

## CORNELL NOTE TAKING

Cornell Note Taking is a classic note taking strategy developed in the 1950s at Cornell University by Walter Pauk.

Recent research concluded that using Cornell Note Taking increased students' higher level thinking skills such as application and synthesis.

When taking notes, either in the classroom during discussion and lecture or from your textbook reading, constructing your own notes develops your critical thinking ability and helps you to focus and maintain attention.

Try Cornell Note Taking in the classic form, then use as you prefer. Like all study strategies that you learn, you should adapt the strategy to your own personal study system.

You must persist, practice, and evaluate your study system.

**Take charge of your learning and your success!**

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**Academic Commons Room 138**  
**Open MTWR 6 p.m. to 10 p.m.**



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# Cornell Note Taking



Note Taking  
Strategy

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## General Note Taking Guidelines

1. At the top of your notes, specify class, topic, and date.
2. Keep notes for each class in separate locations. You may use a three-ring binder, a folder, or a spiral notebook.
3. Write on one side of the paper only. Most study experts suggest using a pen.
4. Leave white space. Do not make notes too dense. You may want to go back and add details or revise.
5. Write in outline form. Listen or read for main ideas and subordinate subtopics and illustrations or examples.
6. Do not attempt to write down everything the professor says or shows on a PowerPoint. Again, listen and try to discern the main ideas. Listen for cue words such as, "therefore," "to summarize," or "finally."
7. Use abbreviations. Develop your own shorthand system. Avoid writing in full sentences.
8. Stay positive. Remember you are learning and growing. A little frustration is to be expected.

## CORNELL NOTE TAKING

### Step One:

#### Divide Notebook Paper into Three Sections

- A. The note taking section/column is usually on the right and is twice as large as the section on the left.
- B. The key word or question section/column is on the left side of the page.
- C. Leave five to six lines at the bottom of the page for a summary.

### Step Two: Take Notes

- A. During lecture or reading, take notes in the left (large) section or column.

### Step Two: Complete the Left/Column (aka the "cue" column)

- A. Write questions or key words in the left column.
- B. Within twenty-four hours, revise notes. Add information, clarify, and make sure you understand what you have written.

### Step Three: Summary

- A. Write a summary of the notes at the bottom of the page.

### Step Four: Review Notes

- A. Review your notes regularly.
- B. Cover the right side of notes and quiz yourself.

## CORNELL NOTE SAMPLES

October 3

Types of Leadership Theory  
Pg. 127

Maslow's Hierarchy of Needs

Self-actualization  
Esteem  
Social  
Security  
Physiological

Motivational Theories -  
- Explain how human relations affect motivation.

Maslow's Hierarchy of needs (motivational theory)  
1. Physiological Needs - survival, food, shelter  
2. Security Needs - stability and protection  
3. Social Needs - friendship and companions  
4. Esteem Needs - status and recognition  
5. Self-Actualization - self-fulfillment  
\* Developed By Abraham Maslow  
\* Must meet lower needs first.

Theory X - holds that people are naturally irresponsible.  
Theory Y - holds that people are naturally self-motivated and responsible.  
\* Developed by Douglas McGregor  
\* What type of leader you are is determined by which theory you believe in.

Why do some believe in Theory X and others Theory Y?

Motivational theories explain how and why people are motivated. 2 motivational theories are Maslow's hierarchy of needs and Theory X and Y

Cue Column

Note-Taking Area

Summary Area

<http://1stopbrainshop.com/study-skills/the-split-page-the-cornell-system/940/>

Hour Lesson Title

Title/objective	Lesson 3.1 + 3.2 - Systems of Equations
What is a SoE?	System - two or more equations that have the same variables
Solution = intersection	When graphing a system, the point of intersection represents the solution
Inconsistent = parallel lines	Classifying - Inconsistent if no solution ↳ parallel lines
Independent = one intersection	- Consistent/Independent ↳ has a solution ↳ only one solution
Dependent = same line	- Consistent/Dependent ↳ has solutions ↳ many of them ↳ same line
Graphing - see where/if the lines cross	Solve by graphing $y = x + 1$ $y = -x - 3$ Solution (-2, -1)
Summary:	

This student still needs to complete the summary.

<http://www.monroec.edu/depts/ssd/documents/NoteTakingPowerPoint.pdf>