

# A GUIDE TO... CORNELL NOTE TAKING

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# PURPOSE

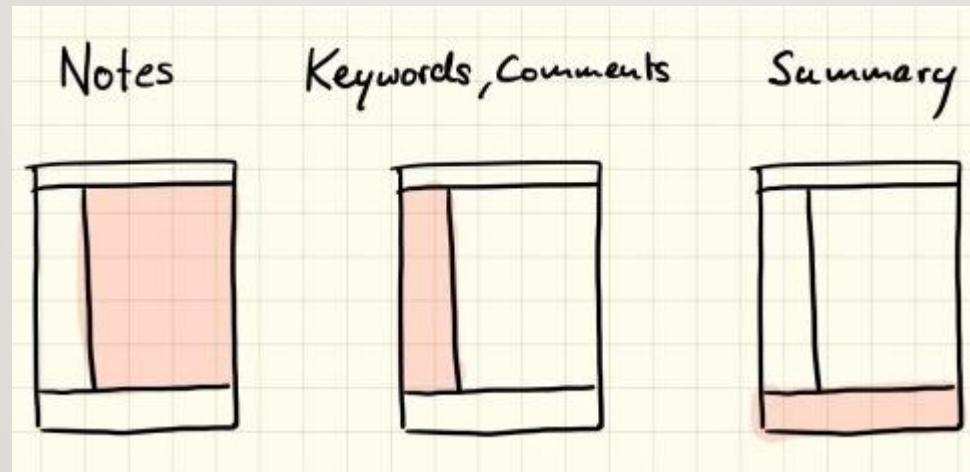
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- To make it easier to review notes, for example when preparing for an exam
  - An effective system for taking, organising and reviewing notes
  - The system itself encourages students to reflect on their notes by summarising them briefly in their own words
  - ... avoids mindless highlighting!
- 
- It was devised by Prof. Walter Pauk of Cornell University in the 1950s.

# STYLE

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- The page will be divided into 4 different sections: a small area at the top for the date and title, two columns and one area at the bottom of the page.



Date and title

70%

30%

This smaller column on the left side is for **question cues** about the notes that can be answered when reviewing, and **keywords** or comments that make the whole reviewing and exam preparation process easier

All **actual notes** from the lecture go into the main note-taking column.

The idea is that when revising, pupils will cover the right hand notes column and use only the questions and keyword 'cues' from the left hand side to recall information!

5-7 Lines

A brief **summary** of every page should be written into the section at the bottom to show the notes above have been reviewed



# THE CORNELL NOTES

"THE  
COLUMN"

<notetaking column>

1. **RECORD**: DURING THE LECTURE, RECORD THE LECTURE USING CONCISE SENTENCES & KEYWORDS, IN THIS COLUMN.

2. **QUESTIONS**:

AFTER LECTURE,  
FORMULATE Qs  
BASED ON NOTES  
ON RHS COLUMN.

QUESTIONS HELP:

- CLARIFY MEANING
- REVEAL RELATIONSHIP
- ESTABLISH CONTINUITY
- STRENGTHEN MEMORY

3. **RECITE**: COVER THIS COLUMN WITH A PIECE OF PAPER. THEN LOOK AT THE QUESTIONS FROM 2 & TRY TO ANSWER THEM FROM MEMORY, IN YOUR OWN WORDS.

4. **REFLECT**: REFLECT BY ASKING YOURSELF:

- WHAT'S THE SIGNIFICANCE OF THIS FACT?
- WHAT PRINCIPLE ARE THEY BASED ON?
- HOW CAN I APPLY THEM?
- HOW DO THEY FIT IN WITH WHAT I KNOW ALREADY?
- WHAT'S BEYOND THEM?

5. **REVIEW**: SPEND TIME REVIEWING ALL YOUR PREVIOUS NOTES AT THE END OF EACH WEEK.

ADAPTED FROM  
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(7th ed.) BY W. PAUK

PENSANDMACHINE

[SUMMARY]

AFTER CLASS, SUMMARIZE THE NOTES ON THIS PAGE.

- 1. Record:** During the lecture, use the note-taking column to record the lecture using telegraphic sentences.
- 2. Questions:** As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.
- 3. Recite:** Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
- 4. Reflect:** Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"
- 5. Review:** Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

This means that you will need to prepare a lecture that pupils can listen to. You could structure it in a very obvious way to help pupils formulate their cue questions.

Your notes for the lecture can then be easily uploaded to Google Classroom etc.

Be prepared to go over your lecture twice! Pupils could use a red pen to add notes they pick up the second time around.



