



# Taking Cornell Notes—Some Tips

**Level 2:** sort, infer, analyze, sequence, organize, solve, explain, compare, contrast, classify, isolate, characterize, make analogies.

Name: \_\_\_\_\_

**Level 3:** conclude, criticize, reorganize, justify, judge, estimate, predict, speculate, make a model, extrapolate, apply a principle, interpret, hypothesize, if/then

Class: \_\_\_\_\_

Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Topic Note-taking Strategies

### Study/Review Questions

*How can you use the speaker's style to identify important points?*

*Become familiar with the speaker's style.*

*Listen for important points that might be emphasized when the speaker:*

- *Pauses or slows down*
- *Repeats a point*
- *Modulates the volume of her/his voice*
- *Uses introductory phrases (e.g., "The four main points are" or "Note the relationship")*
- *Writes on the board*
- *Gestures or uses visual aids*

*Write only the important ideas such as name, examples, terms, definitions, effects, evaluations, cross references: make it brief, but clear. Use abbreviations for familiar words.*

*How can you keep-up with the speaker?*

*Speaker says: "An altitude of a triangle is the perpendicular segment from a vertex to the opposite side or the line that contains the opposite side. An altitude can lie inside, on, or outside the triangle."*

*Notes say: Altitude of  $\Delta$  is  $\perp$  from vertex to opp side or line contain opp side.*

- *Can be inside, on or outside  $\Delta$*

*How should you use your notes to review?*

*Use notes to review:*

- *Develop study questions and identify the main ideas.*
- *Fill in details for clarity.*
- *Look up and add to the definitions of new words/terminology.*
- *Identify information that is unclear and/or questions that need to be answered; write and mark them so they can be easily found; get answers to the questions from other students and/or the speaker.*
- *Add symbols to highlight important ideas and key words.*
- *Delete irrelevant information.*
- *Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity as needed.*
- *Write a reflection about the significant ideas.*

## Connections, Summary, Reflection, Analysis

Three important note-taking strategies are reviewed in the notes. Identifying important points and main ideas, using abbreviations to paraphrase information provided during the class and the use of notes for review are outlined. The important cues in identifying main points and the use of questions to help with review are particularly helpful strategies as is the writing of summaries.



# Higher-Level Reflections



Just as it is important to bring higher-level questions to the tutorial, it is equally important to write a higher-level reflection at the conclusion of the tutorial.

## Costa's Levels of Questioning

Level 1	Level 2	Level 3
<input type="checkbox"/> complete <input type="checkbox"/> define <input type="checkbox"/> describe <input type="checkbox"/> identify <input type="checkbox"/> list <input type="checkbox"/> observe <input type="checkbox"/> recite <input type="checkbox"/> select	<input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> classify <input type="checkbox"/> sort <input type="checkbox"/> distinguish <input type="checkbox"/> explain (why?) <input type="checkbox"/> infer <input type="checkbox"/> analyze	<input type="checkbox"/> evaluate <input type="checkbox"/> generalize <input type="checkbox"/> imagine <input type="checkbox"/> judge <input type="checkbox"/> predict <input type="checkbox"/> speculate <input type="checkbox"/> if/then <input type="checkbox"/> hypothesize <input type="checkbox"/> forecast

## Student Samples

### Level 1 Reflection

Today I learned that the perimeter of a polygon is the sum of the lengths of all its sides. Since a rectangle has 4 sides, and the opposite sides of a rectangle have the same length, a rectangle with sides 5 cm and 8 cm would have a perimeter of 26 cm. When I write my answer to a perimeter problem, I need to remember to indicate the specific units I'm using. (*Describe*)

### Level 2 Reflection

The perimeter of a polygon is the sum of the lengths of all its sides while the area of a figure measures the size of the enclosed region of the figure. Area is expressed as square units whereas perimeter is not. For example, the perimeter of a figure would be centimeters while the area would be described as square centimeters. If a polygon has sides that measure 5 cm and 8 cm, the perimeter ( $5+5+8+8$ ) would be 26 cm while the area of the polygon ( $5 \times 8$ ) would be 40 square cm. (*Compare and Contrast*)

### Level 3 Reflection

The perimeter of a polygon is the sum of the lengths of all its sides while the area of a figure measures the size of the enclosed region of the figure. Area is expressed as square units whereas perimeter is not. For example, the perimeter of a figure would be centimeters while the area would be described as square centimeters. If a polygon has sides that measure 5 cm and 8 cm, the perimeter ( $5+5+8+8$ ) would be 26 cm while the area of the polygon ( $5 \times 8$ ) would be 40 square cm. In my own life, I needed to know the perimeter of my poster paper for my science project when I was making a special border for it. My father asked me to help him calculate the area of our kitchen floor at home when he needed to find out how many tiles to buy. (*Evaluate/Generalize*)