


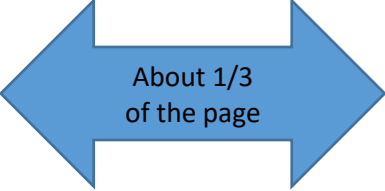
<p>FOCUSED NOTES</p>  <p>PTC – Cornell Note Template</p>	<p>Topic: _____</p> <p>Objective/Note-Taking Purpose:</p>	<p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p>Instructor: _____</p>
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Essential Question: What do you need to learn about the topic above?

Students...If the instructor does not tell you, ASK!

Instructors...Tell the student what you want them to know about the topic – most important/essential information

Ideas - You can complete this box for students ahead of time and hand it out, create your own notebook and put in D2L, for each lecture, student can print out, give access to fillable version of Focused Notes.






<p>Questions/Connections:</p> <p>Leave this space blank for adding questions and ideas in the Connecting Thinking phase.</p> <p>Draw pictures to illustrate connections, learning, etc.</p> 	<p>Notes:</p> <p>Take notes in this section using whatever method you prefer: outline, webbing, bullets, charts, diagrams, or a combination.</p> <p>Leave space for additions and revisions.</p>
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Summary Reflection:

Add a space for a summary at the end of your notes. When taking notes on paper, you might want to wait to designate this area on your paper until you finish taking the notes, so you do not run out of space for note taking.

The Five Phases of the Focused Note-Taking Process

PTC's focused note-taking process has five phases. Determine how to set up the format appropriately. Use the suggestions below to develop your note taking skills.

<p>Taking notes</p> 	<p>Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.</p>
<p>Processing Notes</p> 	<p>Think about the notes. Revise notes--by underlining, highlighting, circling, chunking, questioning, adding, deleting--to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.</p>
<p>Connecting Thinking</p> 	<p>Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.</p>
<p>Summarizing and Reflecting on Learning</p> 	<p>Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p>
<p>Applying Learning</p> 	<p>Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.</p>

Focused Note-Taking Reflection Tool (Secondary)

Phase	New to notetaking	Developing Skills	Like A Pro
Taking Notes	I can follow the format for my notes if my teacher shows it to me.	I know how to use several formats of notes but pretty much stick to the same one unless my teacher tells me what to do.	I consider the purpose for my notes and select the best format based on what I will use the notes for.
	My notes contain complete sentences, and I often copy or use the same words as the speaker or text.	My notes are shorter than the original. I use some abbreviations and try to write in phrases rather than sentences.	I'm always thinking about how to get the ideas into my notes in the shortest way possible while keeping the original meaning.
	I don't really think about how my notes look on the page.	I try to follow an organizational pattern and leave breaks between sections of my notes.	A person looking at my notes could see how the ideas are organized and distinguish the main ideas from the details. I leave plenty of room for later additions.
Processing Notes	If my teacher tells me to revise my notes, I underline, highlight, or circle words without much thought. Otherwise, I rarely go back to my notes until I have to study or use them.	I revisit my notes once after taking them to mark main ideas, clarify, add information, and divide them into chunks.	I realize my notes are a work in progress and routinely revisit them to make them as clear and complete as possible. Each new encounter with my notes adds a layer of written interaction.
Connecting Thinking	The answers to questions I write on my notes can usually be found in the notes. I don't spend much time thinking about how the information in my notes relates to me or to the ideas outside my notes.	I write questions in my notes that help me understand the content and think about it more deeply. I add my thoughts about how the ideas in my notes relate to me, to other learning, and to the wider world.	The questions I write about the content are ones I would enjoy discussing intellectually with others to get a deeper grasp on the topic. I try to make as many connections outside the notes as possible to link my learning to a bigger picture.
Summarizing and Reflecting on Learning	I wouldn't summarize my notes if I didn't have to. I don't find that it helps me understand what I've studied. I sometimes make general reflections at the end of my summary.	I write a clear summary that captures the main ideas of the notes. I include a reflection at the end to show how my notes will help me reach my learning objective.	Writing my summary provides me with another opportunity to review my notes, this time to capture the most important ideas to make sure I understand the big picture. I include several sentence of thoughtful reflection because I know that reflection make learning meaningful.
Applying Learning	I sometimes find my notes to be useful in studying or in doing things to show what I have learned.	My notes help me to be successful on assessments and learning experiences that require me to demonstrate my learning. They are a useful study tool.	My notes—with their layers of interaction—are the key to my success in applying what I have learned to a new situation. The process of notetaking has increased my long-term understanding, and I can apply my learning to whatever ways I am asked.