

2027-01-21 · 80 minutes

Cornell notes and the 6 Rs

Your goal: Build a Cornell page with notes, cue questions, and a summary. Use it to recall an idea, check it, and revise it.

One product: Cornell notes and the 6 Rs

Question: How can notes test what I know?

Start the work

Read the plan, do the work, then check the submission.

1. Read the Cornell regions and the definitions of the six Rs.
2. Read N1 and inspect the question-and-note pairs in N2.
3. Write two notes from N1 and one cue question for each note.
4. Write a two-sentence summary explaining how a notebook makes design work checkable.
5. Cover your notes and answer one cue from memory. Record the cue and your actual answer.
6. Uncover the notes, check against N1, and record a correction or confirmation. Add your reflection and next check.
7. Compare N2 with N3 and repair N3 using a fact from N2. Complete the exit answer.
8. Check readability. Submit when available, or keep the work and report the access problem.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

Words you will use

Cornell page

A page with a cue column, a notes column, and a summary.

cue

A question or word that prompts you to recall an idea.

summary

The main idea in your own words.

Record

Write the main ideas and useful evidence.

Reduce

Turn notes into short cues or questions.

Review

Revisit the page and check it against the source.

Reflect

Explain why the idea matters or how it connects.

Recite

Cover the notes and answer a cue from memory.

Revise

Correct an error or add what was missing.

retrieval

Bringing an idea back from memory.

design notebook

A record of a question, an idea, a test, and what happened.

Observation

A result you record from what actually happened.

Prediction

A result you expect before you test an idea.

Cornell notes and recall

A Cornell page has three parts. Put notes in the wide right column, cues in the narrow left column, and a short summary at the bottom.

A cue is a question or word that prompts recall. A summary states the main idea in your own words.

Our six learning actions are Record, Reduce, Review, Reflect, Recite, and Revise. Their definitions are in today's vocabulary.

Retrieval means bringing an idea back from memory. Answer a cue without looking, then compare your answer with the source and correct errors.

One attempt shows what you recalled at that moment. It does not prove what you will remember next month.

An observed result records what actually happened. A proposed result predicts what you expect before a test. Label each clearly in your notes.

N1: a checkable design record

A design notebook records a question, an idea, a test, and what happened. Keep a proposed result separate from an observed result.

If you have not tested an idea, write that the result is unknown. Date each entry so another reader can follow the order.

When you change an idea, record what changed and why. In biomedical work, a clear record helps others check the reasoning.

A neat drawing alone cannot show that a device is safe or useful.

N2 and N3: two notebook examples

These are original practice examples. N2 cue: Where do I find the plan? N2 note: The class website gives the day's plan.

N2 second cue: What if submission fails? N2 second note: Keep the work and report the access problem.

N2 summary: I read the plan, complete the work, and check my submission. If access fails, I preserve my work and report the barrier.

N3 cue: Website. N3 note: I used it. N3 has no summary.

Check whether each cue can be answered from its note. For today's repair, use a fact supplied in N2 to give N3 an answerable cue.

Try the decision

N2 and N3 are two supplied notebook examples. N3 says Website and I used it, with no summary. Which action prepares a recall check?

- Test each cue against its note, use the cues that can be answered, then repair N3 with a question based on N2.
- Copy N3 neatly and call the page ready for a recall check.
- Delay choosing until a later memory test, leaving N3 unchanged today.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

Your 80-minute flow

0–8 minutes	Name one thing another reader needs.
8–20 minutes	Identify the cue, notes, and summary regions.
20–30 minutes	Identify a note and its answerable cue.
30–47 minutes	Write two notes and two cue questions in the labeled fields.
47–58 minutes	Explain how records make design checkable.
58–68 minutes	Record actual recall attempt and compare with N1.
68–75 minutes	Repair N3 and complete exit.
75–80 minutes	Submit or save the work; describe only what actually happened.

Your response record

Use a separate Cornell page for your answers: cues on the left, notes on the right, and the summary below. The list here supplies prompts. Put recall and reflection responses below your summary.

