

Carmell  
Notes



# 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.



First & Last Name

Class Title

Period

Date

Topic

Questions,  
Subtitles,  
Headings,  
Etc.

# Class Notes

← 2 1/2" →

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



**Subject: Why take Cornell notes?**

**Date: 11/20/01**

**PROCESS  
(output)**

**Main Ideas (input)**

How can  
Cornell notes  
help me  
organize my  
ideas?

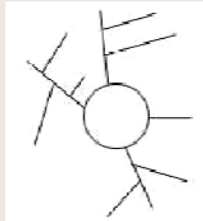
Can be used to provide an outline of chapter or lecture.  
Organized by main ideas and details.  
Can be as detailed as necessary.  
Sequential- take notes as they are given by instructor or text in an orderly fashion.  
After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.  
Can be used as study tool:

Which side for  
diagrams?

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

Why use  
concept maps?

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.

What are the  
benefits to me?

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: 11/20/01

**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

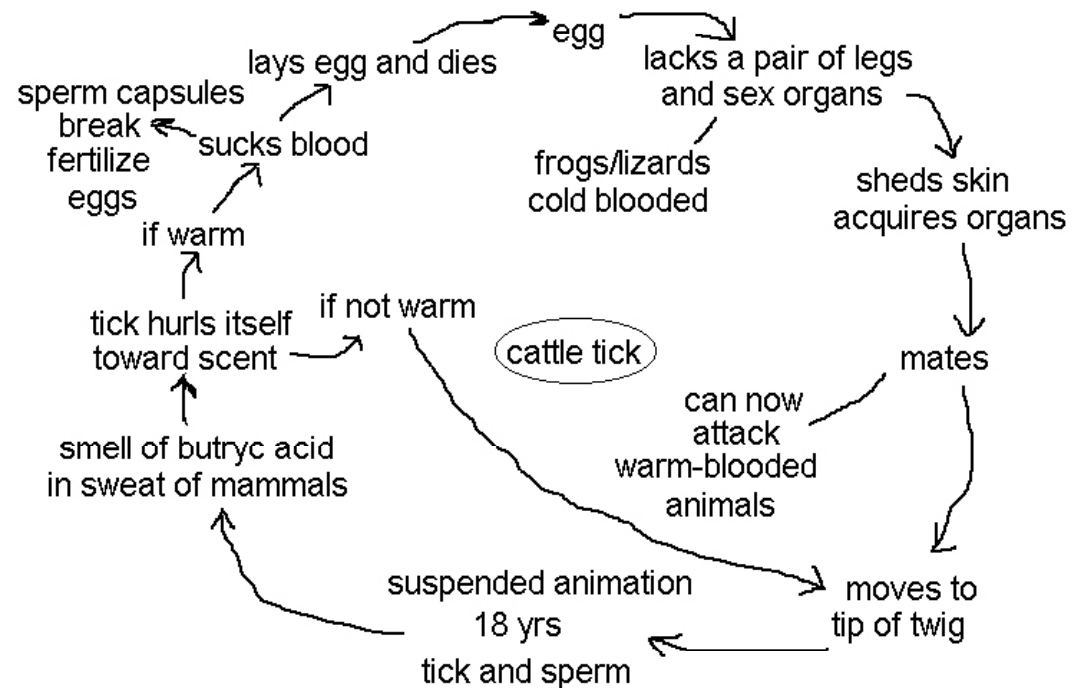


# Example

*(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.

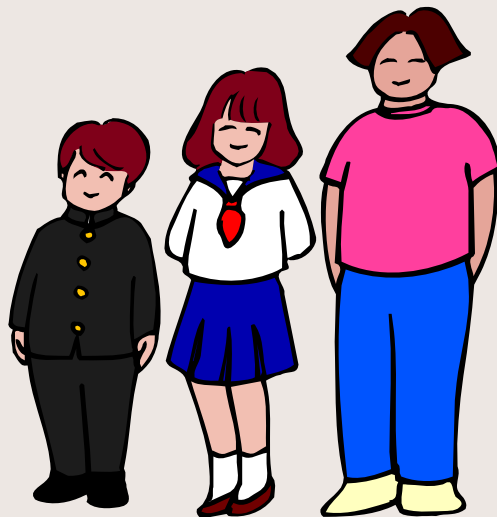
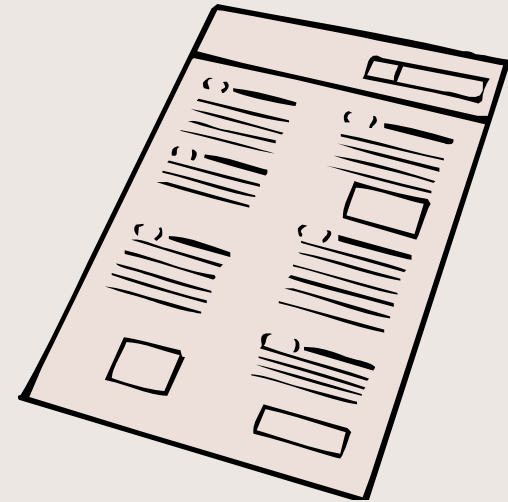
Don't forget the **heading:**   
Name, Class, Period, Date, Topic

**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

<b>5</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes are selectively and accurately paraphrased</li><li>• Use of logical abbreviations</li><li>• Notes have been edited, highlighted, and underlined</li><li>• Questions check for understanding and reflect higher levels of inquiry</li><li>• Summary shows learning by effectively summarizing and reflecting on information and/or asking questions to clarify or further the thinking</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes are selectively and accurately paraphrased</li><li>• Use of logical abbreviations</li><li>• Questions check for understanding and reflect higher levels of inquiry</li><li>• Has a summary</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes may/may not be accurate; information not always paraphrased</li><li>• Some use of abbreviations</li><li>• Questions check for understanding</li><li>• May/may not have a summary</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Proper set-up</li><li>• Has some notes</li><li>• Has questions</li><li>• May/may not have summary</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Proper set-up</li><li>• Has notes</li><li>• Questions on left non-existent</li><li>• No summary</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Improper set-up; not Cornell notes</li></ul>

# SQ4R-Writing to Learn

**Survey** • (Overview: quickly scan)

**Question** • (Establish a purpose)

**Read** • (to answer questions)

**Recite** • (answers to questions with the book closed)

**Rite** • (Take notes!)

**Review** • (at short intervals)

# 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”

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