USING YOUR TEXTBOOK TO YOUR ADVANTAGE
Active readers
Positive attitude toward reading
Read for ideas
Ask questions to guide reading
Schedule time for reading
Have a purpose for reading
Keep their own interest
Control their concentration
Use study systems/strategies
Underline and annotate text
Make graphics
Relate what they read to prior knowledge & experience
Review by reading other notes
Seek help when necessary
Know what is going on in class due to active reading

Passive readers
Negative attitude toward reading
Read only words
Read without questioning or thinking
Read only if they have time
Read because it was assigned
Expect author to motivate them
Easily distracted
Don’t use any study system
Don’t mark the text/mark too much
Feel it is too much extra work
See no connection between college and reading and work/life
Review by re-reading entire chapter
Do not seek help
Feel lost in class
Checking & changing Inefficient reading habits

Evaluate your reading habits
Moving your lips when you read
Put your fingers on your lips to stop the motion.

Vocalizing means pronouncing words in the voice box of the throat without making sounds.
Place fingertips lightly against the vocal cord area of your throat. If you feel a vibration stop reading.

Reading everything at the same speed
Set reading rate according to your purpose for reading and the difficulty level of the material. Practice adjusting your rate to suit your material. The more difficult the material, the slower the rate.
Regressing out of habit

Use a card or paper to cover the text after you read it to prevent regressing.

Reading one word at a time

Use your eyes efficiently. Reading in idea-phrases speeds your reading and improves your understanding of what you have read.

The best way to read faster is to practice reading just a little faster than is comfortable. Use the same type of materials each time you practice to provide the consistency needed for meaningful practice.

Provide the best conditions for reading.

Choose a place where you won’t be distracted.

Increase your vocabulary by keeping a dictionary handy.
### Informational reading

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Strategy</th>
<th>When to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading to understand ideas and construct meaning</td>
<td>Read carefully at a normal rate; slow down for difficult parts; try to relate ideas and ask guide questions.</td>
<td>First time you read a chapter.</td>
</tr>
<tr>
<td>Reading to find facts  Scan read for dates, names, places, factual material</td>
<td>Scan read for dates, names, places, factual material</td>
<td>To look for an answer to a question that will be on a test, to check information your notes and to look over and review chapters.</td>
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<tr>
<td>Reading to analyze difficult material</td>
<td>Read slowly; give attention to every word; break sentences into parts and put the parts in your own words and summarize complex material</td>
<td>To read material that you don’t understand and to analyze complex or difficult material that you need to understand</td>
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</tbody>
</table>
Look over the entire text since there are several types of texts. **Survey** the title, copyright date, introduction (preface), table of contents, glossary, appendix, bibliography and index (author/subject).

<table>
<thead>
<tr>
<th>Setup</th>
<th>Purpose</th>
<th>What to look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td><strong>What the chapter covers</strong></td>
<td><strong>Read title to trigger background knowledge</strong></td>
</tr>
<tr>
<td>Goals/objectives</td>
<td><strong>Expected to learn</strong></td>
<td><strong>Focus attention on what is important information</strong></td>
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<tr>
<td>Introductory</td>
<td><strong>Central idea of chapter</strong></td>
<td><strong>Read 1st paragraph</strong></td>
</tr>
<tr>
<td>material</td>
<td><strong>Gives chapter breakdown</strong></td>
<td><strong>Reveals chapter organization</strong></td>
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<tr>
<td>Major headings</td>
<td><strong>Illustrates topics</strong></td>
<td><strong>Charts, graphs, diagrams</strong></td>
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<tr>
<td>&amp; subheadings</td>
<td><strong>Calls attention to ideas &amp; concepts</strong></td>
<td><strong>Bold face, italics, color</strong></td>
</tr>
<tr>
<td>Graphic aids</td>
<td><strong>Overview of chapter</strong></td>
<td><strong>Read to know what is Important</strong></td>
</tr>
<tr>
<td>Key terms/words</td>
<td><strong>Apply concepts</strong></td>
<td><strong>What should have been Learned</strong></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
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<tr>
<td>Questions/problems</td>
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</table>
How to Mark Your Textbook

Step 1 Read the entire section before you underline, highlight or mark anything in the text.

Step 2 In the margin write key words or symbols that will serve as memory cues to call your attention to important information.

Step 3 Put ideas and notes in your own words. This helps test your understanding and remembering the information.

Step 4 Choose common symbols that you are familiar with and be consistent with their meaning and use. Def = definition Ex = example IM important point X = text question Use numbers (1, 2, 3, 4, 5) or letters (A, B, C, D, E) (a, b, c, d, e)

Step 5 Underline or highlight **ONLY WORDS OR PHRASES** not complete sentences.
Use the **SQ3R system** developed by F. Robinson (1941).

