

College Reading

How to read to
succeed!

We gratefully acknowledge the source of inspiration for this tutorial as coming from the good folks at the Center for Academic Success at Louisiana State University.

Welcome to the College Reading Tutorial

- **Tired of textbooks? Procrastinating on pages? Bored by Books? Avoiding assignments? Rather do ANYTHING than read?**
- If you answered “YES” to one or more of these questions, this tutorial is for you. It won’t necessarily change the information that you have to read, but it will change how you think about your reading assignments.
- You will learn:
 - What affects your reading success
 - How to control procrastination on reading assignments
 - How to read more efficiently

TASK:

You have been assigned a chapter to read and study for a course. What would you do (ACTIONS) and think (Thoughts/Feelings)? Record your answers using a format which is similar to the following:

- ACTIONS

(ex: Look to see how long the chapter is)

- Thoughts/Feelings

(ex: I'll never finish this!)

Common Reading Problems

Which of the following pose problems for you?

- Vision
- Fatigue
- Procrastination
- Time
- Boredom
- Impatience
- Amount
- Motivation
- Concentration
- Surroundings
- Retention
- Comprehension
- Vocabulary
- Analysis
- Synthesis
- Text marking
- Recall
- Speed
- Subvocalization
- Regression

Survey of reading habits

- What do you read?
- How much/often do you read?
- At what rate do you read?

Tip #1

Examine factors which affect your reading success



How does background knowledge affect comprehension?

TASK: Read this passage

“The procedure is actually quite simple. First, you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step. Otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many.

In the short run this may not seem important but complications can easily arise. A mistake can be expensive

(continued on next slide...)

(continued...)

...as well. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one can never tell. After the procedure is complete, one arranges the materials into different groups again. Then they can be put into their appropriate places.”

So, what was this talking about...

Washing Clothes!

Source: Bransford, J.D. & Johnson, M.K. "Contextual Prerequisites for Understanding: Some Investigations of Comprehension and Recall". *Journal of Verbal Learning and Verbal Behavior*, 2:7, 1972.

Reading success depends on your ...GOALS

- Are you reading for...
 - Main ideas?
 - Specific Information?
 - Background knowledge?
 - Recreation?

Note:

Set reasonable goals in terms of

- Time limits
- Task limits

Hint:

Use Post-it Notes to track your progress

Reading depends on your text's **LEVEL OF DIFFICULTY**

- Concept load
- Readability level

Task: Compare the next two passages

“Introduction to Computers and Basic Programming” by Brennan and Mandell.

#1

Babbage did not give up, however. In 1833 he developed a plan for building an **analytical engine**. This machine was to be capable of addition, subtraction, multiplication, division, and storage of intermediate results in a memory unit. Unfortunately, the analytical engine was also too advanced for its time. It was Babbage’s concept of the analytical engine, though, that led to the computer more than a hundred years later. This earned him the title of “the father of modern computers.”

Now compare this with the next passage....

The Mind Tool by Graham

#2

One reason Babbage **abandoned** the Difference Engine was that he had been struck by a much better idea. Inspired by Jacquard's *punched-card-controlled loom*, Babbage wanted to build a punched-card-controlled calculator. He called his proposed automatic calculator the **Analytical Engine**.

The Difference Engine could only compute tables (and only those tables that could be computed by successive additions). But the Analytical Engine could carry out any calculation, just as Jacquard's loom could weave any pattern. All one had to do was to punch the cards with the instructions for the desired calculations. If the Analytical Engine had been completed, it would have been a nineteenth-century computer.

(Continued on next slide...)

(continued...)

But, alas, that was not to be. The British government had already sunk thousands of pounds into the Difference Engine and had received nothing in return. It had no intention of making the same mistake with the Analytical Engine. And Babbage's **eccentricities** and **abrasive** personality did not help his cause.

Looking back, the government may have been right. If it had **financed** the new invention, it might well have received nothing in return. For, as usual, Babbage's idea was far ahead of existing mechanical technology. This was particularly true because the design for the Analytical Engine was **grandiose**.

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(continued...)

For example, Babbage wanted his machine to do calculations with fifty-digit accuracy, an accuracy far greater than that found in most modern computers and far more than is needed for most calculations.

What's more, Babbage often changed his plans in the middle of the project, so that everything done previously had to be abandoned and work started anew. How **ironic** that the founder of operations research, the science of industrial management, could not manage the development of his own inventions.

