



up in order from a whole fish, because some immediately expose new surfaces underneath and the air CM on surface will be used and active.

The skin should be glossy and neat. The sea fish fish will be dull and wrinkled. Color is not a helpful guide because many skin colors fade quickly after the fish-pick.

If present, the natural poisonous areas covering the skin should be prominent and glossy. With time to skin on and skin, the proteins are able to give a milky appearance, and can give from off-white to yellow to brown. The reason is often washed off when the fish is skinned.

The sea fish has a... The sea fish has a... The sea fish has a...

The sea fish has a... The sea fish has a... The sea fish has a...

The sea fish has a... The sea fish has a... The sea fish has a...

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The sea fish has a... The sea fish has a... The sea fish has a...

The sea fish has a... The sea fish has a... The sea fish has a...

The sea fish has a... The sea fish has a... The sea fish has a...

conspicuous ones a dull film. There should be no brown edges, which are a sign of drying, oxidation of oils, and off-flavors.

Whether the fish is present or whole, its odor should resemble fresh sea air or crushed green leaves, and be only slightly fishy. Strong odors come from prolonged bacterial activity. Most advanced age and spoilage are indicated by strong, stale, rancid fish odors, or rotten odors.

STORING FRESH FISH AND SHELLFISH: REFRIGERATION AND FREEZING

Once we've obtained good fish, the challenge is to keep it in good condition until we use it. The usual signs of spoilage deterioration are caused by fish enzymes and bacteria. The usual signs of spoilage deterioration are caused by fish enzymes and bacteria.

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HOME WORK

network II



Thus inside equal

of R_1 inside of R_2 must be $-a$

of R_2 must be $-a$

of R_2 must be $-a$

of R_2 must be $-a$

of R_2 must be $-a$

of R_2 must be $-a$

Expanding $\vec{E} + \vec{B}$ in powers of $\frac{v}{c}$

$$\vec{E} \approx \frac{1}{2} \frac{I_0}{2\pi a c \epsilon_0} \sin(\omega t) \left[1 - \frac{1}{2} \left(\frac{v}{c}\right)^2 \right]$$

$$\approx \frac{1}{2} \frac{I_0}{\pi a c \epsilon_0} \sin(\omega t) \left[1 - \frac{1}{2} \left(\frac{v}{c}\right)^2 \right]$$

$$\text{and } \vec{B} \approx \frac{\mu_0}{2\pi a c} \frac{I_0}{2\pi a c \epsilon_0} \sin(\omega t) \left[1 - \frac{1}{2} \left(\frac{v}{c}\right)^2 \right]$$

$$\approx \frac{\mu_0}{2\pi a c} \frac{I_0}{2\pi a c \epsilon_0} \sin(\omega t) \left[1 - \frac{1}{2} \left(\frac{v}{c}\right)^2 \right]$$

$$b) \vec{W}_e = \frac{1}{2} \int \vec{E} \cdot \vec{D} dV$$

$$= \frac{1}{2} \int \epsilon_0 \vec{E} \cdot \vec{E} dV$$

PLANNER Monthly

START 11 MONTHS PLANNING 20 PAGES ANYTIME 1.00 A.D. 210.00

How to set long term goals

- Create a Mission statement
- Create a LOGO
- Design the FIRST year
- Set up weekly
- Find a mentor

I will create a lifestyle brand that I can leverage for the next 25 years. I will be a combination of innovation and tradition and will take inspiration from my love of mountain biking and my love of the outdoors. I will create a brand that is both functional and stylish. I will create a brand that is both functional and stylish. I will create a brand that is both functional and stylish.



