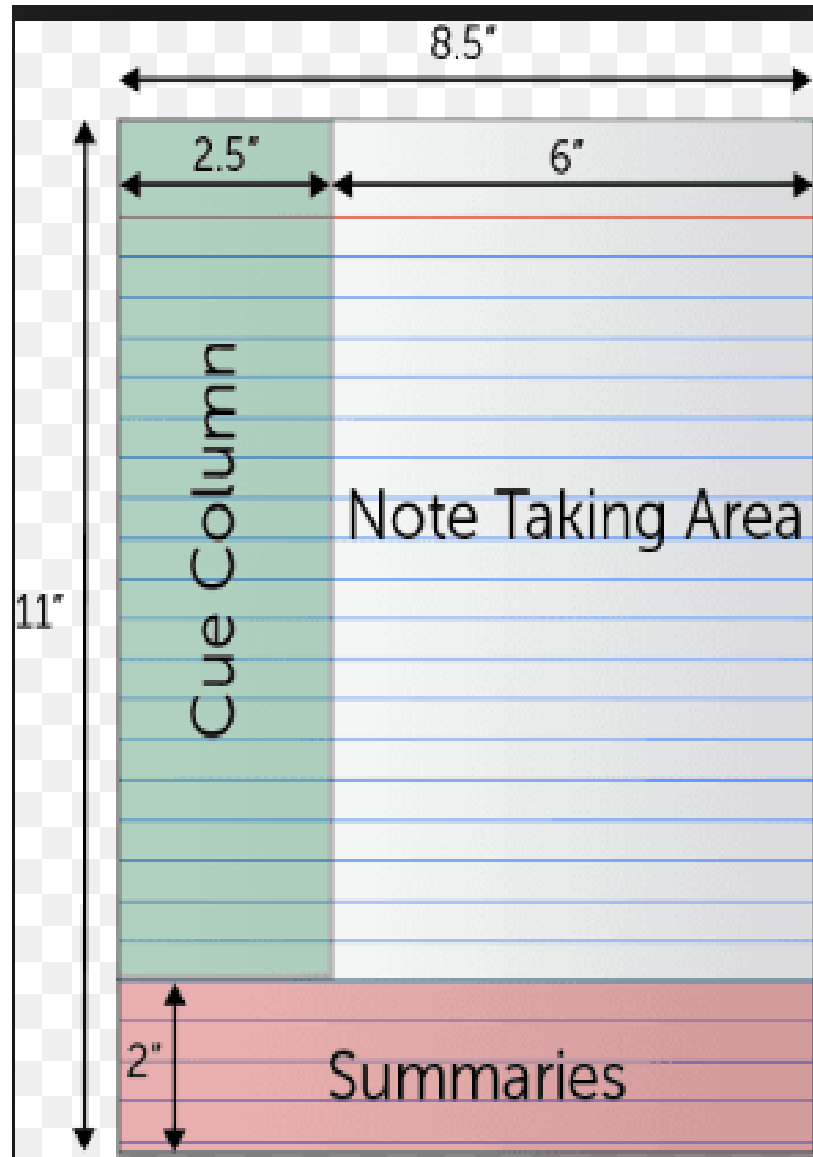


CORNELL NOTES

A specific strategy to help your long term learning.