Note 1

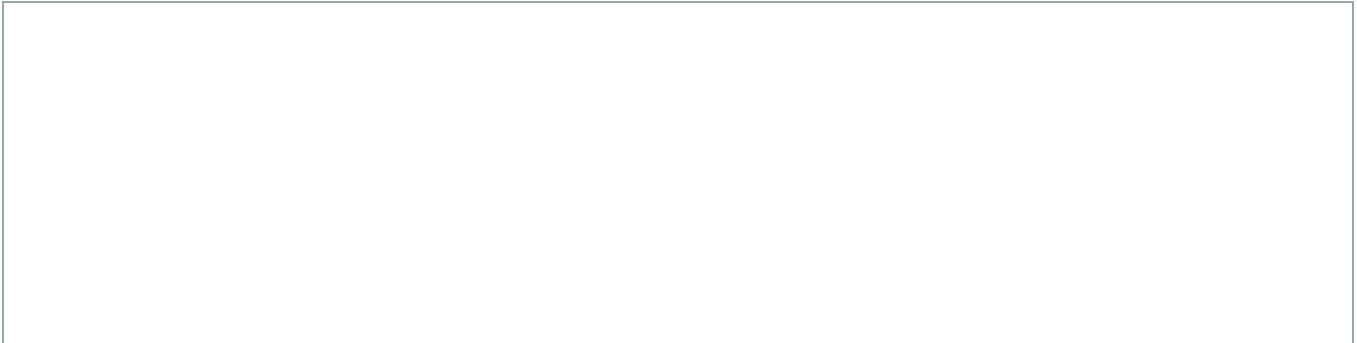
Write one main idea from N1.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Cue question 1

Write a question that your first note answers.

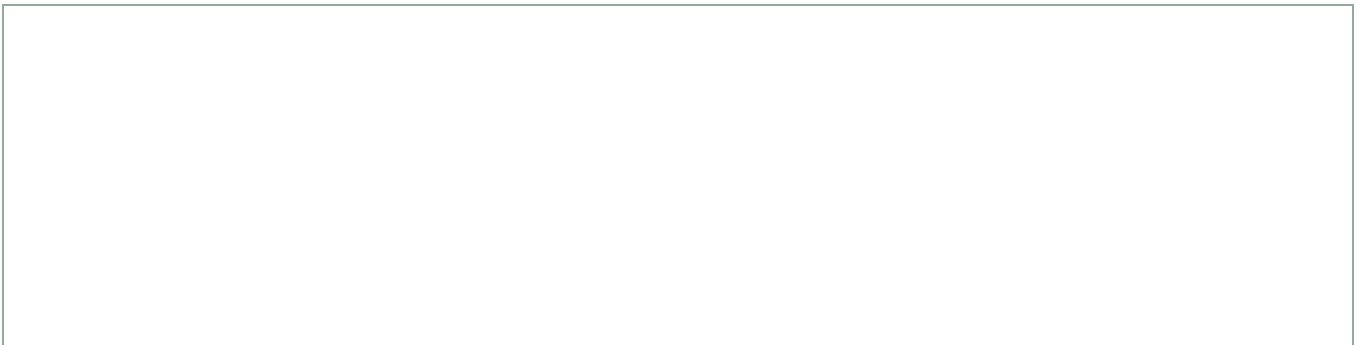
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Note 2

Write a different main idea from N1.

