## The Cornell Note-taking System

<table>
<thead>
<tr>
<th>2 1/2”</th>
<th>6”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cue Column</strong></td>
<td><strong>Notetaking Column</strong></td>
</tr>
</tbody>
</table>

1. **Record:** During the lecture, use the notetaking 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 notetaking 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.

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### Summary

After class, use this space at the bottom of each page to summarize the notes on that page.

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Adapted from *How to Study in College 7/e* by Walter Pauk, 2001 Houghton Mifflin Company