



The Cornell Note-taking System

$2\frac{1}{2}"$	$6"$
<p>Cue Column</p>	<p>Notetaking Column</p>
<ol style="list-style-type: none"> 1. Record: During the lecture, use the notetaking column to record the lecture using telegraphic sentences. 2. Questions: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later. 3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words. 4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?" 5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam. 	
$2"$	<p>Summary</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>

Examples of the Cornell Notetaking System

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<p>How do psychologists account for remembering?</p> <p>What's a "memory trace"?</p> <p>What are the three memory systems?</p> <p>How long does sensory memory retain information?</p> <p>How is information transferred to STM?</p> <p>What are the retention times of STM?</p> <p>What's the capacity of the STM?</p> <p>How to hold information in STM?</p> <p>What are the retention times of LTM?</p> <p>What are the six ways to transfer information from STM to LTM?</p>	<p>Psych.105-Prof. Martin - Sept. 14 (Mon.)</p> <p><u>MEMORY</u></p> <p>Memory tricky - Can recall instantly many trivial things of childhood; yet, forget things recently worked hard to learn & retain.</p> <p><u>Memory Trace</u></p> <ul style="list-style-type: none"> - Fact that we retain information means that some change was made in the brain. - Change called "memory trace." - "Trace" probably a molecular arrangement similar to molecular changes in a magnetic recording tape. <p>Three memory systems: sensory, short-term, long-term.</p> <ul style="list-style-type: none"> - <u>Sensory</u> (lasts one second) <ul style="list-style-type: none"> Ex. Words or numbers sent to brain by sight (visual image) start to disintegrate within a few tenths of a second & gone in one full second, unless quickly transferred to S-T memory by verbal repetition. - <u>Short-term memory [STM]</u> (lasts 30 seconds) <ul style="list-style-type: none"> • Experiments show: a syllable of 3 letters remembered 50% of the time after 3 seconds. Totally forgotten end of 30 seconds. • S-T memory - limited capacity - holds average of 7 items. • More than 7 items -- jettisons some to make room. • To hold items in STM, must rehearse -- must hear sound of words internally or externally. - <u>Long-Term memory [LTM]</u> (lasts a lifetime or short time). <ul style="list-style-type: none"> • Transfer fact or idea by: <ol style="list-style-type: none"> (1) <u>Associating</u> w/information already in LTM (2) <u>Organizing</u> information into meaningful units (3) <u>Understanding</u> by comparing & making relationships. (4) <u>Frameworking</u> - fit pieces in like in a jigsaw puzzle. (5) <u>Reorganizing</u> - combing new & old into a new unit. (6) <u>Rehearsing</u> - aloud to keep memory trace strong
	<p>Three kinds of memory systems are sensory, which retains information for about one second; short-term, which retains for a maximum of thirty seconds; and long-term, which varies from a lifetime of retention to a relatively short time.</p> <p>The six ways (activities) to transfer information to the long-term memory are: associating, organizing, understanding, frameworking, reorganizing and rehearsing.</p>

- What is the equation for angular displacement?

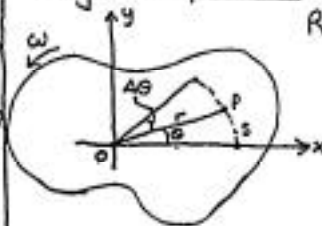
Review of Rotational Kinematics

Rotational Motion of Rigid Objects

angular displacement

- What are the units of angular displacement?

- What does s represent?



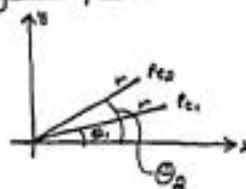
Rigid Object rotating about fixed axis O in z -direction

$\theta = 0$, when \vec{r} is along x -axis
 $\theta > 0$, CCW rotation
 $\theta = s/r$, where s is arc length
 $[\theta] = \text{radians}$
 $\Delta\theta = \text{angular displacement}$

- What is the eq'n for average ang. speed?

- What is the eq'n for instantaneous ang. speed?

angular speed



avg. angular speed
 $\bar{\omega} = \Delta\theta / \Delta t$
 instantaneous ang. speed,
 $\omega = d\theta / dt$
 $\omega > 0$, θ increasing in CCW direction
 $[\omega] = \text{rad/s}$

- How do we define instantaneous angular acceleration?

angular acceleration

avg. ang. acc, $\bar{\alpha} = \Delta\omega / \Delta t$
 inst. ang. acc, $\alpha = d\omega / dt$ $[\alpha] = \text{rad/s}^2$
 $\alpha > 0$, ω increases w/ time $\alpha < 0$, ω decreases w/ time

Angular displacement is $\Delta\theta$, where $\theta = s/r = \text{arc length} / \text{radius}$
 $[\theta] = \text{radians}$

Angular velocity is ω , where $\omega = d\theta / dt = \frac{\text{change in displacement (angular)}}{\text{change in time}}$
 $[\omega] = \text{rad/s}$

Angular acceleration is α , where $\alpha = d\omega / dt = \frac{\text{change in angular speed}}{\text{change in time}}$
 $[\alpha] = \text{rad/s}^2$