Questions/Main Ideas	Notes
What is the definition of plot?	<p>plot: events that take place in a story</p> <ul style="list-style-type: none"> <li>- exposition: beginning, intro(char, setting, etc.)</li> <li>- rising action: building up the climax, filled w/ suspense &amp; tension</li> <li>- climax: turning point of story; decision of fate</li> <li>- falling action: events that lead to resolution; release of tension</li> <li>- resolution: conclusion/the end; conflict is resolved</li> </ul> <p># conflicts: person vs person - then a people  person vs nature - nat. disasters  person vs society - mainstream society  person vs self - w/ in soul, heart, mind  person vs supernatural - supernat. entity</p>
Take note!	A good story has more than one conflict!
What are the different types of characters?	<p>Static (flat): a character who's personality does not change throughout the story regardless of occurrences</p> <p>Dynamic (round): a character who's personality changes throughout the story - beliefs, morals, attitude, views, etc.</p>
What is the definition/purpose of theme?	<p>Theme: moral message or overall point of the story</p> <ul style="list-style-type: none"> <li>- author creates the theme</li> </ul> <p>It's purpose to enlighten/educate/inform</p> <ul style="list-style-type: none"> <li>- meaningful enough to be applied into readers life</li> <li>- cleanse/purge your heart/soul/mind/spirit</li> </ul>
What defines setting?	<p>Setting: the description, time (era) of which the story takes place</p> <p>geographical location, historical time period, <sup>social</sup> setting</p>
Summary!	<p>We're re-learning the elements of a short story. We went over the different types of conflict. We also reviewed the 2 types of characters: static and dynamic. I'd say, the main character of "C. of the Dead Man's Pocket" and my protagonist are both dynamic. So far I've only completed the story analysis for my pet project.</p>

## KEY THEMES AND CONCEPTS

### ROMANTIC ERA

### LITERATURE + THE SEA

### MARRIAGE

### PRIVATE VS. PUBLIC

### STRONG FEMALE HEROINE

### LETTERS

### PERSONAL COMMAND/FAITH

### COMEDY OF THE MUNDANE/PETTY

### MEN + WOMEN AS MORAL EQUALS

### KEY TECHNIQUES

### THIRD PERSON NARRATIVE

### DIALOGUE

### LETTER

### SOCIAL HYPOCRISY THROUGH IRONY

### REALISM? - DEBATABLE

### FREE INDIRECT SPEECH

## ENGLISH - EXTRACT F FROM PERSUASION BY JANE AUSTEN

PROSE

### CONTEXTUAL INFORMATION:

- In the Romantic era - 1795-1840, written in 1818 + is her last complete novel.
- Gothic influence in characters, events + setting in many Romantic works
- Key characteristics are worship of nature, passion + imagination
- Jane Austen is credited with bringing the novel to maturity, sets up for developments in the 19th century.
- Each of her novels is about a small middle-class group in a limiting environment. Shapes the mundane into a comedy of manners
- Key concern of courtship + marriage, shows comedy + compassion, + beneath irony is moral commentary.
- Anne, in the extract, is an independent heroine who frees herself from paternal authority.



JANE AUSTEN

### EXTRACT:

Upon looking at the extract, I feel it can be divided into 3...

#### THE SHOCK OF THE LETTER

"her eyes devoured the following words - '... (in the letter ->) ... 'I have read your feelings, as I think you must have penetrated mine.' -> Typical feature of Austen to receive dramatic letter, reflects modes of communication, secrecy, private vs. public."

#### WIDER READING

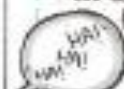
- Far from the Madding Crowd - Thomas Hardy
- Anne Hathaway - Gail Anne Duffy
- Sense & Sensibility - Jane Austen
- The Taming of the Shrew - Shakespeare
- Jane Eyre - Charlotte Brontë
- Enduring Love - Ian McEwan

#### COMEDY OF THE MUNDANE

"... but I am no doctor myself. Charles, ring and order a chair. She must not walk." -> comical moment, pettiness is somewhat endearing  
"he had forgotten his gloves!" -> as a modern reader we find this bland, unimportant, but Austen's clever writing makes it funny

#### EQUALITY OF GENDERS

"Union Street" -> "proceeding together" -> "exchanged again those feelings" -> Anne & Wentworth are painted as one, as if incomplete w/o each other. Language used promotes equality. Also speaks of happiness, careful observation + the value of patience.



### SUMMARY

Persuasion is a romantic novel which endeavours to comment on the middle-class society in early 19th century Britain. It uses limited setting in comparison to predating novels, free indirect speech (typical of Austen), and devices in structure such as letters + dialogue. It is praised for the moral equality of the genders and subtle use of irony to show moral commentary. The heroine also frees herself from paternal authority.



### 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?

② Imp.  
 - Poet's choice of speaker - contributes to the poem's mood/meaning  
 - who speaks is as imp. as what is said  
 - different points of view regarding same event (ie. 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) compares 2 things  
 ie. "Life for me ain't been no crystal stair"  
"reachin'" - replace letter at end of word (dialect)  
"'cause" = because → slang var. lang. used by group speech patt.