Reading depends on your attitude

...which you control through INNER DIALOGUE

- Boring! I wish I didn't have to read this.
- I'll never finish this.
- This chapter doesn't make any sense.
- I hate this.
- Why did I ever take this course?
- I can't believe how long this chapter is.
- When will this ever end?
- I'll never need to know this.
- I'm going to burn this book after finals!



Reading depends on your **STRATEGIES**

That's why you're here!

Tip #2

Find your text's markers



Considerate Text

- How does the author organize information?
- How does the author tell you what is important?
- What draws your attention visually?
- What does the author include to help you make sense of the subject?

Pre-Chapter guides

- Title
- Introduction
- Pre-reading questions
- Terms
- Outlines or maps
- Objectives

Intra-Chapter guides

- Headings
- Subheadings (#levels)
- Terms in context
- Boxed information
- Type faces
- Graphics
- Marginal Notes

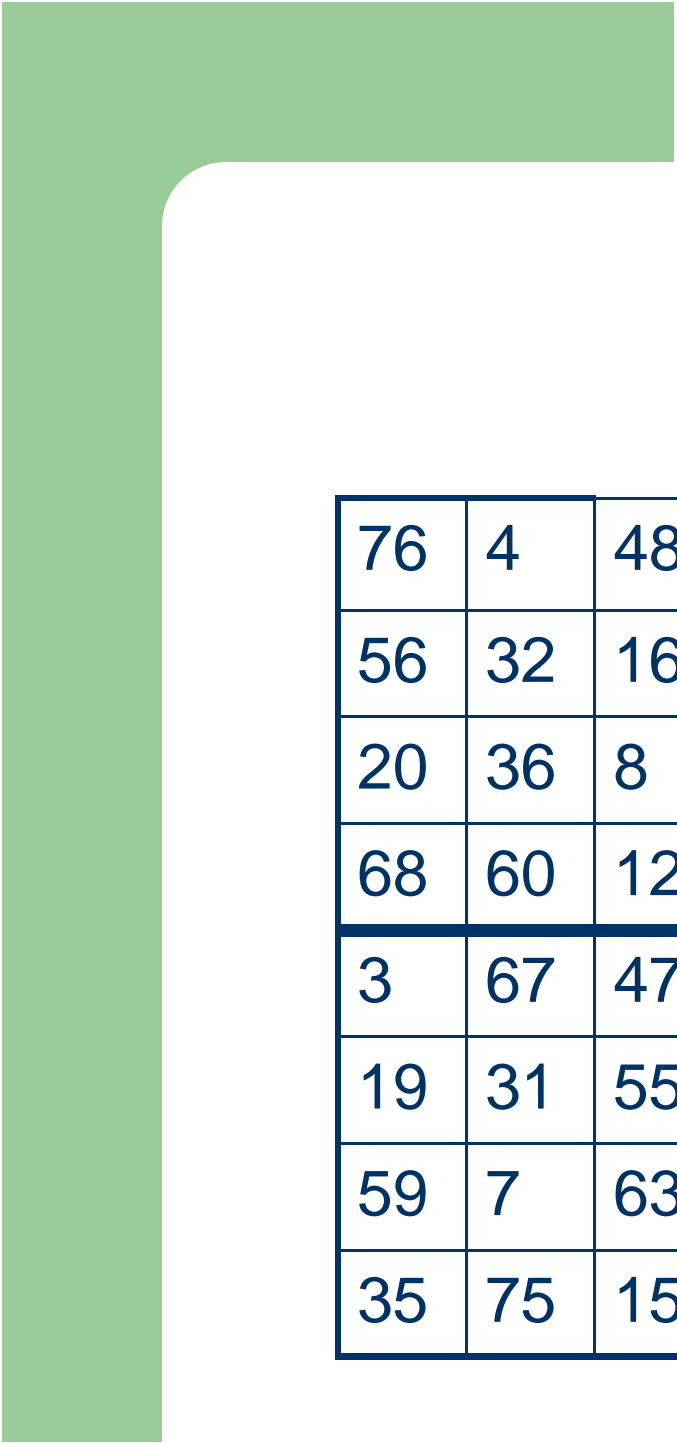
Post-Chapter guides

- Summaries
- Review questions
- Terms
- Suggested Reading

Tip #3: Use your text's markers

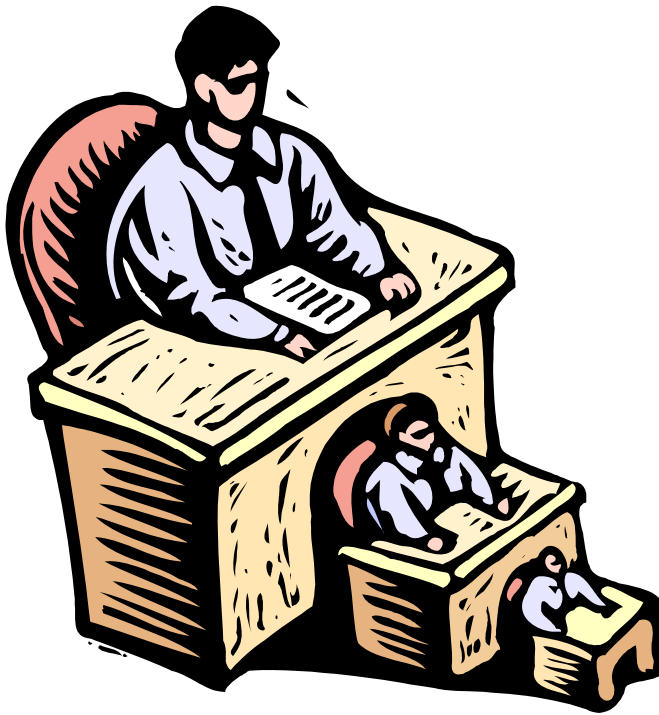
