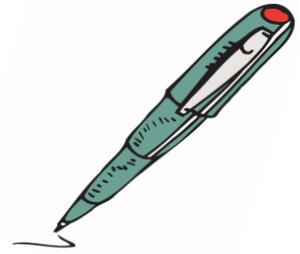


Academic Achievement Center of Johnson County Community College

TIPS FOR TAKING NOTES

My notes are a mess! I cannot even read them.

Because many college classes will be lecture classes and because the amount of material required to be read may be overwhelming to some students, a systematic note-taking method is essential for success.



One way of taking notes is called the Cornell note-taking system. It has also been called the two-column method or the one-third/two-thirds method. Below is a sample of the setup of the notebook paper.

(Cue Column - 2 1/2 inches)	(Note Column - 6 inches)
	(Summary Column - 2 inches)

As you are listening to a lecture or reading a textbook, take notes in the “notes” section. When reviewing your notes, draw questions from listening or reading and write them in the “cue column.” Writing questions helps strengthen memory of the material. When studying for a test, cover up the notes and focus on the questions. If you can answer the questions in the cue column, you have mastered the material. Another bonus in writing questions in the cue column is that you are predicting possible test questions.

Use the summary column at the bottom of each page to “sum up” the material in a sentence or two. The summary column provides an opportunity to see the “big picture” of the lecture or reading.

Taking good notes is beneficial in two ways:

- Note-taking focuses your attention on what you’re reading or hearing.
- Effective notes provide a written record of what you have learned.

See the reverse side of this document for a sample of the Cornell note-taking method.

ACADEMIC ACHIEVEMENT CENTER
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HOURS:

Fall & Spring: Mon. - Thurs. 8:00 a.m. - 8:00 p.m. **Summer:** Mon. - Thurs. 8:00 a.m. - 8:00 p.m.
Fri. 8:00 a.m. - 2:00 p.m.
Sat. 9:00 a.m. - 1:00 p.m.

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This is a sample of the Cornell note-taking method.

<p>How do psychologists account for remembering?</p> <p>What's a memory trace?</p> <p>What are the three memory systems? How long does sensory memory retain information?</p> <p>How is information transferred to STM?</p> <p>What are the retention times of STM?</p> <p>What's the capacity of the STM?</p> <p>How to hold information in STM?</p> <p>What are the retention times of LTM?</p> <p>What are the six ways to transfer information from STM to LTM?</p>	<p>Psych. 105 – Prof. Martin – Sept. 14 (Mon.)</p> <p>A. Memory tricky – Can recall instantly may trivial things of childhood; yet forget things recently worked hard to learn & retain.</p> <p>B. Memory trace</p> <ol style="list-style-type: none">1. Fact that we retain information means that some change was made in the brain.2. Change called <u>memory trace</u>.3. <u>Trace</u> probably a molecular arrangement similar to molecular changes in a magnetic recording tape. <p>C. Three memory systems: sensory, short-term, long-term</p> <ol style="list-style-type: none">1. Sensory (lasts one second) ex: Words or numbers sent to brain by sight (visual image) to disintegrate within a few tenths of a second & gone in one full second, unless quickly transferred to S-T memory by verbal repetition.2. Short-term memory (STM) (lasts 30 seconds)<ol style="list-style-type: none">a. Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds.b. S-T memory – limited capacity = holds average of 7 items.c. More than 7 items in STM, must rehearse – must hear sounds of words internally or externally.3. Long-term memory (LTM) (lasts a lifetime or short time)<ol style="list-style-type: none">a. Transfer fact or idea by:<ol style="list-style-type: none">1) <u>Associating</u> w/information already in LTM2) <u>Organizing</u> information into meaningful units3) <u>Understanding</u> by comparing and making relationships4) <u>Frameworking</u> – fit pieces in like a jigsaw puzzle5) <u>Reorganizing</u> – combining new and old into a new unit6) <u>Rehearsing</u> – aloud to keep memory trace strong
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Three kinds of memory systems are sensory, which retains information for about one second; short-term, which retains for a maximum of 30 seconds; and long-term, which varies from a lifetime of retention to a relatively short time.

The six ways (activities) to transfer information to the long-term memory are: associating, organizing, understanding, frameworking, reorganizing and rehearsing.