### 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."

What positions did Alexis children have after his death?

• Tsar Alexis loved the French tradition (operas, ballets)  
 ↳ He dies  
 ↳ Feodor inherits throne, but he dies too  
 ↳ Sofia becomes Regent but she wants to be tsarina  
 ↳ Peter and half-brother Ivan are appointed tsars together

• Family from 1st and 2nd marriage hate each other  
 ↳ family attacks Peter's residence and want to kill his friends and family

• Peter is isolated & lives in a foreign land

Where does Peter gain his military skills?

• Peter's tutor is Swedish, he hangs out w/ Swedes & Germans, who are geniuses in military tactics and are deep into the ~~the~~ intellectual Revolution

↳ Peter learn all these military powers by playing with 2 regiments of peasant boy + troops who are armed w/ wooden guns

↳ He becomes a teen, and now holds real guns and practices military techniques with 2 ~~regiment~~ regiment + troops

What role does Peter take with the 2 Regiments?

• Peter becomes an experienced unit commander  
 ↳ 2 regiments are loyal to him

• ~~Swedes~~ He learns how to build ships  
 ↳ He goes to England & meets Newton  
 ↳ goes to Holland & builds his own boat (Holland = advanced ship builders)

What happens between Sofia and Peter?

• Sofia schemes for his throne and attacks Peter's throne  
 ↳ Peter defeats her ↳ Peter rules, Ivan sits

Like Louis, Peter was a scared child who witnessed violence brought on from family conflict at an early age. After his father's death Peter and his 1/2-brother Ivan become tsars... Sofia, the 1/2 sister, violently plots against Peter. Peter lives among Swedes & Germans, where he gains military prowess. He learns to build boats in Holland & travels to gain knowledge. Upon his return to Russia, he tries to take his throne but he defeats her.



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

1) Title of lecture here:

3) Once I finish my lecture, write questions, headings or identify key vocabulary from your notes in here... You will use these as prompts and cues later to help you recall main information from your notes!

5) Summarise key findings IN YOUR OWN WORDS from the lecture in this space:

- What's the significance of these facts?
- How do they relate to what we have been studying?

2) Write your notes as I give my lecture here:

4) Rule off, count 5-7 lines and rule off again.

Date:	
Cues	Notes
Summary	

# MY LECTURE NOTES:

Tom Leonard was born in 1944 and died in 2018. He was a Scottish poet, writer and critic. He was best known for his poems written in the Glaswegian dialect of Scots, particularly his *Six Glasgow Poems* and *The Six O'Clock News*. His work frequently dealt with the relationship between language, class and culture. *The Six O'Clock News* was from a collection of his poems, *Unrelated Incidents*, written in 1978.

*The Six O'Clock News* imagines a BBC newsreader explaining that if he read the news in Glaswegian dialect, people would not believe it. He says there is a right way to speak and spell and that people who cannot do so clearly don't know the truth and can't be trusted. On the surface, the poem seems to be criticising people who talk with a strong regional accent. However, although the poem says these bad things about Scottish dialect, it is written in Scottish dialect. The poem is therefore ironic – the message of the poem is exactly the opposite of what the 'newsreader' is actually saying. At first we think that the poem is criticising people who talk with a strong accent but the underlying message of the poem is that we are wrong to do so. This is why the poem makes us think about our own prejudices.

The poem is comprised of one single, unbroken verse. There are only a few full stops used and the line lengths are very short. On paper, the poem is set out in a long narrow line and looks as if they would be on an autocue.

*The Six O'Clock News* is written phonetically to represent Tom Leonard's own Glaswegian dialect. This has the effect of making the poem very aggressive and 'in your face' with its message. It also reflects Leonard's pride in his background and Scottish dialect.

In the poem, the poet does not say anything. All the poem is 'reported speech' – it is a BBC newsreader, not the poet, who is speaking. Leonard writes: 'this is thi six a

Poetry from Other Cultures.

Cornell Notes lecture: *The Six O'Clock News*, Tom Leonard.

clock news thi man said.' The effect of this is to put the emphasis, NOT on what Leonard the poet feels, but on the unacceptable prejudices that the stuck up BBC newsreader feels. This means that the reader can share Leonard's outrage at the 'stuck up' attitude of a person who looks down on those who don't 'talk proper'.

Leonard uses slang and 'uncouth' words such as 'scruff' / 'widny' / 'thirza' / 'cawz'; the effect of this is to make the poem feel 'rough' and 'common'. The word: 'scruff' is especially negative, and emphasises the poet's claim that we 'write off' people with a dialect as ignorant.

