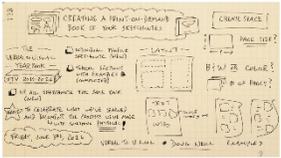


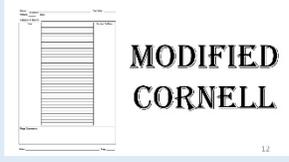
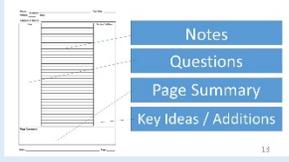
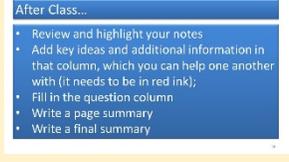


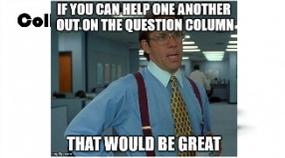
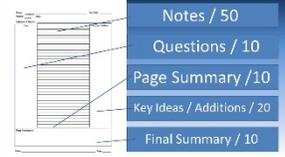
Powerpoint Script / Modified Cornell Notes

Last Printed on Saturday, August 25, 2018, 6:03 PM

SLIDE	DESCRIPTION OF THE SLIDE	THE SLIDE	SUGGESTED SCRIPT	NOTES
Slide 1.	OPENING SLIDE: Taking Notes		Our focus for the period is how to take the best notes in this class. I am a bit of an old-fashioned teacher, and I still feel that formal lecture has its place in the classroom. So you do notes. You'll need to build up your notetaking muscle for college, which has a lot of lecture, and I want you to be really prepared.	
Slide 2.	INTRODUCTION: Why Take Notes?		To start, you'll be watching a four-and-a-half-minute video about note taking. It will explain why we need to take notes, give a few different note taking techniques that you can try, and explains how to use your notes to your best advantage. So let's get it started.	
Slide 3.	INTRODUCTION: Video on Notetaking			Video length is 4:39
WHEN THIS VIDEO IS OVER ASK IF THERE'S ANY QUESTIONS BEFORE MOVING ON.				
Slide 4.	THE CORNELL METHOD OF NOTETAKING: Introduction		Most of you are familiar with the Cornell method of note taking. A page is divided into two. The first third is taken up with a column called "Cues" which you are supposed to fill in after class with the main ideas, prompts, and questions. The other 2/3rds is taken up with the notes themselves, the main points and details from class. How you take your notes is up to you and you might even want	

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			<p>to use some of the techniques in the video we just saw.</p> <p>Finally, the bottom part of the paper is reserved for the summary. Again, you do this after class and you distil the notes on the page into a good, strong paragraph.</p>	
Slide 5.	THE CORNELL METHOD OF NOTETAKING: Examples		Here is the Cornell method in outline form. I've made a copy of it which I'll have distributed.	
GIVE STACK OF PAPERS TO A STUDENT TO PASS OUT AS YOU CONTINUE...				
Slide 6.			Here's another example of a modified Cornell. It's the back page of your handout. On the one to the left the column "cues" has been replaced with the term "questions." It is also evident that the note-taker has reviewed the notes. You can see it in the highlighting in yellow and the additional information in red.	
Slide 7.			There is more than one way to take notes during a presentation or lecture. Some people like the outline method...	
Slide 8.			...others brainstorming...	
Slide 9.			...while others use pictures and symbols.	
Slide 10.			Here's another video in which alternative forms of notetaking are shared. The presenter's name is Doug Neill and he teaches a skill called "sketch-noting."	

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Slide 11.			"Sketch-noting" video.	This video is 9:00 minutes.
Slide 12.			You'll be taking notes in this class using a modified version of regular Cornell notes which I feel works best for my style of teaching.	
Have a student distribute a copy of the note-taking sheet.				
Slide 13.			As you can see here, each note page contains four parts: the notes themselves, your questions, key ideas and additions, and a page summary.	
Slide 14.			This is a pretty cute cartoon... During a presentation you are expected to take notes using the method that fits your style. You can write them in pencil or in dark blue or black ink. Save the colors for later.	
Slide 15.			And no laptops for taking notes. It has been proven beyond a shadow of a doubt that students who type their notes do not do as well academically as students who do it the old-fashioned way with ink or pencil.	
Slide 16.			After class, on your own or VERY IMPORTANTLY, in collaboration with people from this class, you are expected to review and highlight your notes...<CLICK>... Add key ideas and additional information in that column, which you can help one another with (it needs to be in red ink)... <CLICK>... Fill in the question column...<CLICK>...	

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			Write a page summary...<CLICK>...and when the whole presentation is finished, write a final summary.	
Slide 17.			By the way, since each presentation will probably last for more than one day, when a new day of notes comes up, skip a few lines, add the date dead center, and then take notes.	
Slide 18.			A quick note on collaboration. You are not in competition with anyone in this classroom, which means that it's perfectly fine to work together to make your notes as good as they can be. You have to take the notes and write the summaries on your own, but I encourage you to share your notes with one another. What you might have missed your friend might have gotten. <CLICK> In addition, if you can help one another out on the question column, that would be great!	
Slide 19.			If you're absent on a note-taking day, no problem, just borrow someone's notes and copy them (not Xeroxed). Make sure you mark on the paper, big and plain to see, that these are copied notes because you were not in class that day. Give me the name of the person, or persons that helped you out as well.	
Slide 20.			The grading is pretty straightforward. 100 lecture note points are possible, divided into <i>notes</i> at 50 points, your <i>questions</i> at 10, <i>page summaries</i> at 10, <i>key ideas and additions</i> at 20, and	

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			<p>the <i>final summary</i> at 10 points. Notes are usually due on the day of the test or comp, so you'll have plenty of time to get it all together. Really, there is no excuse for anyone not to get an "A" in notes at the end of the semester.</p>	
Slide 21.			<p>I'll be providing the paper for notes. You'll find them on the side table. Take about two or three sheets at the start and just get up and pick up a couple when you need them. Don't be selfish and take more than you need at a time. If you do I will stop providing paper which means there is more of a chance of you messing up and getting a lower grade. You'll be attaching a separate sheet for grading as well before you submit your notes.</p>	
Slide 22.			<p>Okay, that's about it. Any questions? ANSWER RELEVANT QUESTIONS</p>	
Slide 23.			<p>Okay...let's move on!</p>	