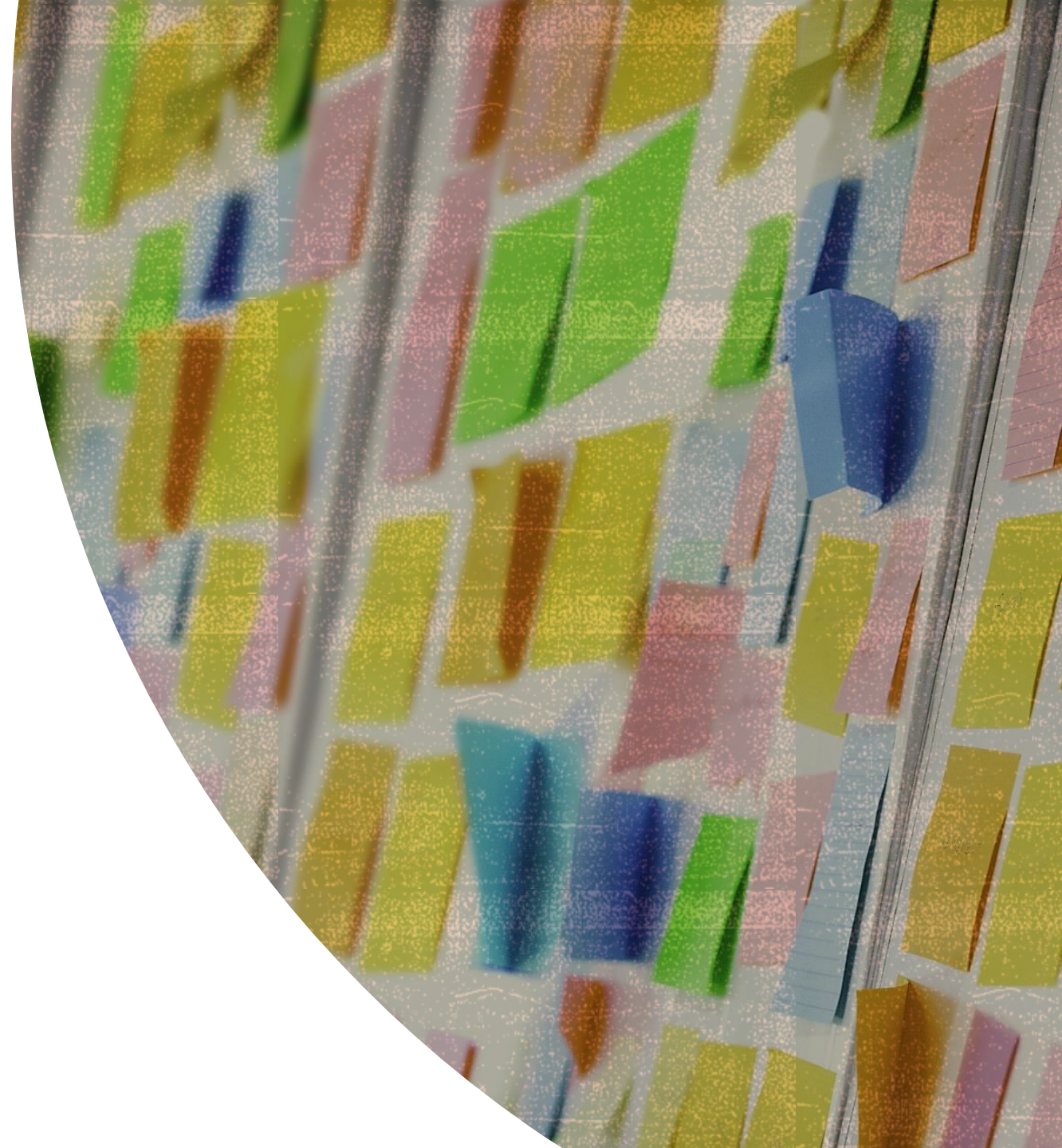
NOTE-TAKING METHODS

Multilingual Student Support (MSS)
Camosun College

OUTCOMES

By the end of this presentation, you will be able to...

- Explain why note-taking is an important skill.
- Recognize several different note-taking methods.
- Use a structured approach to taking lecture notes with the Cornell Method.





CONTENTS

Note-taking

- Think about it
- Benefits of note-taking
- Tips for success

Different note-taking methods

- Choosing a method
- Charting
- Outline
- T-Notes
- Mind Map

The Cornell Method for lectures

- Examples
- How to use the Cornell Method
- Cornell notes: a study tool





NOTE-TAKING: THINK ABOUT IT!

1. Do your note-taking methods in your first language differ from your note-taking in English?
2. How do you usually organize your notes?
3. What are some of the benefits of good note-taking skills?






Memory Tips:

- Write notes by hand
- Use visuals – draw pictures, use symbols, add colour
- Review notes as soon as possible after you write them

BENEFITS OF NOTE-TAKING:

- **Keeps you awake and focused**
 - is an active process
 - keeps your mind on the information
 - avoids distractions
 - **Activates your learning**
 - forces you to listen closely and decide what to write
 - requires you to organize information, highlight key ideas, and identify supporting points
 - **Helps you remember what you learned**
 - improves retention by actively engaging with the material
 - **Creates a valuable study tool**
 - gives you a condensed, organized record to review for learning and to study for exams
- 

NOTE-TAKING TIPS FOR SUCCESS

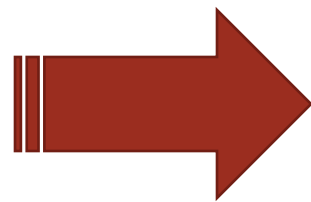
Use your **favourite pen or pencil** to take notes