The poem speaks directly to (even insults) the readers. 'Belt up', it finishes. The poem means to be aggressive with its message. This is how the poet challenges our prejudices, and gets across his underlying message that we are wrong to write off people because of their accent.



# COMPLETED SETS OF NOTES:

The six o'clock news, Leonard Poetry from other cultures, the six o'clock news.	
Ques about Thomas Leonard	Notes - Died in 1944-2018 - Scottish writer/critic - writes in Glaswegian dialect - for language class and culture
What did he write?	- Six o'clock news was one of his most famous poems - wrote the poem in 1976
Why did he write it?	- written from the point of view from a BBC news reporter - sounds like he is criticizing strong accents - Makes us feel about our own prejudice on peoples accents.
What does the poem look like	- Made up of on stanza and is short. - looks long and narrow like an auto-gue - written phonetically/ write it as you say it.
How does he feel about the poor 'shock- up', as he called them, people.	- represent/grepresents Thomas Leonard's accent. - written as reported speech - The reader is meant to look down on shock-up people. - uses slang e.g. scruff - Speaks to the readers and even insult them.

This is important because the writer is teaching us about how there is a divide between people speak formally and people (such as Thomas Leonard) who use slang terms.

## Poetry from other cultures - The six o'clock news

clues	notes
Who's Tom Leonard?	Tom Leonard
What is his most famous poem?	1944 - 2018 <del>1944</del> Scottish poet.
When was it written?	Glaswegian dialect - language, class, culture.
What style is the poem in?	'The six o'clock news' - 1976
How does this affect the reader?	BBC News reader <sup>POV</sup>
How is the poem presented?	Poem criticises Glaswegians but is spoken in its dialect
How should it be read aloud?	Poem seems critical - dialect is ironic
What is significant about the poem?	Makes us think of our spoken prejudices - accents
	One stanza - 1 full stop
	Short sentences.
	Auto-cue style poem
	Phonetically written. <del>poem</del>
	Represents Leonard's Glaswegian accent.
	Accent seen to be aggressive
	Reported speech.
	Uses slang to make it seem 'rough' and 'common'
	Insults the readers

Tom Leonard felt as if the Glaswegian culture was not taken seriously as there is ~~prejudice~~ prejudice opinions against the ~~idea~~ it's 'aggressive' and 'angry' accent. Even though he is proud of his accent <sup>he</sup> <sup>new</sup> <sup>people</sup> thought the idea of accents represents class. ~~and~~

## Title Poetry from other cultures, The six o'clock news, Leonard

clues	Notes
Who was Tom Leonard?	<ul style="list-style-type: none"> <li>From Scotland</li> <li>POV BBC News reader</li> <li>Written in 1976</li> <li>Born 1944</li> <li>Died 2018</li> <li>Glaswegian accent <sup>known to be</sup> aggressive</li> <li>Uses slang to make it seem rough</li> <li>keeps using the same word</li> <li>Scruff</li> <li>Tom Leonard poet</li> <li>Proud of accent</li> </ul>
What style was the poem?	
What accent is used?	

Summary - The poem is about a man who is proud of his accent and isn't ashamed of it. In the poem Tom Leonard the poet says the ~~accent~~ Glaswegian accent from Scotland isn't aggressive although people may say it is so because of that he uses that aggressive tone and he also uses ~~a~~ a lot of slang to show your accent doesn't ~~show~~ show who you are as a person.



# Poetry from Other Cultures 'Six O'clock News'

Cues

Notes

When was he born?

• Was born in 1944

When did he die?

• Died in 2018

What was he?

• Scottish poet, writer and cricketer.

Which poems were most famous?

• The 6 o'clock was one of his famous poems

What does he like to compare?

he likes to look at culture

When was the poem written?

1976 was when it was written

What point of view was it in?

the written via BBC news reader point of view

Does the poem offend people?

The poem seems offensive to people who speak with an accent.

How many stanzas does it have?

The poem is made up of 1 stanza

Are the line lengths short?

the line lengths are very short

What style is it written in?

It looks like an autocue which like a prompt for news readers.

The poem is written phonetically

What does the title mean?

You write it as you say it

represents the Glaswegian accent that he has

It is written as reported speech

the shape

the poem format

the poem uses slang

Why do we use this way of writing?

to make it the poem feel rough and common.

What words does it repeat?

repeats the word 'scruff'

It insults the readers.

Tells us we are wrong for judging people for their accent.

Why is it an accent?

It's saying that if the news was read by a Glaswegian people wouldn't believe it.

These facts are important because they help us understand culture and how people are portrayed. It relates to what we have been studying because it displays culture too. John Leach was a Glaswegian poet, writer and cricketer, he was born in 1944 and died in 2018. Leach showed to us that accents are looked with stereotypes and that's wrong. He said that.