams, illustrations, questions/answers provided by the professor during her lecture.

recall column	record your lecture notes in the right, larger column
	<i>Photosynthesis</i> <i>January 24</i> □

Stage 2: REDUCE

As soon after class as you can, review and condense your notes. This reduction stage increases your understanding and recall. Reviewing lecture material within 24-48 hours of the lecture can increase how much material you remember by approximately 80%. Another way of looking at this is that if you fail to review within 24-48 hours of the lecture, you will forget approximately 80% of the material. This means that you have to spend additional time relearning the information prior to a test.

Write key words and phrases in the recall column to summarize main points of the lecture. Use as few words as possible. Include questions that help you to clarify unclear ideas or to elaborate on your lecture notes by connecting ideas together. Develop potential test questions that you think the professor could ask you relating to the lecture information. Finally, summarize the lecture in your own words. Summarizing information is another way of reviewing and critically thinking about what you have learned. Preparing summaries in your own words helps you identify what you know and understand, as well as making very obvious the information for which you need additional clarification from professor or study partners.

<i>Climate classification</i>	
	I. <i>System of climate classification</i>
<i>Koppen</i>	A. <i>Invented by Vladimir Koppen: botanist who saw biological activities as a function of climatic characteristics</i>
<i>What did he do? Why imp.?</i>	B. <i>created a climograph</i>
<i>Define climograph</i>	** <i>Displays mo'ly temp. and precip. on 1 graph</i>
	C. <i>main concern: make it simple</i>
<i>How do you calculate</i>	<i>*rel'ship between potential evap. & amt. of mois. rec'd</i>



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<i>problem on a climograph?</i>	<i>at any geo. location</i>
<i>Give example.</i>	
	<i>II Arctic climates: ET & EF</i>
<i>list/define E Climates</i>	<i>E: avg. mo. temp. <50</i>
<i>Characteristics?</i>	<i>ET: avg. temp. warmst mo. 50F & <32F</i>
	<i>* tundra or continental subarctic</i>
	<i>EF: avg. temp. in warmst mo. <32F</i>
	<i>*ice cap or arctic</i>
<i>Define humid dry boundary</i>	<i>III Humid Dry Boundary</i>
<i>How calculated?</i>	<i>A. Marks maj. diff. between humid & dry climate regime</i>
<i>Example?</i>	<i>B. Must know how boundary calculated</i>
<p>Summary: <i>Koppen was a botanist who invented a system of climate classification. He believed that characteristics of climate determined biological activities such as?????. To classify climates, he developed the climograph, which displays variables of monthly temp. and precip. We are looking at the relationship between potential evaporation and amt of moisture received at a particular geographic location. E-type climates are locations where avg. mo. temps are less than 50. Precip. is received, but comes as snow. ET climates are tundra or continental subarctic; warmst mo. = temps of 50-32F. EF climates are ice cap or arctic; warmst mo.=below 32F.</i></p>	

Stage 3: RECITE

During this stage, you cover your notes and try to say what is in them in your own words. Cover up the right-hand column where you recorded your notes and use the key words and phrases in the recall column to trigger your memory. If you have difficulty recalling the information successfully, do another review of your lecture notes.

Stage 4: REFLECT

After reviewing and reciting your notes, give yourself some "wait time". Then, reread your notes and think about them. Read your text to supplement and clarify your notes. Use your text and lecture notes to discover the causes and effects of issues, define terms, and relate concepts. Make generalizations and draw conclusions. Create a brief summary of the entire lecture. This helps you to become a more active, critical thinker.

Stage 5: REVIEW

Briefly review your notes several times a week to retain what you have learned. "Distributed review" results in repetition of the information, which keeps it fresh and decreases your chances of forgetting what you have learned.

Sources:

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