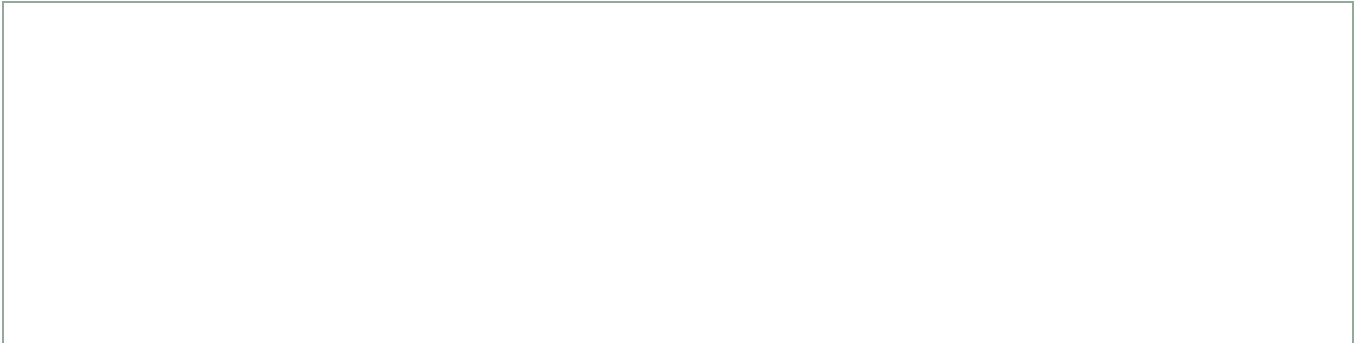
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Cue question 2

Write a question that your second note answers.

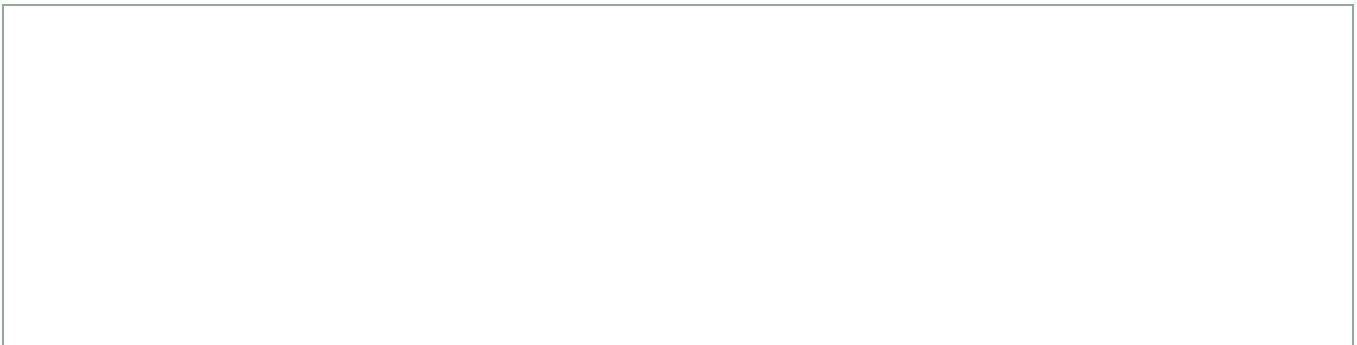
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Summary

In two sentences, explain how a notebook makes design work checkable.

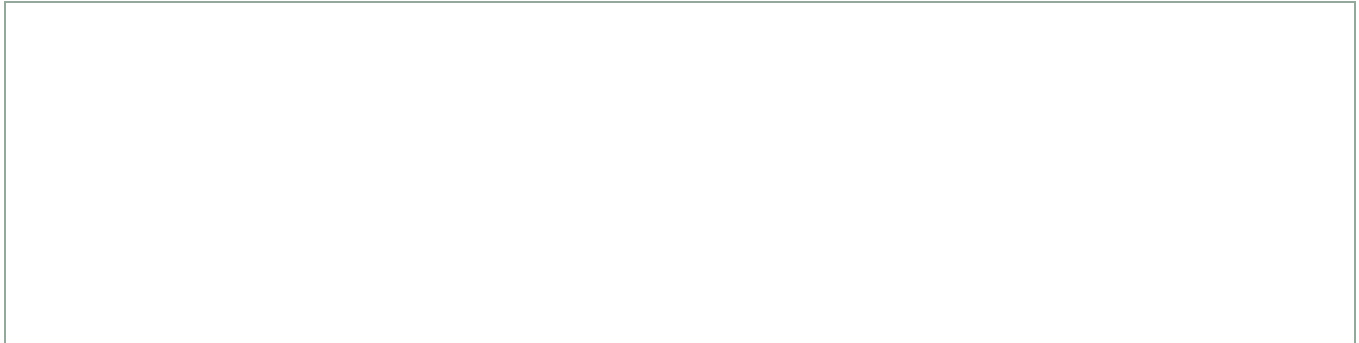
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Cue I used