Preview the textbook material **before the lecture**

Label your notes for each class with the **date** and **topic**

Record any **new terms** or specialized vocabulary

DON'T write down **everything** your instructor says



DO write down **main ideas** and **significant details**





DIFFERENT NOTE-TAKING METHODS



CHOOSING THE RIGHT METHOD

- Not all note-taking methods work in all situations.
- Choose your note-taking method based on:
 - the **subject** you are taking
 - the **material** being covered
 - the **delivery** of the material (e.g. a reading, a live lecture, etc.)
 - your own **purposes** for taking the notes



HOW?	ADVANTAGES:	DISADVANTAGES:
Set up your paper in columns and label appropriate headings.	Helps pull out most relevant information	Can be a hard system to use during a lecture
Headings could be categories covered in the lecture	Reduces amount of writing	Not a lot of room to write
Insert information (words, phrases, main ideas, etc.) into appropriate category	Provides easy review for memorising facts and studying comparisons and relationships	Need to know the content that will be covered beforehand.

CHARTING

- Useful for taking notes from lecture slides or textbooks on subjects that have:
 - Factual or statistical information
 - Subtopics to compare
 - Information that fits into tables
- Creates a short, condensed study tool

Figure 1. From "Note taking", 2022, *Learning essentials: Library and learning services. The University of Auckland*. Retrieved from <https://learningessentials.auckland.ac.nz/key-study-skills/note-taking/>



CHARTING

- Review your learning materials to identify **topics** and **categories**
- Create a **new chart** and write in the topics and categories:
 - Option one - **columns only**:
 - Write a separate topic for each column and beneath these write key points
 - Option two – **complete chart**:
 - Fill in the **topics** across the top row and the **categories** down the left column
- Fill in the empty chart with notes
 - Use point form (no complete sentences), visuals, symbols, etc. Keep it brief!

Pros: Easy to create and use. Can condense a lot of information into a small space.

Cons: Best suited to taking notes from a reading – may be hard to use this method during a lecture.

Figures 2 & 3. From “Note-taking skills: What methods work for you?”, 2019, Learning Light Bulbs. Retrieved from <http://www.learninglightbulbs.com/2019/03/note-taking-skills-what-methods-work.html>

Columns only:

Topic Heading			
Name: Date:			
Subtopic 1	Subtopic 2	Subtopic 3	Subtopic 4
• Idea/key point 1	• Idea/key point 1	• Idea/key point 1	• Idea/key point 1
• Idea/key point 2	• Idea/key point 2	• Idea/key point 2	• Idea/key point 2
• Idea/key point 3	• Idea/key point 3	• Idea/key point 3	• Idea/key point 3
	• Idea/key point 4	• Idea/key point 4	• Idea/key point 4
	• Idea/key point 5		• Idea/key point 5

Complete chart:

Topic Heading			
Name: Date:			
Method of Movement	Benefits	Drawbacks	My Opinion
Walking	Exercise No negative environmental impact	Slower Distance may be too far	Best when doing things close to home
Driving (my car)	Convenient Fast	Expensive to own negative environmental impact	Best when have to travel long distances and with an inflexible schedule
Driving (taxi)	Convenient Fast Supports local economy	Expensive cost negative environmental impact	Best to use in places I don't know the streets
Bus	Somewhat convenient	Can't choose schedule	Best to use when I have a flexible

Title or topic

- I. MAIN TOPIC (to the left side of the page)
 - A. MAJOR SUB-TOPIC (indented and bold heading)
 - 1. Minor sub-topic (indented under A)
 - 2. Minor sub-topic (indented under A)
 - a. Detail (under 2)
 - b. Detail
 - B. MAJOR SUB-TOPIC (indented the same as A)
 - 1. Minor sub-topic (indented under B)
 - a. Detail (under 1)
 - b. Detail
- II. Continue in the same way with remaining topics

OUTLINE NOTES

- Useful for taking notes from lecture slides or textbooks; use after a lecture to further organize your notes
- Effective at showing major points & supporting ideas
- Organizes ideas and shows relationships between them

Figure 4. From "Note taking", 2022, Learning essentials: Library and learning services. The University of Auckland. Retrieved from <https://learningessentials.auckland.ac.nz/key-study-skills/note-taking/>



OUTLINE NOTES

- 1. Make top-level bullet points of main topics (main ideas).
 - 2. Fill in lower-level bullet points with sub-topics (significant details).

Pros: Simple. Hierarchical. Easy to create and review.

Cons: Best suited to taking notes from a reading – may be hard to use this method during a lecture.

Good for laptop use – easy to do. Harder to do by hand.

