

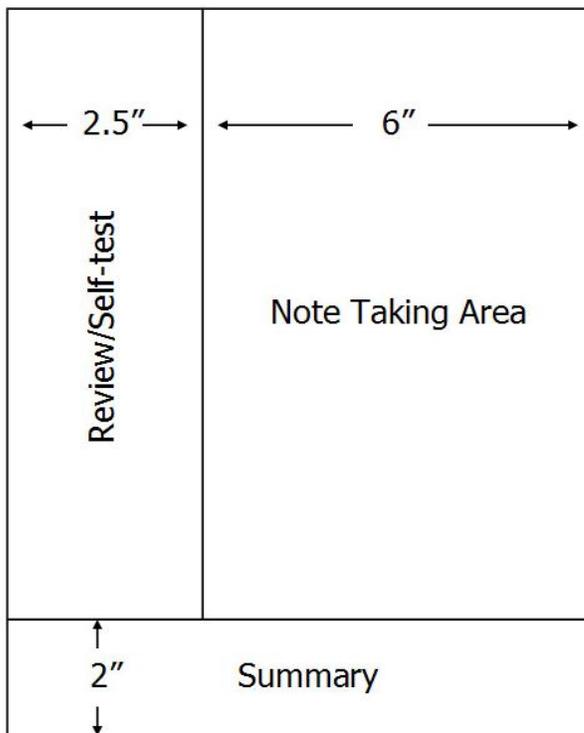
# Note Taking: Cornell Method

**A NOTE TAKING SYSTEM** that is frequently recommended for university students is the Cornell method, which was developed by Dr. Walter Pauk of Cornell University. The Cornell method is an excellent study system for organizing and reviewing your lecture notes to increase your comprehension and critical thinking of course material, which typically results in improved test scores.



## Step 1: RECORD LECTURE NOTES

Prepare your paper by drawing a vertical line about 2 ½ inches from the left edge of your paper. This **left column** will become your **review or self-test column**, which you leave blank until Step 2. The **right, larger column** is where you will write **your lecture notes**. You can use an outline or paragraph format. Ensure that you include any information that the professor displays on the white board, such as diagrams and problems/solutions. Add verbal examples, questions/answers, and other relevant, special comments that the professor expresses during lecture.



## Step 2: REVIEW YOUR NOTES and CREATE YOUR SELF-TEST COLUMN

Within a day of the class lecture, review your notes. Reviewing lecture material within 24-48 hours of the lecture and several times a week thereafter can increase your long-term recall of information from approximately 20% to over 70%. Reviewing consistently also eliminates the stressful practice of cramming before a test, re-learning information you have forgotten during the intervening weeks.

In the review/self-test column, write key words or brief phrases to summarize main points of the lecture. Develop and write potential test questions that you think your professor could ask on a test. Creating practice test questions, which is called self-testing, is a very powerful and successful study strategy that significantly increases your understanding of the material as well as your long-term retention of the information.

## Step 3: SUMMARIZE YOUR NOTES

Prepare a summary of the lecture in your own words. Summarizing information is another way of reviewing and critically thinking about what you have learned. Creating a summary helps you to 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. Summaries can include diagrams and illustrations, equations, problems/solutions, as well as words.

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**Example:**

<b>Review/self-test column</b>	<b>Record your lecture notes in this column</b> 32 (notes page#)
<i>-Def. of hepatitis?</i>	<i>Hepatitis (lecture topic) January 24 (lecture date)</i>
<i>-5 infectious types: what are they?</i>	<i>Def: inflammation of the liver. 5 infectious forms</i>
<i>Which types become chronic?</i>	<i>1. <u>A</u>: not chronic. Transmitted by food or water contaminated by feces of person. Vaccine = Y; alone or w/ B</i>
<i>-How are symptoms of A and B the same? Different?</i>	<i>symp: flu-like: nausea, fever, fatigue, abd. Pain. Sometimes</i>
<i>-What diseases are caused by chronic hepatitis?</i>	<i>Lifelong immunity. Most recover completely. Travel = high</i>
<i>-If a health worker had symptoms of nausea, fever, abdominal pain, he/she would have type D. T/F?</i>	<i>2. <u>B</u>: not chronic 95% of cases. Transmitted through blood, other body shared needles, mom&gt;fetus. Vaccine = Y; alone or with A</i>
<i>-Which types can a mother pass on to a fetus?</i>	<i>3. <u>C</u>: chronic 85% of cases. Transmitted by blood (transfusions before shared needles. Vaccine = N. No initial symp. 10% of chronics</i>
<i>-Which vaccine for A? B? C-E?</i>	<i>cirrhosis or liver cancer. Leading cause for transplants. Health</i>
	<i>4. <u>D</u>: chronic. Trans. like B. Vaccine = N. Rare in US &amp; only in those Hep B</i>
	<i>5. <u>E</u>: not chronic. Trans. Like A. Vaccine = N. Rare in US. High in So.</i>
<p><b>Summary</b></p> <p><i>There are five infectious forms of hepatitis, which is an inflammation of the liver: A, B, C, D, E. Chronic types are A, B, E. There are vaccines for A &amp; B. Depending on the type, hepatitis is transmitted by food, contaminated water (feces), blood, shared needles, and/or body fluids. Type B can be transmitted to a fetus. Hep C can lead to cirrhosis or liver cancer. This is the type that health care workers are at higher risk for. Hep E is rare in U.S.</i></p>	

**Step 4: TEST YOURSELF**

After you have completed your self-test column and summary, quiz yourself. Cover up the right-hand column where you recorded your notes and use the key words and self-test questions to review the information. Identify the concepts and facts that you had difficulty recalling accurately, and study more carefully the information you didn't know or understand completely.

**Stage 5: REHEARSE THE INFORMATION FREQUENTLY**

Review your notes and test yourself several times a week until you have a complete and accurate understanding of all of the lecture material. Use your textbook to supplement and clarify your lecture notes to develop a deeper understanding of terms, definitions, and concepts. Reviewing over several days ("distributed review"), versus cramming before a test, ensures deeper learning and increases your chances of remembering what you have learned.