

## CORNELL METHOD OF NOTE-TAKING

<p>Step 1: Prepare the system before the lecture or reading</p>	<p>Step 1: Prepare the system before the lecture (or reading)</p> <ul style="list-style-type: none"> <li>• Use a large notebook (spiral or loose leaf) that has ample room for notes</li> <li>• Draw a vertical line down the left side of the page 2 1/2 inches from the margin (the recall column)</li> <li>• Leave 2 inches at the bottom of the page to record your reflections, opinions, and questions.</li> </ul>
<p>Step 2: Record your notes during the lecture or while reading</p>	<p>Step 2: Record notes during the lecture or while reading</p> <ul style="list-style-type: none"> <li>• Record your notes in your customary style (paragraph, outline, or phrase form)</li> <li>• Be clear and complete in your notes</li> <li>• Capture the main ideas and more details</li> <li>• Skip lines between ideas</li> <li>• Use abbreviations and symbols</li> <li>• Write legibly</li> </ul>
<p>Step 3: Recall, recite, and review your notes after the lecture or reading</p>	<p>Step 3: Recall, recite, and review notes after the lecture.</p> <ul style="list-style-type: none"> <li>• Consolidate your notes as soon as possible.</li> <li>• Read through your notes; jot down key words, phrases, or questions that your notes answer in the recall column (on the left).</li> <li>• Cover up the right side of the page and, using the recall column, recite aloud the facts and ideas presented in the lecture/book and reflected in your notes.</li> <li>• Uncover your notes and verify what you said.</li> <li>• Reflect on the material by adding your own ideas, opinions, questions at the bottom of the page.</li> </ul>
<p>Review: The 5R's of note-taking</p>	<p>Review:</p> <ol style="list-style-type: none"> <li>1. Record the facts and ideas in the right-hand column.</li> <li>2. Reduce these notes to key words, phrases, or questions after class .</li> <li>3. Recite the main ideas by covering your notes and using key words, phrases and questions as a guide.</li> <li>4. Reflect on the material by adding your own ideas, opinions, questions at the bottom of the page.</li> <li>5. Review your notes for about 10 minutes a week; this will help you retain the material.</li> </ol>

Leave space at the bottom of the page (or on a separate page) to record your reflections, opinions, and questions. If you do this, remember that these are your reflections and opinions when you study for an exam.

## SAMPLE - CORNELL METHOD OF NOTE-TAKING

Motivation Feb. 22, 2007 pg. 1.

What are the two internal factors that influence motivation?

What are three reasons for enrolling in a course?

A student's perception of the causes of the success or failure is called...

- a. *Internal factors*
- b. *Goals*
- c. *Attributes*
- d. *Perceived interests*

What are some examples of statements demonstrating the attribution ability and effort?

What emotional responses are related to attributes of ability? Effort?

What are the 4 reasons people have difficulty changing?

How do you overcome these difficulties?

### I. Internal Factors influencing motivation

A. Values and interests- affect student's choice of activities, level of effort and persistence.

1. 3 different reasons for enrolling in Chemistry
  - a. Fulfilled a general education requirement
  - b. Enjoys science and pursuing a career in health sciences
  - c. Doing well get her on dean's list and feeling complete is an important value to her.
2. Learn to manage motivation to succeed in a course even when there is little interest.

B. Attribution – a student's perception of the causes of the success or failure.

1. Most common are ability and effort, "I did poorly because I am not capable" or "I did not study enough."
2. Others are lucky or unlucky, task was hard or easy, I was tired, I didn't feel well, unfair instructor. *Which attributes are in your control and out of your control?*
3. Attributions are related to different emotional responses.
  - a. Attribute failure to lack of ability = shame, humiliation
  - b. Attribute failure to lack of effort = embarrassment ->increase effort next time

### II. Four Reasons people have difficulty changing behavior.

A. "I Can't Change" – people cannot change if they are not conscious of their behavior –i.e. automated study habits over 12 years.

1. Changing automated behaviors requires much time, effort and commitment. This causes some to think they lack willpower and inner strength and therefore can't change.
  - a. expect changing academic behavior to be difficult but is possible if you put in time and effort to practice.
2. Self-efficacy – if you don't believe you have the ability, you will not put forth the effort. If you do put in the effort, your perception will change.
3. "I Don't Know What To Change" – LASSI
4. "I Don't Know How to Change
  - a. You must learn strategies and practice them.
  - b. Set smart goals – evaluate the process and revise the plan - specific, measure able, action, oriented, realistic, timely.

What is your opinion about why values, interests and attribute affect motivation?