FORMAT FOR THE OUTLINE METHOD OF NOTE-TAKING

Title or topic

- I. MAIN TOPIC (to the left side of the paper near the margin)
 - A. MAJOR SUB-TOPIC (indented and subordinate to the preceding heading)
 - 1. Minor sub-topic (indented under A)
 - 2. Minor sub-topic (indented under A)
 - a. Detail (under 2)
 - b. Detail
 - B. MAJOR SUB-TOPIC (indented the same as major sub-topic A)
 - 1. Minor sub-topic
 - a. Detail (under 1)
 - b. Detail
- II. Continue in the same way with main topic #2, #3, etc.



Write down equation, formula, example, or problem 1.

Make your personal note, or questions regarding problem 1, to which you need to find the answer.

Write down equation, formula, example, or problem 2.

Make your personal note, or questions regarding problem 2, to which you need to find the answer.

Write down equation, formula, example, or problem 3.

Make your personal note, or questions regarding problem 3, to which you need to find the answer.

T-NOTES

- Useful for problem-based learning in numerical disciplines (math, physics, engineering, etc.)

Figure 5. From "Note taking", 2022, Learning essentials: Library and learning services. The University of Auckland. Retrieved from <https://learningessentials.auckland.ac.nz/key-study-skills/note-taking/>



T-NOTES

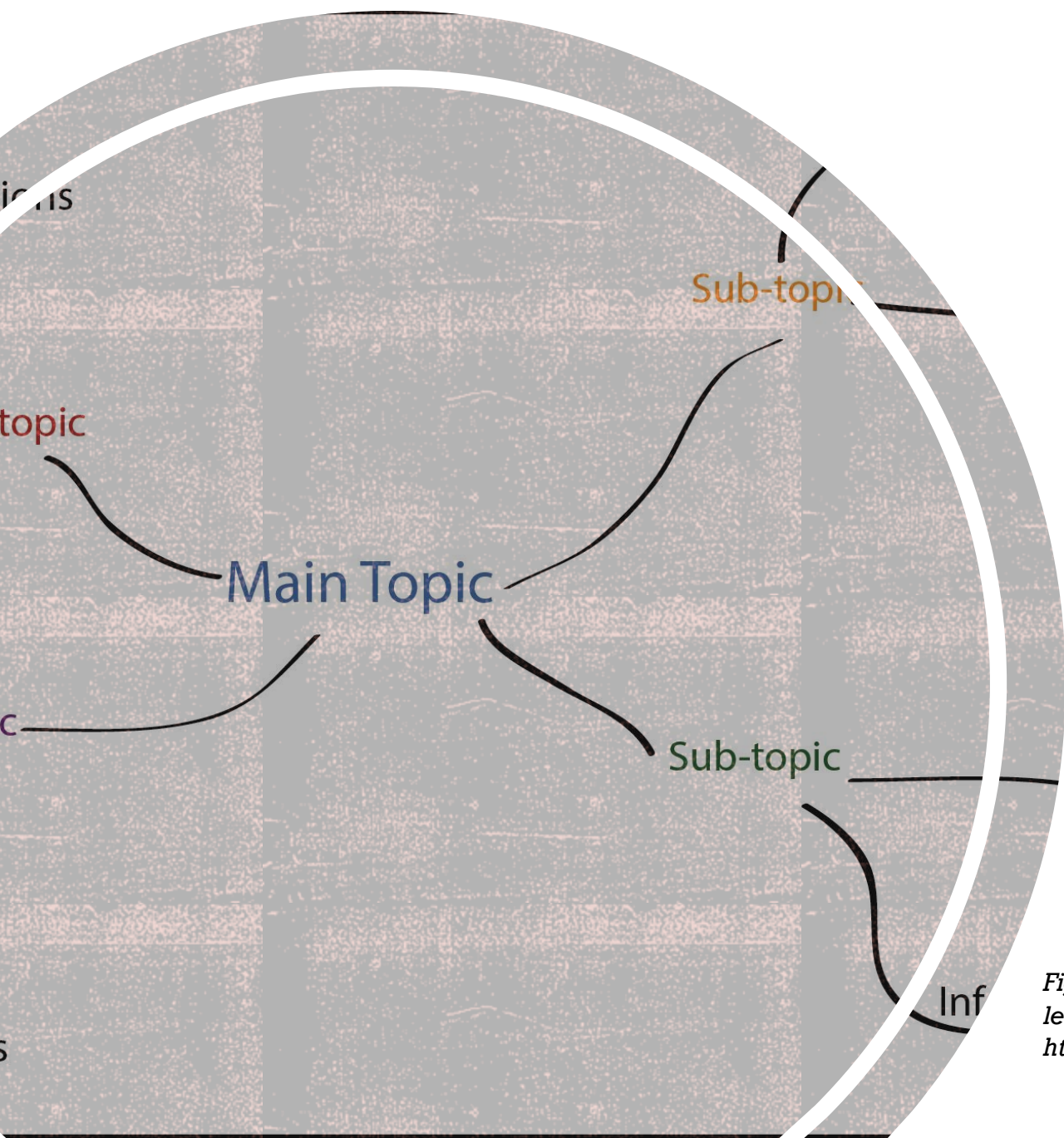
- Create a chart in a “T” shape
- At the top, write your name, the date, and any information about the source of the notes (class, book, etc.)
- On the left-hand side of the "T", write examples, formulas, or practice problems.
- On the right-hand side, write a description, explanation, or questions you need to find answers for.
 - You may work on the equation or formula here as well.

