This handout will:
- Discuss the purpose of note-taking.
- Explore the different styles including annotating, outlining, and Cornell method.
- Practice the styles of note-taking.
- Create a weekly gridded schedule.
- Investigate ways to tackle an assignment.
- Consider ways to measure one's burnout level.
- Identify self-care practices.
- Create a self-care plan.

Note-taking Strategies

Note-Taking: Note-taking is the process of engaging in source material in a written fashion presenting an individual's comprehension, thoughts, or analysis. Three methods of note-taking presented in this workshop are annotating, outlining, and Cornell method. The following bullets will explore these styles and allow you to practice them.

Annotating:
- **Annotating** is the process of taking notes in the margins of a text.
- This method is intended to help you:
  - Clarify - Translate material into familiar terms. Ask yourself summary questions.
  - Analyze – Examine and evaluate concepts. What do the statements in the text mean?
  - Relate – Make connections between concepts. How do these statements apply to your department, class, or life?
  - Emphasize – Highlight key ideas. Focus on the central concepts reiterated in the text.
  - Summarize/Paraphrase – Restate main points in your own words. Bring together all of the analysis from the previous points to form concise conclusions.
- How to annotate: The Three-Step Plan
  1. Identify a key point or idea in the text.
  2. Underline or highlight that key point.
  3. Write in the margins.
    - Explanatory Notes
    - Summary/Paraphrase
    - Questions
    - Draw connections between related ideas
- **Activity #1:** Read this excerpt from Cole Swensen’s “Artist’s Statement” in the anthology *Lyric Postmodernisms*. In the margins of this page, annotate this excerpt in order to answer the following questions:
  - What is the main idea/topic of this excerpt?
  - What is Swensen’s position on language as a means to create meaning and sense?
In Swensen’s view, how can poetry and the arts address situations when sense begins to break down?

Do you agree/disagree with Swensen? Why or why not?

What sections might be confusing you? What questions do you still have regarding this excerpt?

From: Artist’s Statement in *Lyric Postmodernism* by Cole Swensen

Poetry allows us to throw into question precisely what daily living forces us to accept as given—language, and thus all that it constructs. Which some argue is everything. At the very minimum, poetry allows us to question (as in “to interrogate” as well as in “to doubt”) meaning and sense, their relationship and their limits.

The very point where sense begins to break down is also where it begins to open out, and I find that I’m often trying to get right to that point and then project a little beyond. Daily language comprises of a stable field of communally agreed-upon sense, but out toward its edges, when language is used in unusual ways, that stable field begins to break up; it gets fissured through with gaps where no sense, or non-sense, takes its place.

During most of our lives, we simply ignore the gaps in sense, but poetry can use language in a way that brings them to our attentions. And once they’ve come to our attention, we start to notice that new things, new kinds of sense, accrete in them. These points of breakdown, these gaps, are not found just by art—they’re also found by violence and war, by love, wonder, and fear—by an experience that takes us to the unique. But I think the arts are particularly able to mold new accretions in constructive ways.

**Outlining:**

- *Outlining* is a method of note-taking where you take the information in a book, class presentation, or any other source material and you form a “road map” that guides yourself back over the information expressed retracing the information and any ideas you may have on this information. Outlining is a helpful strategy for writing papers and can be used in conjunction with the other methods explored here.
  - Outlining maps out a text or lecture.
  - Outlining also helps you create organized framework for constructing an argument.
  - An outline provides an example of how an argument can be effectively developed.
  - Guidelines for composing successful outlines include:
Campus Academic Resource Program
College Success Skills Workshop

- Locating main points/topics
- Looking for section headers/topic sentences.
- Identifying supporting topics
- Definitions, explanations or analysis by the author
- Find examples/evidence
- Specific details illustrating the elements defined/explained/analyzed by supporting topics

I. Main Subject:

A. Main Point 1:

1. Supporting Topic 1:

   a. Examples/Evidence:

   b. Examples/Evidence:

B. Main Point 2:

1. Supporting Topic 2:

   a. Examples/Evidence:

   b. Examples/Evidence

• **Cornell Method:** The Cornell method is a style of note-taking that was formulated by a professor at Cornell University. In this method, the note-taker divides her paper to organize information. The key aspects of the Cornell method are the central idea, placed on the left side of the paper, information and analysis to the right of the idea, and lastly a section that summarizes all the information.

