

Cornell Note Taking Method

Adapted from Utah State University, www.usu.edu

Step 1: RECORD LECTURE NOTES

The **Note Taking Area** is for writing your class notes. Include:

- Any information that the professor displays on the board
 - diagrams and problems/solutions
- Add verbal examples, questions/answers
- Any relevant, special professor comments

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

In the **review/self-test column**:

- Write key words or brief phrases to summarize main points
- Develop and write potential test questions
 - This creates practice test questions, which aids in self-testing, which is a very successful study strategy that 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:

- Is another form of review
- Aids in critically thinking about subject matter
- Can include diagrams and illustrations, equations, problems/solutions, as well as words
- The summary section should also help you identify which information you need clarified.

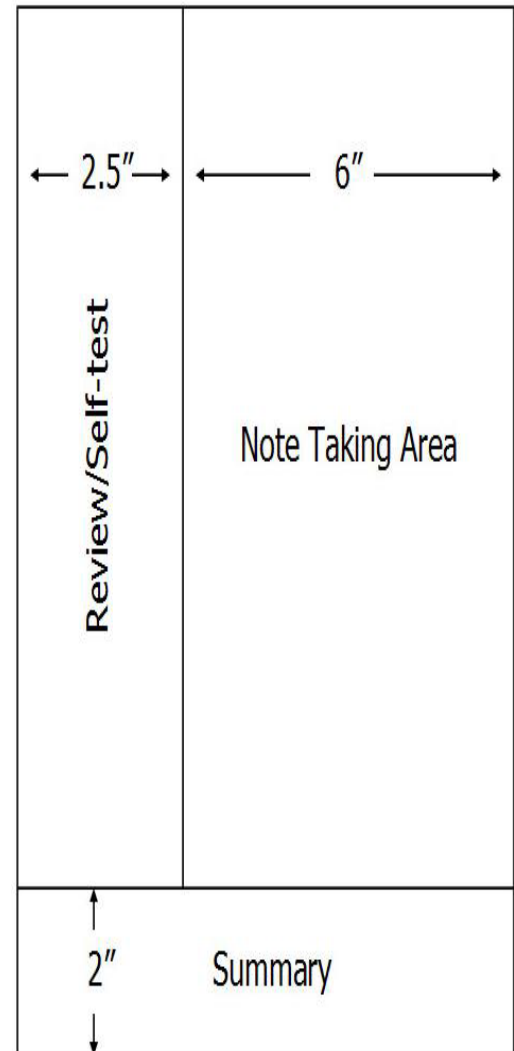
Step 4: TEST YOURSELF

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. These are also the questions you should ask in the next class.

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 retaining content.



Cornell Note Taking Method Example:

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

Definition of Student Success:

The true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.

Learning Outcome:

Personal Reflection: By engaging in the Cornell note taking method you are exhibiting the student success learning outcome of personal reflection. This means that you are thinking reflectively about what you are learning, while also connecting it to what you have already learned or previously experienced.