Cornell notes template

Record lecture ideas in the notes area, then add recall cues and a concise summary after class.

COURSE	DATE	TOPIC

Cues and questions / Notes

CUES / QUESTIONS	NOTES

Summary - write the main ideas in your own words

SUMMARY

After class, cover the notes column, answer each cue from memory, then check and correct your explanation.

Cornell notes - urban heat islands

FICTIONAL EXAMPLE - layout demonstration only

Example of turning lecture ideas into recall questions and a short summary.

COURSE	DATE	TOPIC
Environmental Science	Oct. 12, 2026	Urban heat islands

CUES / QUESTIONS	NOTES
Why can cities stay warmer?	Pavement and roofs absorb and store heat. They can release it after sunset, so built-up blocks may stay warmer overnight.
Which features can cool a street?	Tree shade blocks some sunlight. Plants also release water vapor. The amount of cooling depends on canopy, water, and street design.
How can a comparison be fair?	Compare places at similar times. Record weather, shade, surface materials, and measurement method before explaining a difference.
What does one reading not tell me?	A single reading does not describe a whole neighborhood. Site, time of day, recent weather, and the measurement method matter.

Summary in your own words

SUMMARY
Urban heat depends on materials, shade, and street layout. Compare similar locations and record conditions before explaining a difference.

Fictional class-note example. These notes are not a sourced research finding.

Lecture notes template

Follow the lecture structure, capture key terms, and leave a short after-class review.

COURSE	DATE	TOPIC

Lecture flow, terms, questions, and connections

LECTURE FLOW / NOTES	KEY TERMS / DEFINITIONS

QUESTIONS / CONNECTIONS

After-class review - three minutes

MAIN TAKEAWAY	QUESTION TO CHECK	NEXT ACTION

Identify one point to review and one concrete next action while the lecture is still familiar.

Lecture notes - cell membranes

FICTIONAL EXAMPLE - layout demonstration only

Example of pairing lecture flow with terms, questions, and a next action.

COURSE	DATE	TOPIC
Biology 110	Oct. 14, 2026	Cell membranes

LECTURE FLOW / NOTES	KEY TERMS / DEFINITIONS
1. Membrane structure A phospholipid bilayer separates the cell interior from its surroundings. Proteins sit within or across it.	Bilayer - two lipid layers Channel - protein passage
2. Selective movement Some small molecules pass through more easily. Channels and carriers help specific substances cross.	Diffusion - net movement Transporter - binds a solute
3. Concentration Net movement depends on concentration differences and whether energy is needed for transport.	Active transport - uses energy

QUESTIONS / CONNECTIONS
How does concentration affect net movement? Check which transport examples require energy. Relate channels to cell needs.

After-class review - three minutes

MAIN TAKEAWAY	QUESTION TO CHECK	NEXT ACTION
Membranes control exchange through structure and transport proteins.	Which transport example needs energy, and what shows that?	Review the diagram and explain one example from memory.

Fictional class-note example for layout demonstration.

Study and review notes template

Try to recall the material before looking at your notes. Use the check section to find gaps.

COURSE	REVIEW DATE	TOPIC

Recall prompts / Answer from memory

RECALL PROMPTS	ANSWER FROM MEMORY

Check and correct

WHAT DID I MISS?	WHAT SHOULD I VERIFY?	WHAT CAN I EXPLAIN NOW?

Next study session

REVIEW DATE	NEXT ACTION

Short sessions with a clear question make it easier to see what you know and what still needs review.

Study and review - mitosis

FICTIONAL EXAMPLE - layout demonstration only

Example of answering from memory, correcting a gap, and setting the next review.

COURSE	REVIEW DATE	TOPIC
Biology 110	Oct. 16, 2026	Mitosis

RECALL PROMPTS	ANSWER FROM MEMORY
What is the purpose of mitosis?	It produces two daughter cells with the same chromosome number as the starting cell.
What separates during anaphase?	Sister chromatids move toward opposite poles of the cell.
How do daughter cells compare?	They usually carry the same genetic information if the process proceeds normally.

Check and correct

WHAT DID I MISS?	WHAT SHOULD I VERIFY?	WHAT CAN I EXPLAIN NOW?
I mixed up chromosome separation and cell division.	Check how cytokinesis follows nuclear division in the course materials.	Explain the sequence without looking at the notes.

Next study session

REVIEW DATE	NEXT ACTION
Oct. 19, 2026 (fictional)	Draw the stages from memory and label what moves.

Fictional study-note example. Follow your course materials for terminology and sequence.

Worked example - math problem solving

FICTIONAL EXAMPLE - layout demonstration only

Use the notes area for steps and the cue area for questions about why each step works.

COURSE	DATE	TOPIC
College Algebra	Fictional review date	Systems of equations

CUES / QUESTIONS	NOTES
Why use elimination?	The equations contain +y and -y, so adding them cancels y. 2x + y = 11 x - y = 1
What remains after adding?	(2x + y) + (x - y) = 11 + 1 3x = 12, so x = 4.
How do I find y?	Substitute x = 4 into x - y = 1. 4 - y = 1, so y = 3.
How do I check the result?	Check both original equations: 2(4) + 3 = 11 and 4 - 3 = 1.

Summary in your own words

SUMMARY
Elimination cancels a variable so the remaining equation can be solved. Substitute the answer into an original equation, then verify it in both.

Fictional algebra exercise. Check each step against the methods used in your course.

Worked example - comparing humanities readings

FICTIONAL EXAMPLE - layout demonstration only

Use cues to compare argument, context, evidence, and perspective without treating one excerpt as universal.

COURSE	DATE	TOPIC
History 201	Fictional review date	Two accounts of a local transit change

CUES / QUESTIONS	NOTES
What does Reading A emphasize?	A fictional planning memo emphasizes the intended route design and the goal of connecting more campus buildings.
What does Reading B emphasize?	A fictional student account focuses on daily travel and a longer walk after a stop is moved.
How are the perspectives different?	The memo describes the plan and intended benefit. The student account describes one person's experience. Their evidence and purposes differ.
What would I need before making a broad claim?	Compare more accounts, dates, routes, and context. Note whose experience is missing and what neither excerpt can establish.

Summary in your own words

SUMMARY
The readings describe different parts of a change. A fair comparison checks each author's purpose, evidence, and context before drawing a conclusion about a wider group.

Both readings are invented for this template. They are not real sources or historical claims.