Cornell Notes Method



<https://www.youtube.com/watch?v=ErSjc1PEGKE>

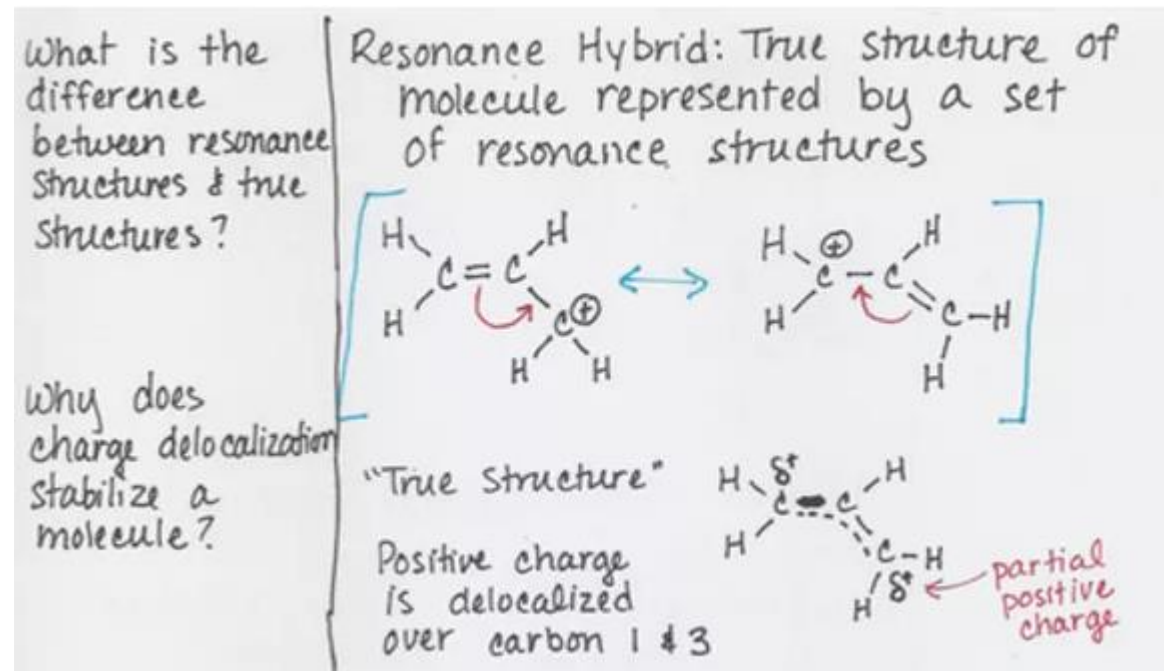
CORNELL NOTES — HOW?

CUES	DATE	MODULE/CLASS	TOPIC
<p>CUES (reduce & recall)</p> <p>AIM: reduce notes to essential ideas to produce recall</p> <p>WRITE FROM AFTER CLASS</p> <p>Step 1: Review NOTES column & pull out: - key words - key concepts - outlines - dates - facts</p> <p>Step 2: Formulate questions based on your NOTES e.g. what are formulae / principles of complexity theory?</p> <p>Step 3: Write these and your questions in this column alongside the corresponding NOTES.</p>	<p>NOTES (record)</p> <p>AIM: record as many key points as possible (TAKE DURING CLASS)</p> <p>What do I write here?</p> <ul style="list-style-type: none"> - key words and ideas - important dates / people / places - diagrams / charts - formulae - examples / case studies - critique - strengths / limitations <p>STOP CLIP</p> <ul style="list-style-type: none"> - use short points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mechanically copy from the student textbook - write in your own words where possible - use a method that works for you - take notes in a format that you understand so you can make sense of them later 		
<p>SUMMARY (reflect & review)</p> <p>AIM: review the main ideas - reflect on their importance</p> <p>WRITTEN AFTER CLASS</p> <p>Briefly summarise the main points from your notes and reflect on what you're learning for info later.</p> <p>Think about: - why is this important? - what conclusions can I draw?</p>			

Cornell Notes	Topic/Objective:	Name:
	Identify significant literary devices that define a writer's style and use to interpret work	Class/Period: Lang. Arts Date: Oct. 12, 2009
	Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?	
Questions:	Notes:	
① What is the significance of the speaker in the poem?	① Speaker - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	Impt. - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (i.e. parent, child, elderly person) * the person telling the story gives point of view and affects the message told ← P.O.V.*	
③ How does Hughes use vocabulary to contribute to and convey his message?	③ Writer's/poet's style Vocab - helps to understand meaning "Crystal stair" = luxuries (metaphor) <small>compared 2 things</small> i.e. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "cause" = because → slang <small>var. lang. used by group speech act.</small>	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

Cornell Notes – making them useful

- 1) Your questions need to be clear – remember you'll come back to these out of context. Do you know what you're on about?!
- 2) The notes section needs to be detailed enough to cover everything you need to know. Remember you're using it in the future when you've actually forgotten it. Write it for your future self.



WHY?

“It helps you to learn the subject in detail as you are reflecting on the key points.”

“Summarising the content really helps you learn it. You’re doing something active with it which has more impact on your long term learning.”

“It is useful for re testing – you just go back to the questions on the side in a few days and check if you remember the answer. If not, you can remind yourself easily with the bit on the right.”

WHAT SHOULD I BE DOING?

- 1) Using your notes/text book/knowledge organiser/revision guide, read through one topic.
- 2) Using the resource above, produce your notes on the right.
- 3) Once you have produced your notes, move on to the questions. Pick things that have clear answers in your notes.
- 4) Once you have done this, move on to the summary at the bottom. In your own words, summarise the topic.
- 5) Once or twice a week, check back and try to answer the questions on the left. If you have forgotten, that is fine. The brain forgets things. Re read through the notes and the summary then answer the question again.