  - Allows you to check your understanding of a topic and engage with important concepts.
  - Provides space to ask questions about the concepts and additional space to respond to those questions.
  - Offers an organized template to review or study notes.
  - Notes are divided into three sections:
    - 1. Key terms/questions column:
    - 2. Notes Column
    - 3. Summary Section
### Cornell Method Template:

<table>
<thead>
<tr>
<th>Cue Column:</th>
<th>Record Column:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary:</th>
</tr>
</thead>
</table>
**Campus Academic Resource Program**  
College Success Skills Workshop

**Time Management**

**Weekly Schedule:** The Weekly Schedule is a resource available to you to better establish an effective schedule. To adopt this into your own life, fill out the boxes with the applicable activities during their allotted times and you will have a visualization of your day to day schedule.

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Breaking Down a Project into Manageable Parts

**Steps to Completing the Project:** Final Papers, presentations, and extensive research papers can appear overwhelming to students. One possible way to approach a large project is to break down the individual components of the assignment and assign a date when you want to complete it. Some professors include this in their syllabus so you can conform yours to follow their schedule.

**Steps to Complete the Project**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Steps for Completing the Project in a Week**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Time</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Burnout Assessment from SUNY Buffalo’s School of Social Work

Burnout is a product of prolonged stress, and causes mental and physical exhaustion. Burnout occurs when we feel overwhelmed and unable to meet constant demands, resulting in reduced productivity, lack of energy and disengagement.

The following is an assessment to help you determine whether or not you are burning out. This assessment is not equivalent to the opinion of a medical provider. It is simply meant to give you an idea of whether or not you are burning out.

Assign a number from 0 (for no or little change) to 5 (a great deal of change) for each of the following questions.

1. Do you tire more easily? Feel fatigued rather than energetic? __
2. Are people annoying you by telling you, “You don’t look so good lately”? __
3. Are you working harder and harder and accomplishing less and less? __
4. Are you increasingly cynical and disenchanted? __
5. Are you often invaded by a sadness you can’t explain? __
6. Are you forgetting things (appointments, deadlines, personal possessions)? __
8. Are you seeing close friends and family members less frequently? __
9. Are you too busy to do even routine things like making phone calls or going grocery shopping? __
10. Do you suffer frequent physical pain (e.g. aches, pains, headaches, a lingering cold)? __
11. Do you feel disoriented when the activity of the day comes to a halt? __
12. Is joy elusive? __
13. Are you unable to laugh at a joke about yourself?

14. Does sex seem like more trouble than it’s worth?

15. Do you have very little to say to people?

Total

0-25  You’re fine.
26-35  Keep an eye on some of your habits.
36-50  You’re a candidate for burnout.
51-65  You are burning out.
Over 65  You sound burnt out, and this may be threatening your physical and mental well-being.

Don’t let a high total score alarm you, but pay attention to it. Remember, burnout is reversible, no matter how far along it is.

Self-Care Assessment from SUNY Buffalo’s School of Social Work

This document is for you to keep and will not be recorded or shared with anyone else. If you feel uncomfortable answering any of the questions in this assessment you are fully welcome to skip those questions. This assessment is meant to serve your benefit, and you are welcome to interact with it in any way that you choose.

Regardless of your score on the burnout assessment, identifying methods of self-care is integral to burnout prevention and reversal. Taking care of yourself is important to your academic success and sustainability, as you are more prepared to take on tasks that may seem physically or mentally draining.

The following assessment is meant as to gauge how well you practice different aspects of self-care. This assessment is not exhaustive, but suggestive. There may be some areas identified here that are not applicable to you or that you had not thought of before. Feel free to add areas of self-care that are relevant to you and rate yourself on how often and how well you are taking care of yourself.

When you are done, look for patterns in your responses. Are you more active in some areas of self-care than others?

