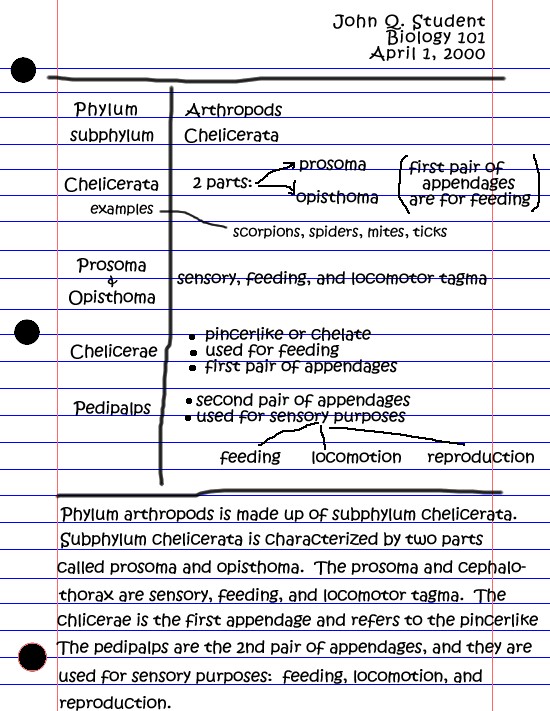
**Cornell method of Note-taking**

|  |  |
| --- | --- |
| **Cue Column**  Use a margin area  to record:   * key words   (during the lecture)   * study questions   (after the lecture)  Cover up the ‘answers’ and test yourself with the definitions and potential test questions  (weekly) | **Note-taking Column**  Use the main section of the page to record telegraphic sentences from the lecture   * point form * note examples separate from description * use abbreviations and short-hand   + ≈ approximately, = for definitions, . . . therefore Ψ for psychology, for change, produced C19 for 19th century, w for with, pb for probability   + e.g., if the lecture is on photosynthesis, write   Ps = photosynthesis at the top of the page, and then use Ps throughout your notes |
|  | **Summary**  After class, use this space to summarize your notes  Ensure you have the ‘answers’ to your study questions |

Adapted from Pauk, W. (2001). *How to Study in College.* Boston: Houghton Mifflin Company, and Hay, I., D. Bochner, C. Dungey & N. Perret. (2012). *Making the Grade: A Guide to Study and Success, Canadian edition.* Don Mills ON: Oxford University Press.

Example:



**Study Questions:**

Describe the two parts of subphylum Chelicerata.

Compare and contrast the types and purposes of appendages in this subphylum.

Give three examples of Chelicerata and identify their phylum.