**S** Survey – before reading the text / chapter get an overview of the content and important parts

**Q** Question – make up guide questions as you read. This activity helps keep your attention and monitors your comprehension

**R** Read – actively read one section at a time and underline or make notes as you read

**R** Recite – take time to pause to recite or repeat (silently or aloud) what you have read from your notes, study guides and specific markings

**wRite** - a question and then answer the question

**R** Review – immediately after reading Then review on a consistent basis to improve long term memory retention of the information.
CRITICAL READING
Uses interpretation, analysis, synthesis, and evaluation

Interpretation – to discover meaning in a text, to determine what conclusions can be drawn about the various messages the text contains.

Analysis - to examine the consistency & logic of the ideas and messages in a text; identifying assumptions, structure (inductive or deductive); supports.

Synthesis & analysis involve the drawing together of results into a conclusion on which to base the worth or merit of a text.
What to look for when reading

1. Take a pencil in your hand
2. Read the essay over once, quickly, looking for the main idea.
3. Check the meaning of unfamiliar words, scribble a brief definition.
4. Now re-read more slowly and carefully, this to find the single most important generalization (the thesis) the author makes.
5. Now re-read for structure looking for the main areas of the essay. What are the main points? Draw lines to the connections.

6. Within each structural of the areas find out the main point. Identify the topic sentence of each paragraph. Underline the sentence. Sometimes the topic sentence can be at the beginning, middle, or end of the paragraph. (most general sentence in paragraph)

Reasons for statement / beliefs -

Facts are direct evidence, actual experience, observation can be proven.
7. With the author’s outlined ideas one should be able to follow his reasoning. A word or two in the margins and summing up the paragraphs, underline key transitional words or phases like (but, however, moreover, on the other hand, nevertheless.)

8. Now write out, the author’s thesis in your own words.

9. Author’s purpose? why write, what audience, what assumptions already knew, or already believed, or both? Is audience hostile or friendly?

10. Now is the point to access the rhetorical techniques the author used in the essay.

assumption to be proved. Opinion based on belief, judgment, feelings - one’s thoughts on a subject. Solid opinions, while based on facts are the writer’s views on the subject & not facts themselves.

Faith is not subject to proof by its nature.
Reading Difficult Material

1. Choose a reasonable amount of material and read it all
2. Scan to see how material is organized
3. Summary – read it
4. Read first for what you do understand quiz yourself, make connections, associations
5. Look up words
6. Organize your notes/Connect ideas
7. Take time to process what you have read.
   Then begin the next section.
Learn from Multiple Sources
provide framework to reinforce learning and elaboration, present ideas in different ways, sometimes offers a different point of view

Lecture       **Original source material**

Handouts
**Fictional stories**
**Electronic media audio/video, CAI, Internet**

Text – provide an overview (facts & viewpoints) provides a context for comparing and understanding other sources
<table>
<thead>
<tr>
<th>Course</th>
<th>Approach</th>
<th>Reason</th>
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| SOCIAL SCIENCES (anthropology, history, gerontology, government, sociology, psychology) | A. Learn facts and definitions  
B. Recognize common patterns (cause, effect, comparison, contrast)  
C. Build to concepts, generalizations (inductive thinking)  
D. Compare various theories, arguments  
E. Distinguish fact and opinion | Generate high-level questions and answers  
Compare, contrast (analysis), synthesize and evaluate |
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<tr>
<td>HUMANITIES (art, literature, music, philosophy)</td>
<td>A. Determine perspective of author, thinker, artist &lt;br&gt;B. Draw logical inferences, implications &lt;br&gt;C. Identify objectives for reading (style, theory, relationships) &lt;br&gt;D. Keep track of personal reactions (marginal or separate notes)</td>
<td>A. Analyze, evaluate, interpret, in order to generate and answer questions &lt;br&gt;B. Write papers and/or participate in class discussions</td>
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<tr>
<td>MATHEMATICS</td>
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<tr>
<td></td>
<td>A. Know terms and symbols</td>
<td>A. Solve problems (application)</td>
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<tr>
<td></td>
<td>B. &quot;Translate&quot; abstract formulas</td>
<td>B. Identify problem-solving strategies (comprehension)</td>
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<tr>
<td></td>
<td>C. Identify and contrast new theorems and formulas</td>
<td>C. effectiveness of problem-solving strategies (evaluation)</td>
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<td></td>
<td>D. Contrast problems</td>
<td>D. Compare types of problems (analysis)</td>
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| NATURAL SCIENCES (anatomy & physiology, biology, chemistry, physics) | A. Read for common patterns  
(\textit{classification process description, factual statements, problem solving})  
B. Define terms  
C. Check comprehension of terms by giving examples, comparing, etc.  
D. Analyze sample problems | A. Solve problems  
(\textit{application})  
B. Compare types of problems  
(\textit{analysis})  
C. Describe processes  
(\textit{comprehension})  
D. Classify information  
(\textit{application}) |