Choose and record one of your cue questions.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

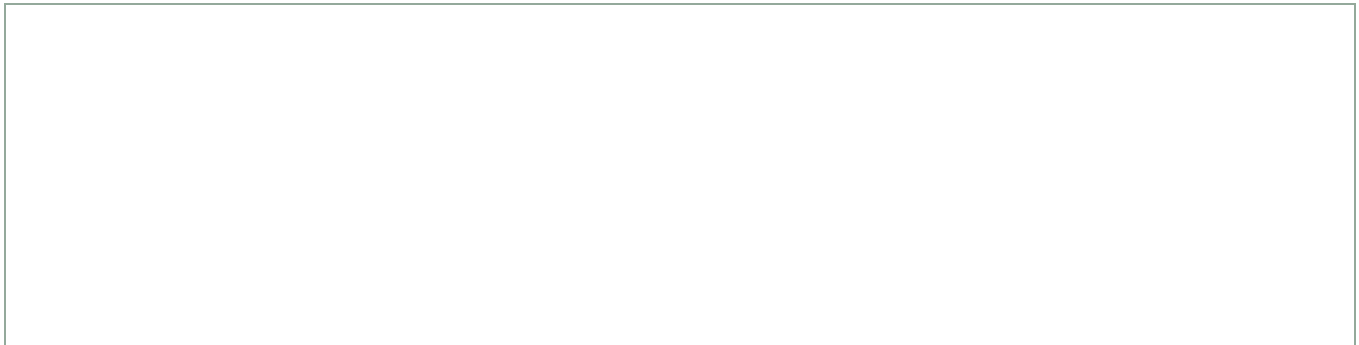


Actual recall

Cover your notes and record your answer from memory.

An incomplete answer is useful evidence. Do not fill it in while looking.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Correction or confirmation

Uncover your notes and compare with N1. Record what you corrected or confirmed.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Why this matters

Explain why one N1 idea matters for design work.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

My next check

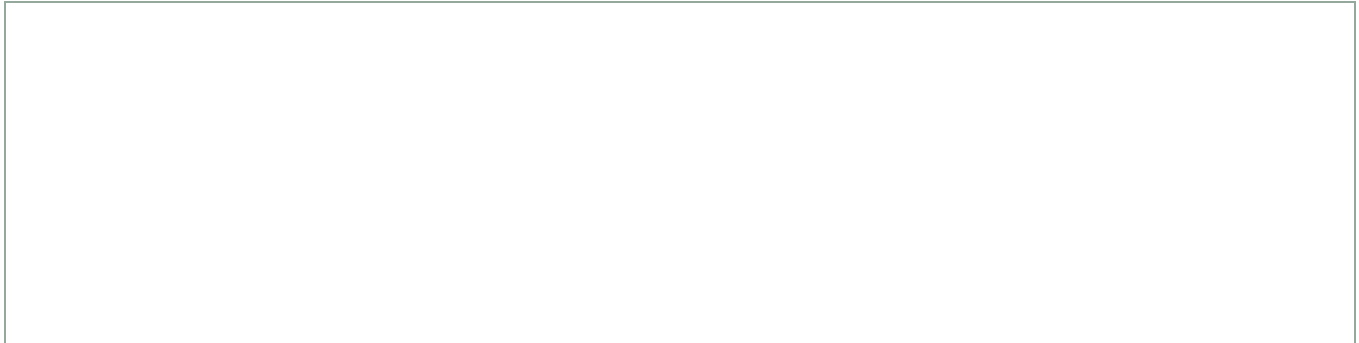
State when you will check this cue again.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

Stronger recall tool

Choose N2 or N3 and cite a visible feature that supports a recall check.