Pros: Simple. Easy to create and use.

Cons: Can be hard to avoid transcribing instead of using your own words

Title of lesson		Name:
		Date:
		Paper:
Write down equation, formula, example, or problem 1.	Make your personal note, or questions regarding problem 1, to which you need to find the answer.	
Write down equation, formula, example, or problem 2.	Make your personal note, or questions regarding problem 2, to which you need to find the answer.	
Write down equation, formula, example, or problem 3.	Make your personal note, or questions regarding problem 3, to which you need to find the answer.	





MIND MAP

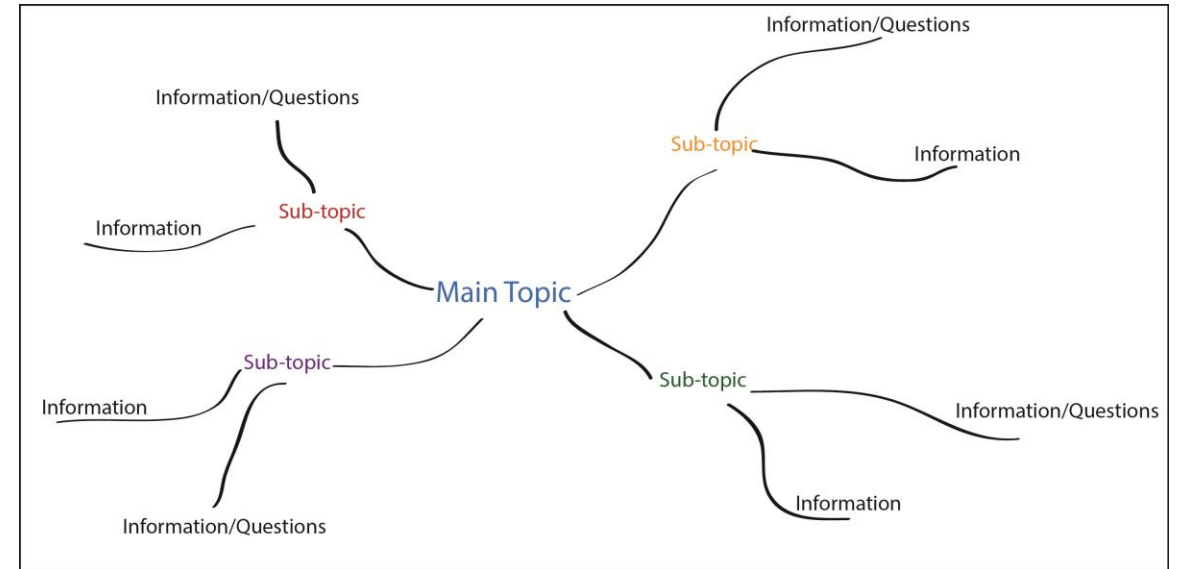
- Useful for making connections and showing relationships between ideas
- Good for visual learners and doodlers

Figure 6. From "Note taking", 2022, Learning essentials: Library and learning services. The University of Auckland. Retrieved from <https://learningessentials.auckland.ac.nz/key-study-skills/note-taking/>



MIND MAP

- Start with a blank page.
- Write the **main topic** in the middle.
- Draw a branch for each important **sub-topic** in the lecture.
- Now draw smaller branches for supporting information.
- Use **colour!**



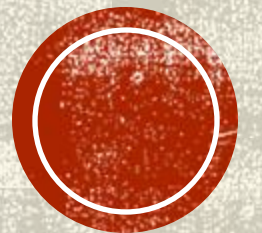
Pros: Great for people who like to doodle as a concentration aid.

