



Cornell Note-Taking System

By using this method when taking notes, you will be creating a study guide as you go, instead of waiting until a few days before the exam and cramming.

To get started, draw a horizontal line across and about 2 inches from the bottom of the page to create a section where you can summarize your notes. Then, draw a vertical line 2.5 inches from the left margin of the page to create a cue column, per the model below. On the right of the cue column is where you will take notes.

<p><u>Cues column (left)</u></p> <p>What to do:</p> <ul style="list-style-type: none">• Review your notes as soon as possible after the lecture, and in the cue column, write key words, phrase-like questions, or draw diagrams to be used as cues for self-quizzing.• If you notice gaps in the information in your notes, or if something wasn't clear to you from the lecture, consult your textbook, TA, professor, or fellow students to help figure it out.• Write down any other questions that remain in your mind after the lecture (make sure to get these questions answered within the next 1-2 days).• Write down questions you think your professor might ask on an exam (you can use them later in practice exams). <p>When to do it: after class, <u>within 24 hours</u>.</p> <p>How to use it: when studying for a quiz or exam, look at these cues to help you recall the information from the lecture. Cover up the notes section and use the cues to jog your memory and rebuild the factual narrative in your mind, or try to recreate the cues section on another piece of paper, see how much you remember.</p>	<p><u>Notes column (right)</u></p> <p>What to do: Record the lecture here during class using short sentences and fragments that transcribe the facts you'll need.</p> <ul style="list-style-type: none">• Use bulleted lists for easy skimming.• Eliminate all unnecessary words.• Use indentation or concept maps to indicate the relationship between main ideas and supporting details.• Use as much shorthand as possible (without sacrificing readability.)• Develop a vocabulary of abbreviations you always use, like "ex" for "for example," "v." for "very," "tho" for "though," "1st" and "2nd" for "first and second."• Leave lots of whitespace between points and paragraphs so you can go back and fill in information later. <p>When to do it: during class</p> <p>How to use it: use it to generate the Cues and Summary sections</p>
<p><u>Summary area (bottom)</u></p> <p>What to do: Sum up the notes on each page in one or two sentences that encapsulate the main ideas. Make sure you understand the significance of the information and how it connects to other information from the the rest of the lecture, from other lectures, and to the class theme as a whole (if you're not sure, find out!).</p> <p>When to do it: After class, <u>within 24 hours</u> of the lecture, while you are creating your cues section.</p> <p>How to use it: Use this section to quickly skim through your notes to find information later when doing your homework, writing a paper, or studying for a quiz or exam.</p>	

Options: You can layout the different sections used in this method on a single sheet of paper, as shown above, or you can use the left facing page of a spiral notebook for the Cues and Summary sections, and the right facing page for the Notes section (or vice versa).

Example:

Oct. 29

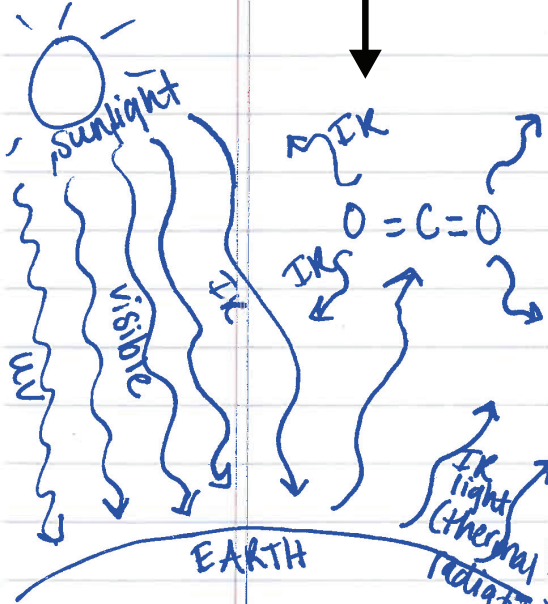


Diagram to visually represent a process

Line to separate the cue column on the left side of the page from the section where the notes are taken

Heat causes atoms to vibrate
 Vibrating molecules emit IR radiation
 Does CO₂ absorb IR + keep heat in atmosphere?

Question related to diagram in cue column

electric field
 - an imaginary construct - if charged particle experiences force that causes it to move, we say it's interacting w/ an electric field

IR Electric field
 → energy absorbed by CO₂
 → CO₂ has asymmetric charges (kind of)
 → molecule vibrates
 → emits IR

Force Law = charge x field

$$F = ma$$

Explanatory comment added while reviewing notes

$$ma = qE$$

the more positive the nucleus the greater the "pull" on electrons

electric fields oscillate

electronegativity = nuclear charge



formal charge partial charge unequal charge

Q: Do I need to know these equations? (ask TA)

Possible test: Is O₂ a greenhouse gas? Why or why not?

Self-quizzing question used to prepare for test

IR radiation from sun/earth is absorbed by gas molecules in atmosphere that have asymmetric charge distribution, causing the gas molecules to vibrate + emit IR radiation in all directions (including back toward Earth).

Summary of the significance of the notes on the page