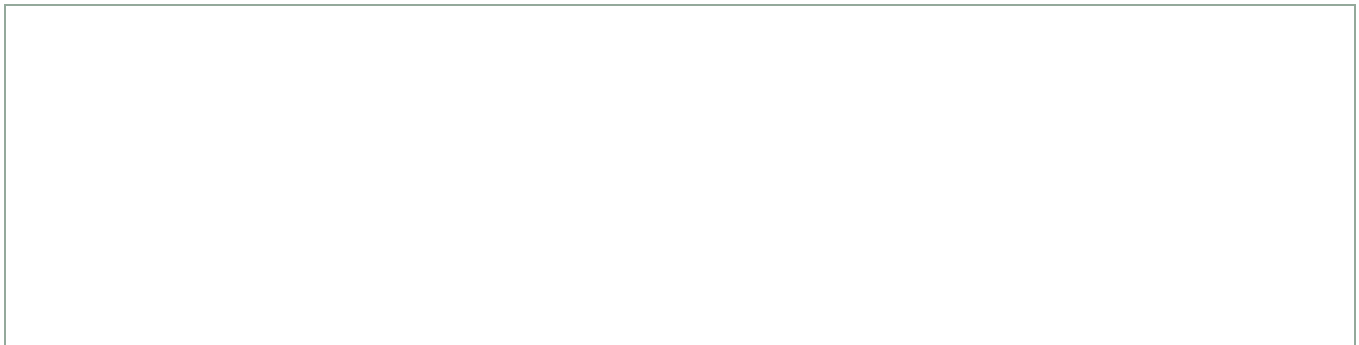
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Replacement cue

Write an answerable question for N3 using a fact supplied in N2.

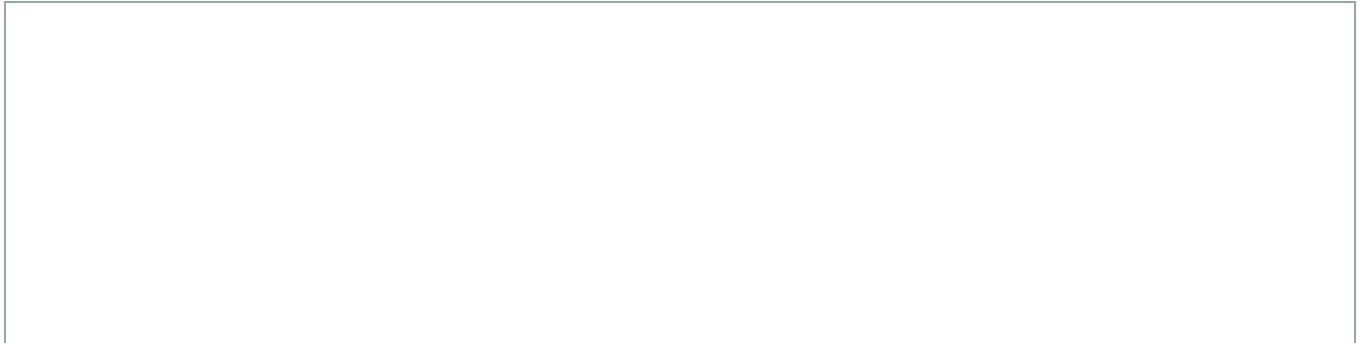
Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Exit answer

Explain how the cue and checking step helped you inspect your page.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



Check your product

- My page separates cues, notes, and summary.
- Each cue can be answered from its note.
- Both notes agree with N1.
- I kept what actually happened separate from what I expected to happen.
- I recorded my actual recall and a correction or confirmation.
- I kept my complete page.

Keep the limit: These practice examples contain no measured results from a classroom or patient. They cannot prove that a method works or that an upload succeeded.

Turn in your work

Open the linked BI Schoology assignment. Save one readable PDF, follow its posted directions, upload it and check the preview. Check that Schoology shows Submitted.

If the assignment or upload will not open, keep your paper or saved file. Tell Mr. Mendoza the lesson title and what is blocked.

[Open this assignment in Schoology.](#)

Carry forward

Use a cue, recall, check, and revise.

Use the same recall-and-check process during later lab safety instruction. How will you check that you recalled a safety rule accurately?

Sources and resources

[Open today's page](#)

CORNELL1 · The Cornell Note Taking System

Cornell University Learning Strategies Center

<https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>