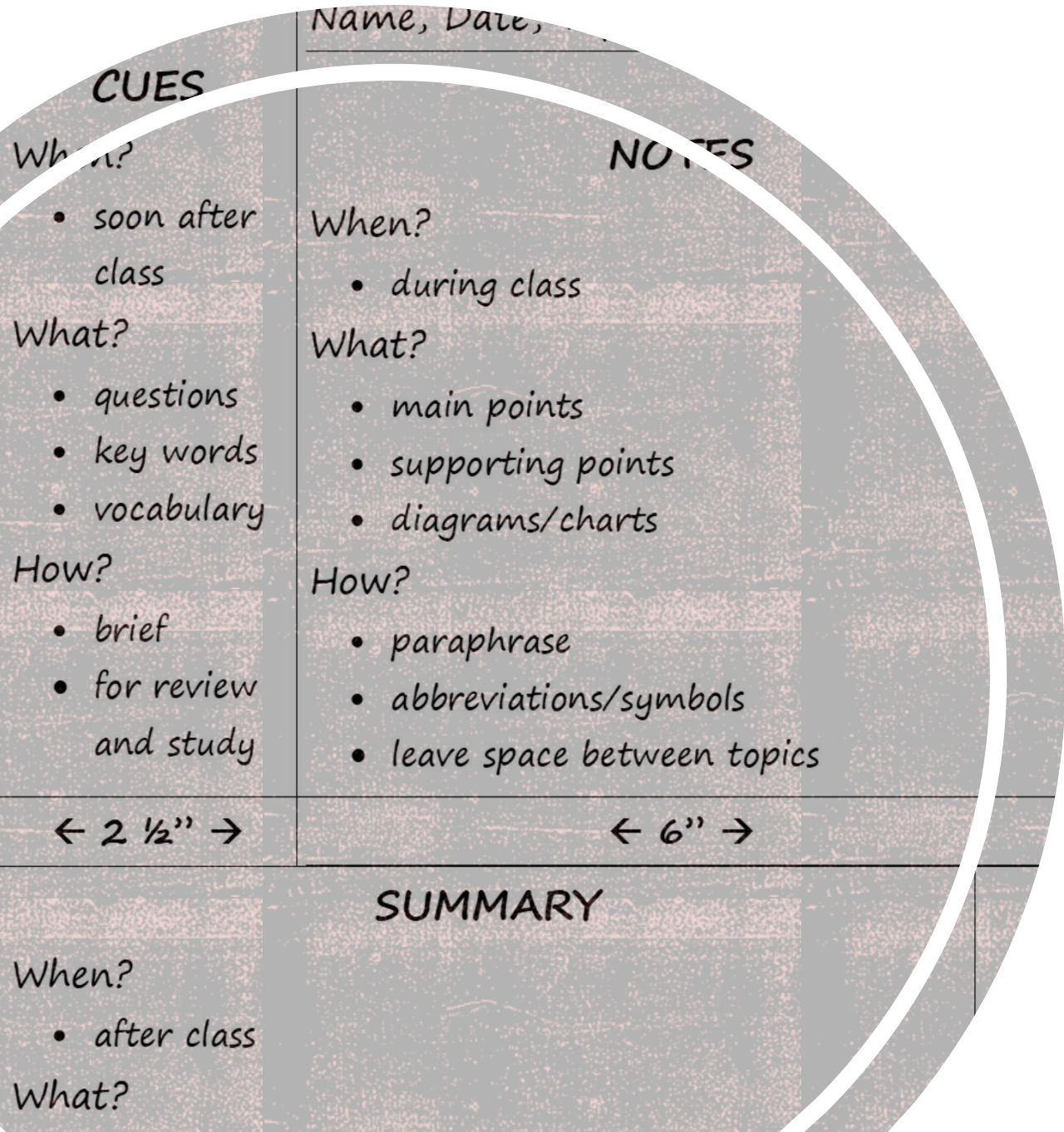
Easy way to get all significant points down and show how they're connected.

Cons: If you don't prep for basic knowledge before the lecture, it could get messy!



