

The Cornell Note Taking System for *The Ohio State*

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Objectives

This worksheet is designed to help you plan and implement The Cornell Note Taking Strategy to help you actively learn material in class and when reading your textbooks. You will learn:

- Why The Cornell Method Works
- How to Set Up Your Notebook/Notability
- How to Incorporate The Cornell Process
- Tips & Tricks for Identifying Important Information

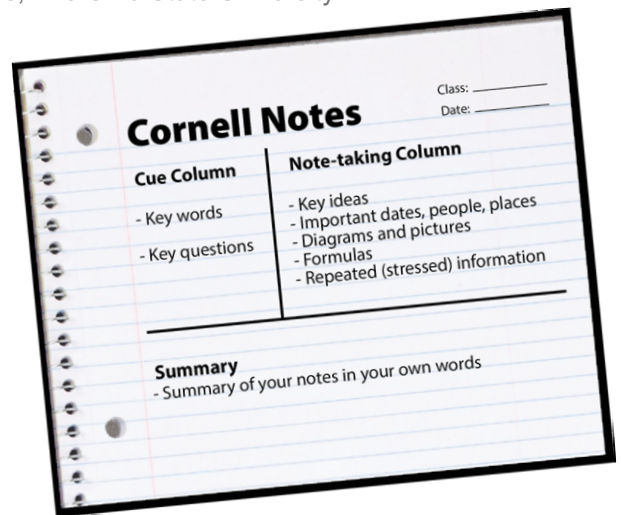
Why Use The Cornell Method?

1. Helps you organize and process information. Walter Pauk, creator of Cornell Notes, determined the importance of reviewing and studying over time for better recall of the information (See chart below).
2. Easy to review notes every day
3. Incorporates a tabbing system to help identify key terms and ideas quickly
4. Includes a built-in study guide for exams
5. Works equally well in lecture-based classes and with textbooks

| After lecture: | Material forgotten: |
|----------------|---------------------|
| 20 minutes | 47% |
| 1 day | 62% |
| 2 days | 69% |
| 10 weeks | 75% |
| 15 weeks | 95% |

Pauk, 1997

<http://lsc.cornell.edu/study-skills/cornell-note-taking-system/>



Example of How to Set Up Your Page
<https://cultureexchange1.wordpress.com/>

The 5 “Rs” of The Cornell Method

RECORD

Divide your page into 3 sections as shown above: Cue Column (1/3), Note Taking Column (2/3), and Summary (bottom).

As you take notes, use the Cue Column to record key words, phrases, outline or questions. These will serve as a “tab” system so you can find the information in your notes quickly when you review and study.

In the Note Taking Column, record key ideas, concepts, diagrams, maps, pictures, and formulas. Avoid trying to capture word for word.

REFINE

After class, take a little time and summarize the sections for the lecture in your own words (3-4 sentences) using the Summary section at the bottom of each page.

Then, refine your notes by adding in answers to your questions, filling in information to flesh out your notes, underlining, adding cue words, graphics, pictures, diagrams

RECITE

See what you know! Cover the Note Taking Column and self-test to see what you remember. Make note of where you have gaps in your memory.



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REFLECT

Study all the cues on the left. Then make deeper connections by looking for patterns, organization of the information, processes, and progressions.

REVIEW

Repeat Recite and Reflect over time until you have mastered the information. Continually self-test to make sure you have a deep understanding of the material.

After Class – (REFINE, RECITE, REFLECT, REVIEW)

- Compare your notes with classmates
- Verbalize what you have learned
- Revise your notes by adding things you missed
- Review your notes and clarify anything you are not sure of
- Rehearse what you know out loud

Tips & Tricks Playbook

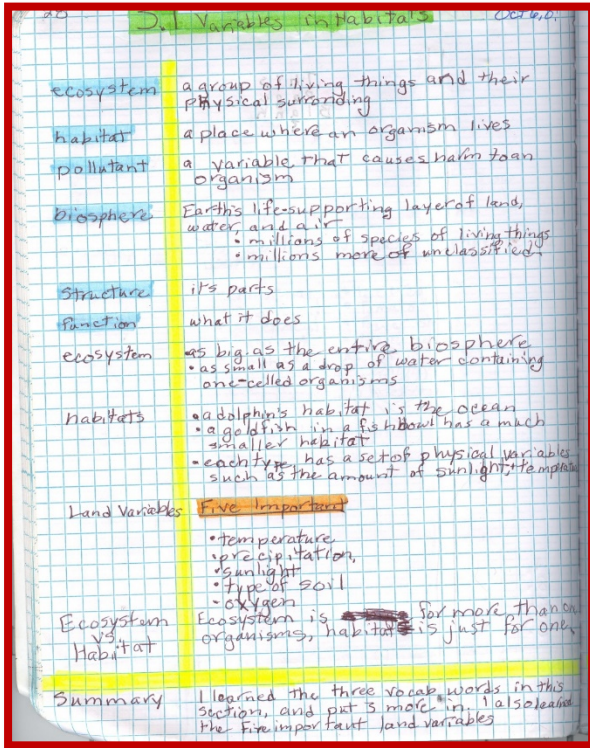
“The Pause”: Stay alert! When the professor pauses, they usually want to let something important sink in or are getting ready to tell you something important.

“The Visual”: Remember, if the professor goes through the trouble of writing something on the board, whether it is a word, phrase, diagram, it’s going to be important.

“The Broken Record”: If the professor keeps repeating themselves, it’s possible that they have lost their marbles. BUT more likely, it is that they are telling you something important.

“The Ding-Ding-Ding”: During the lecture, listen for key signal phrases that alert you to write down important information. Here are just a few:

- | | |
|------------------------------------|---------------------|
| First, Second, Third ... | Furthermore... |
| And most importantly... | Also... |
| A major development/idea/theory... | For example... |
| Now this is important... | Therefore... |
| Remember that... | In conclusion... |
| The important idea is that... | As a result... |
| The basic concept here is... | Finally... |
| On the other hand... | In summary... |
| In comparison to... | From this we see... |
| For instance... | |



Example of Handwritten Cornell Notes

**Putting it All Together
The Process**

Before Class – Preparation (RECITE, REFLECT, REVIEW)

- Complete reading assignments before class
- Take (Cornell) notes on the readings
- Prepare a list of questions to answer while in class

During Class – Stay Engaged (RECORD)

- Take Cornell notes
- Focus on ideas, concepts, and processes rather than word-for-word
- Listen for verbal and visual cues
- Leave spaces or “?” if you get behind or zone out for a minute
- Create your own shorthand and abbreviations

We’re Here to Help

Remember, you do not need to do this alone. For help, visit with your Academic Advisor, College Success Counselor or Student Success Services.

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