CARP
Note-Taking Strategies
Workshop
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Questions for Reflection:

How do you take notes? What is your current process?

What method or methods do you currently use? Why?
Exercise 1:

Read the following excerpt from the *New York Times* article. Feel free to write in the margins.

“Why Runners Don’t Get Knee Arthritis”
By Gretchen Reynolds

One of the most entrenched beliefs about running, at least among non-runners, is that it causes arthritis and ruins knees. But a nifty new study finds that this idea is a myth and distance running is unlikely to contribute to the development of arthritis, precisely and paradoxically because it involves so much running.

It’s easy to understand, of course, why running is thought to harm the knee joint, since with every stride, ballistic forces move through a runner’s knee. Common sense would suggest that repeatedly applying such loads to a joint should eventually degrade its protective cartilage, leading to arthritis.

But many of the available, long-term studies of runners show that, as long as knees are healthy to start with, running does not substantially increase the risk of developing arthritis, even if someone jogs into middle age and beyond. An impressively large cross-sectional study of almost 75,000 runners published in July, for instance, found “no evidence that running increases the risk of osteoarthritis, including participation in marathons.” The runners in the study, in fact, had less overall risk of developing arthritis than people who were less active.

But how running can combine high impacts with a low risk for arthritis has been mysterious. So for a new study helpfully entitled, “Why Don’t Most Runners Get Knee Osteoarthritis?” researchers at Queen’s University in Kingston, Ontario, and other institutions looked more closely at what happens, biomechanically, when we run and how those actions compare with walking.

Walking is widely considered a low-impact activity, unlikely to contribute much to the onset or progression of knee arthritis. Many physicians recommend walking for their older patients, in order to mitigate weight gain and stave off creaky knees. But prior to the new study, which was published last week in Medicine & Science in Sports & Exercise, scientists had not directly compared the loads applied to people’s knees during running and walking over a given distance.

To do so now, the researchers first recruited 14 healthy adult recreational runners, half of them women, with no history of knee problems. They then taped reflective markers to the volunteers’ arms and legs for motion capture purposes, and asked them to remove their shoes and walk five times at a comfortable pace along a runway approximately 50 feet long. The volunteers likewise ran along the same course five times at about their usual training pace.
The runway was equipped with specialized motion-capture cameras and pads that measured the forces generated when each volunteer struck the ground. The researchers used the data gathered from the runway to determine how much force the men and women created while walking and running, as well as how often that force occurred and for how long.

It turned out, to no one’s surprise, that running produced pounding. In general, the volunteers hit the ground with about eight times their body weight while running, which was about three times as much force as during walking. But they struck the ground less often while running, for the simple reason that their strides were longer. As a result, they required fewer steps to cover the same distance when running versus walking.

The runners also experienced any pounding for a shorter period of time than when they walked, because their foot was in contact with the ground more briefly with each stride.

The net result of these differences, the researchers found, was that the amount of force moving through a volunteer’s knees over any given distance was equivalent, whether they ran or walked. A runner generated more pounding with each stride, but took fewer strides than a walker, so over the course of, say, a mile, the overall load on the knees was about the same.
Note-Taking Strategies

Questions for Reflection:

Now that you’ve seen several different note taking methods, was there one in particular that you liked? Which technique seems the most helpful to you? Why?

How might you incorporate these methods into your note taking and studying routine?
### The Cornell Method Template:

**Cue Column:**

**Record Column:**

**Summary:**
Outlining Template:

I. Main Subject:
   A. Main Point 1:
      1. Supporting Topic 1:
         a. Examples/Evidence:
         b. Examples/Evidence:
         c. Examples/Evidence:
   B. Main Point 2:
      1. Supporting Topic 2:
         a. Examples/Evidence:
      2. Supporting Topic 3:
         a. Examples/Evidence:
   C. Main Point 3:
      1. Supporting Topic 4:
         a. Examples/Evidence:
         b. Examples/Evidence:
      2. Supporting Topic 5:
         a. Examples/Evidence:
Flowchart Template:

Main Subject:

Main Point 1:

Main Point 2:

Main Point 3:

Supporting Detail 1:

Supporting Detail 2:

Supporting Detail 3:

Examples/Evidence

Examples/Evidence
Annotation: Taking notes in the margins of a text in order to clarify complex ideas or highlight main ideas. In the margins of the page, annotate excerpts in order to answer questions such as: What is this excerpt about? Do you agree/disagree? Why? Etc.

Outlining: Mapping out the progression of main points and subordinate ideas in a text. Provides example of how an argument can effectively be developed and helps to identify the flow of ideas.

Sentence Method: Recording each piece of information on its own line. Used for fast paced lectures with multiple topics. Notes written in this style follow the flow of the lecture, so it may be necessary to reorganize notes later. During the lecture, ask yourself what stands out as important. Pay special attention to what the professor emphasizes, repeats, or writes down on the board.

Flowchart: Graphic representation of ideas. Good for visual learners; shows relationships between ideas visually. A flowchart begins with a main/all-encompassing category at the top of the page, then “flows” into subcategories underneath, using lines to indicate the relationships between the main idea and the subcategories.

Cornell Method: A method of note-taking that separates the page into three sections:

  o The cue column
  o The notes column
  o The summary

  • The notes column is where the content of the lecture or reading goes. It is important to try to fill out this space as fully and thoughtfully as possible. While recording the important points from a lecture or reading, the cue column stays blank.
  • Following the lecture or reading, fill in the cue column with questions or headings to serve as a reminder for later of the main content of the notes.
  • This section can be used as a study tool as well. If you cover up the notes column and leave only the cue column visible, try to answer the questions that you’ve asked in the cue column or elaborate on main headings.
  • Finally, the summary column is where you can sum up the content of the lecture or reading in a few sentences.