THE CORNELL METHOD FOR LECTURES





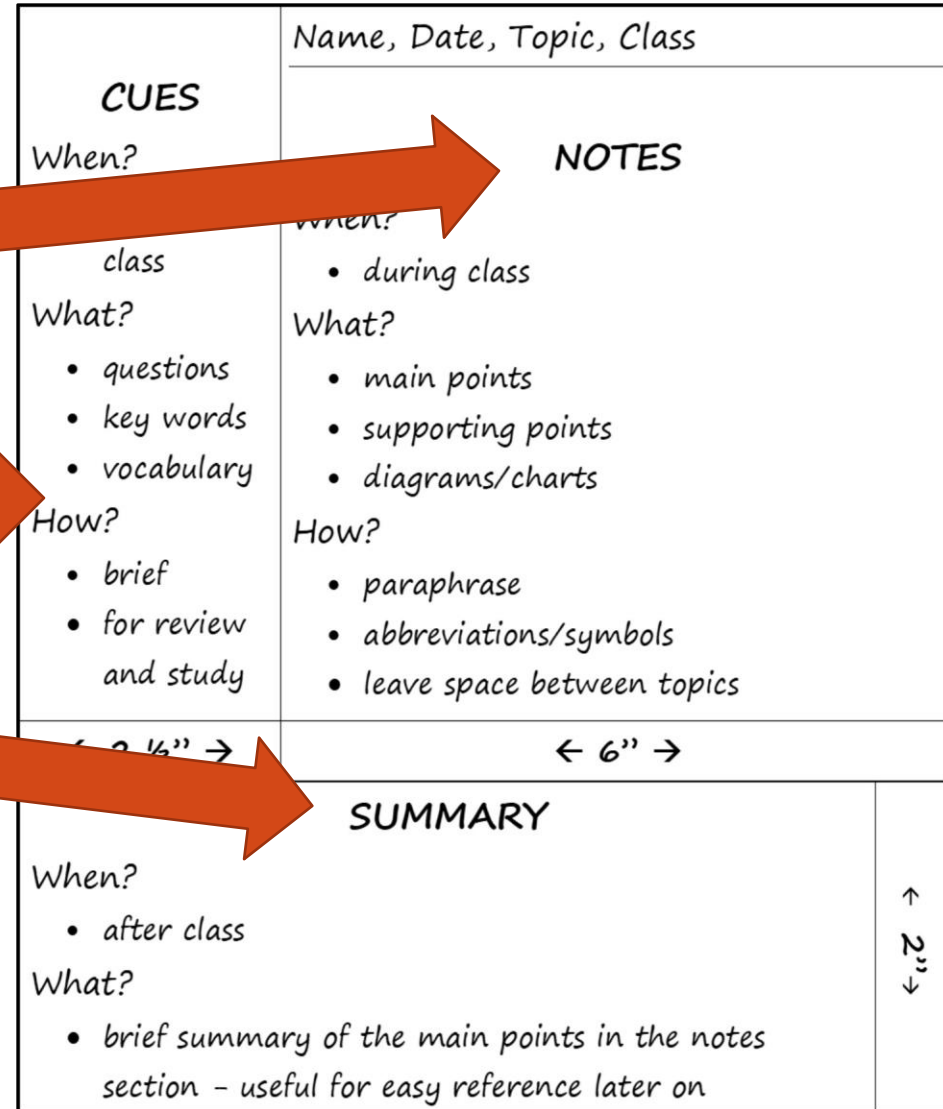
THE CORNELL METHOD

- Useful for actively engaging with notes during and after a lecture (active learning)
- Creates an organized study tool



THE CORNELL METHOD

- Divide your note pages into 3 sections:



- At the top of the page, write name, date, and topic



EXAMPLES OF CORNELL NOTES

-chording = headings = vocab

Cornell Notes

Topic/Objective: 8) relations and functions

Essential Question: How do you identify functions?

Notes: Relations

What is relation? A equation with variables and exponents

Example →

Age (years), x	1	2	3	4	5
Length (in), y	23	36	47	61	73

• Identify domain and range of the relation
Domain: 1, 2, 3, 4, 5 Range: 23, 36, 47, 61, 73

What is the difference between input and output?

• The domain of the table is the set of all x coordinates (input)
 • The range of the table is the set of all y coordinates (output)

Order pairs → $E^{\circ}(0,1), (2,4), (3,7), (5,4)$
 • Identify the domain and range of relation
Domain: 0, 2, 3, 5 Range: 1, 4, 7 (Inputs) (Outputs)
 • The relationship is if you put something in you going to get something back.
 • when ever we ever have a number repeat you only write it down once.

What are the two ways?

Repeating a Relations (2 ways)
Exs (-1,1), (2,0), (3,1), (3,2), (4,5)

Summary:
 You can identify function by making a mapping diagram. The difference between input and output is that input is the x coordinate and output is the y coordinate. The two ways to find function is to make a graph and a mapping diagram. You can find if its function or not function is to find if a x number repeats if it repeats one don't have a function but if the y repeat it is a function.

Math notes

Cornell Notes

Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work

Name: _____

Class/Period: Lang. Arts

Date: Oct. 12, 2009

Essential Question: How does Langston Hughes' poem, "Mother to Son", advice the reader to overcome difficulty and keep from giving up in life?

CUES	NOTES
1) What is the significance of the speaker in the poem?	1) <u>Speaker -</u> <u>*Voice that communicates a poem's meaning</u> <u>actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown or specific</u> (like character)
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	2) <u>Impt.</u> <u>Poet's choice of speaker - contributes to the poem's mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view regarding same event</u> (ie. parent, child, elderly person) - *the person telling the story gives point of view and affects the message told ← <u>P.O.V*</u>
3) How does Hughes use vocabulary to contribute to and convey his message?	3) <u>Writer's/poets style</u> <u>Vocab - helps to understand meaning</u> <u>"crystal stair" = luxuries (metaphor) → compares 2 things</u> ie. "Life for me ain't been no crystal stair" <u>"reachin" - replace letter at end of word (dialect)</u> <u>"'cause" = because → Slang</u> var. lang used by group speech fact.