Rate the following areas according to how well you think you are doing:

3 = I do this well (e.g. frequently)
2 = I do this OK (e.g. occasionally)
1 = I rarely do this
0 = I never do this
? = This never occurred to me
Physical Self-Care
- Eat regularly (e.g. breakfast, lunch, and dinner)
- Eat nutritious food
- Exercise
- Get medical care for prevention
- Get medical care when needed
- Take time off when sick
- Get massages
- Take time to be sexual—with myself, with a partner
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Get enough sleep
- Wear clothes I like
- Take vacations
- Other: ______

Psychological Self-Care
- Take day trips or mini-vacations
- Make time away from telephones, email, and the Internet
- Make time for self-reflection, meditation, etc.
- Have my own personal psychotherapy
- Write in a journal or blog
- Read literature that is unrelated to work
- Do something at which I am not expert or in charge
- Attempt to minimize stress in my life
- Notice my inner experience—listen to my thoughts, beliefs, attitudes, and feelings
- Engage my intelligence in a new area, e.g. go to an art show, sports event, theater
- Be curious
- Say “no” to extra responsibilities sometimes
- Other: ______

Emotional Self-Care
- Spend time with others whose company I enjoy
- Stay in contact with important people in my life
- Give myself affirmations, praise myself
- Love myself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow myself to cry
- Find things that make me laugh
- Express my outrage in social action, letters and donations, marches, protests
- Other: ______
Spiritual Self-Care
___ Make time for reflection
___ Spend time with nature
___ Find a spiritual connection or community
___ Be open to inspiration
___ Cherish my optimism and hope
___ Be aware of non-material aspects of life
___ Be open to not knowing
___ Identify what in meaningful to me and notice its place in my life
___ Meditate
___ Pray
___ Sing
___ Have experiences of awe
___ Contribute to causes in which you believe
___ Read inspirational literature or listen to inspirational talks, music
___ Other: ______

Relationship Self-Care
___ Schedule regular dates with my partner or spouse
___ Schedule regular activities with my children
___ Make time to see friends
___ Call, check on, or see my relatives
___ Spend time with my companion animals
___ Stay in contact with faraway friends
___ Make time to reply to personal emails and letters
___ Allow others to do things for me
___ Enlarge my social circle
___ Ask for help when I need it
___ Share a fear, hope, or secret with someone I trust
___ Other: ______

Academic or Professional Self-Care
___ Take a break during the school/workday (e.g. lunch)
___ Take time to chat with classmates/co-workers
___ Make quiet time to complete tasks
___ Identify projects or tasks that are exciting and rewarding
___ Set limits with classmates and colleagues
___ Balance my workload so that no one day or part of a day is “too much”
___ Arrange my work space so it is comfortable and comforting
___ Get regular supervision or consultation
___ Negotiate for my needs
___ Have a peer support group
___ Other: ______
Balance
___ Strive for balance within my school, work-life, and work day
___ Strive for balance among work, family, relationships, play, and rest

Other Areas of Self-Care that are Relevant to You
__
___
Self-Care Plan adapted from SUNY Buffalo’s School of Social Work

Now that you have been able to identify which methods of self-care you do well and which ones you would like to improve, it is time to plan how to realistically achieve and maintain those goals. The self-care plan below will ask you to identify your current practice of self-care and how you would like to change or improve that practice. Again, it is best to be honest with yourself when setting these self-care goals.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Practice:</td>
<td>Current Practice:</td>
</tr>
<tr>
<td>New Practice:</td>
<td>New Practice:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional</th>
<th>Spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Practice:</td>
<td>Current Practice:</td>
</tr>
<tr>
<td>New Practice:</td>
<td>New Practice:</td>
</tr>
<tr>
<td>Relationship</td>
<td>Academic or Professional</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Current Practice:</td>
<td>Current Practice:</td>
</tr>
<tr>
<td>New Practice:</td>
<td>New Practice:</td>
</tr>
</tbody>
</table>

**Other:**

<table>
<thead>
<tr>
<th>Other:___________</th>
<th>Other:___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Practice:</td>
<td>Current Practice:</td>
</tr>
<tr>
<td>New Practice:</td>
<td>New Practice:</td>
</tr>
<tr>
<td>Barriers to maintaining my self-care</td>
<td>How I will address these barriers and remind myself to practice self-care</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Negative coping strategies I would like to use less or not at all</td>
<td>What I will do instead</td>
</tr>
</tbody>
</table>
Bibliography