SUMMARY
 The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."


English notes



THE CORNELL METHOD: NOTES

Notes:


- **When?** During the lecture
 - After the lecture, add highlighting and other details to NOTES, and fill in the CUES column
- **What?** Main points, supporting points, may include diagrams/charts
- **How?** Paraphrase, abbreviations/symbols, leave space between topics

Cornell Notes 	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
CUES 1) What is the significance of the speaker in the poem? 2) How does a poet's choice of speaker affect the mood/meaning of a poem? 3) How does Hughes use vocabulary to contribute to and convey his message?	NOTES 1) <u>Speaker</u> - * <u>voice</u> that communicates a poem's ideas, actions, descriptions, & feelings - similar to <u>narrator</u> - can be <u>unknown</u> or <u>specific</u> (like character) 2) <u>Impt.</u> - poet's <u>choice of speaker</u> - contributes to the poem's <u>mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view</u> regarding same event (ie. parent, child, elderly person) * the person telling the story gives point of view and affects the message told ← <u>P.O.V</u> * <u>writer's/poet's style</u> 3) <u>Vocab</u> - helps to understand meaning * <u>"crystal stair"</u> = luxuries (<u>metaphor</u>) → <u>compares 2 things</u> ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> (<u>dialect</u>) "Cause" = because → <u>slang</u> var. lang used by group speech patt.	
SUMMARY The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

THE CORNELL METHOD: CUES

Cues:


- **When?** Soon after class
- **What?** Questions, key words, vocabulary
- **How?** Brief, for review and study

Cornell Notes  AVID Division of College Dreams	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
CUES 1) What is the significance of the speaker in the poem? 2) How does a poet's choice of speaker affect the mood/meaning of a poem? 3) How does Hughes use vocabulary to contribute to and convey his message?	NOTES 1) <u>Speaker</u> - * <u>voice that communicates a poem's ideas, actions, descriptions, & feelings</u> - similar to <u>narrator</u> - can be <u>unknown or specific</u> (like character) 2) <u>Imp.</u> - Poet's <u>choice of speaker</u> - <u>contributes to the poem's mood/meaning</u> - <u>who speaks is as imp. as what is said</u> - <u>different points of view regarding same event</u> (ie. parent, child, elderly person) * <u>the person telling the story gives point of view and affects the message told</u> ← P.O.V.* <u>writer's/poet's style</u> 3) <u>Vocab</u> - helps to understand meaning "Crystal stair" = luxuries (<u>metaphor</u>) ^{compares 2 things} ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> (<u>dialect</u>) "Cause" = because → Slang _{var. lang used by group speech patt.}	
SUMMARY The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

THE CORNELL METHOD: SUMMARY

Summary:

- **When?** After class
- **What?** Brief summary of the main points in the notes section - useful for easy reference later on
- **How?** Details → Big Picture

Cornell Notes 	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. ARTS Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
CUES	NOTES	
1) What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>voice</u> that communicates a poem's ideas, actions, descriptions, & feelings - similar to <u>narrator</u> - can be <u>unknown</u> or <u>specific</u> (like character)	
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	Impt. - Poet's <u>choice of speaker</u> - contributes to the poem's <u>mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view</u> regarding same event (ie. parent, child, elderly person) - *the person telling the story gives point of view and affects the message told ← <u>P.O.V</u> *	
3) How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Vocab</u> - <u>writer's/poet's style</u> helps to understand meaning "Crystal stair" = luxuries (<u>metaphor</u> → <u>compares 2 things</u>) ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> (<u>dialect</u>) "Cause" = because → <u>Slang</u> var. lang used by group speech patt.	
SUMMARY The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me aint been no crystal staircase."		

CORNELL NOTES: A STUDY TOOL



Review your notes: Once you've taken notes, added cues, and written the summary, **review your Cornell Notes** as soon as possible after class



Interact with your notes: Add details, **highlight** information, **draw** diagrams or pictures



Keep your notes organized: They will be **easy to access** when you are ready to study for the next exam!



Use your notes to study: Fold your notes along the vertical line - **ask yourself questions** from the CUES section and check your NOTES to see how you did.

You can do this alone or with a study partner.



CAMOSUN RESOURCES

For more help with planning your studies and taking effective notes, check out these Camosun resources:

- Camosun Library “Student Learning Success Guides” for Studying and Note-taking Skills
https://camosun.libguides.com/Student_learning_success_guides
- Writing Centre and Learning Skills
<https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills>
- Multilingual Support Specialist (MSS):
<http://camosunmss.opened.ca>





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