Examine the figure below. It contains the numbers one through eighty. Giving yourself one minute, find in numerical order, as many numbers as you can.

76	4	48	28	64	5	77	33	53	45
56	32	16	44	72	17	37	69	29	1
20	36	8	24	52	21	61	13	57	49
68	60	12	80	40	9	41	65	25	73
3	67	47	79	23	70	22	38	14	54
19	31	55	51	71	6	62	2	46	50
59	7	63	27	39	74	10	42	66	26
35	75	15	43	11	78	18	34	30	58



76	4	48	28	64	5	77	33	53	45
56	32	16	44	72	17	37	69	29	1
20	36	8	24	52	21	61	13	57	49
68	60	12	80	40	9	41	65	25	73
3	67	47	79	23	70	22	38	14	54
19	31	55	51	71	6	62	2	46	50
59	7	63	27	39	74	10	42	66	26
35	75	15	43	11	78	18	34	30	58

Use Text markers to...



- Identify trends and patterns of organization
- Look at the chapter as a whole.



Text Organizational Patterns

- Introduction/Summaries
- Subject Development
- Comparison/Contrast
- List/Sequence
- Problem-Solution/Cause-Effect

Surveying:

Mental analysis and verbal overview

1. Title
2. Introduction
3. Boldface headings
4. First paragraph/sentence under each heading
5. Graphics
6. Typographical aids
7. Last paragraph or summary
8. Chapter objectives
9. Terms

Chapter Map:

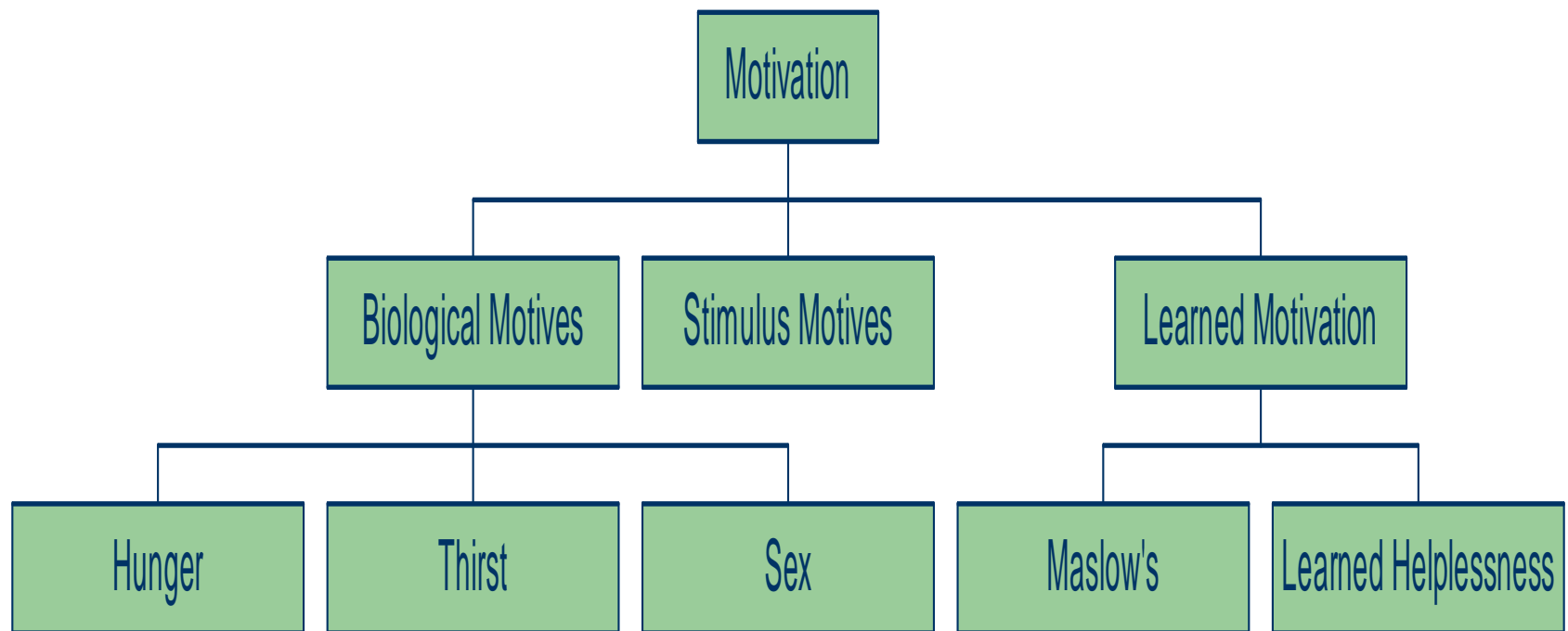
Graphic synthesis and visual overview

1. Turn paper horizontally.
2. Write first major heading in top left corner.
3. Write the next-level headings underneath the major heading with lines showing relationships to major headings.
4. Place next-level headings (if any) under 2nd-level headings.
5. Continue pattern until you come to next major heading.
6. Repeat process until the end of the chapter.

Chapter Map

Psychology Text, Chapter 9

Psychology Text, Cap. 9

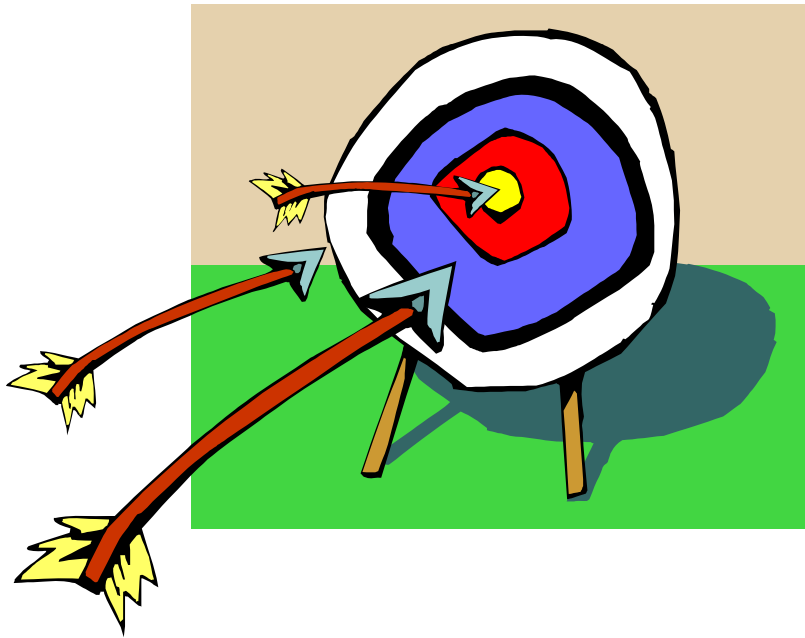


(Re)Creating your map



Tip #4

Have/get/create a purpose



Bloom's Taxonomy

Levels of Questions:

- 1. What do you want know?**
- 2. How well do you want to know it?**



Evaluation

You can evaluate pros, cons, etc....

Synthesis

You fit many pieces into a larger picture

Analysis

You can break down complex issues

Application

You can use it to solve problems

Interpretation

You can understand it in relationship to other things

Translation

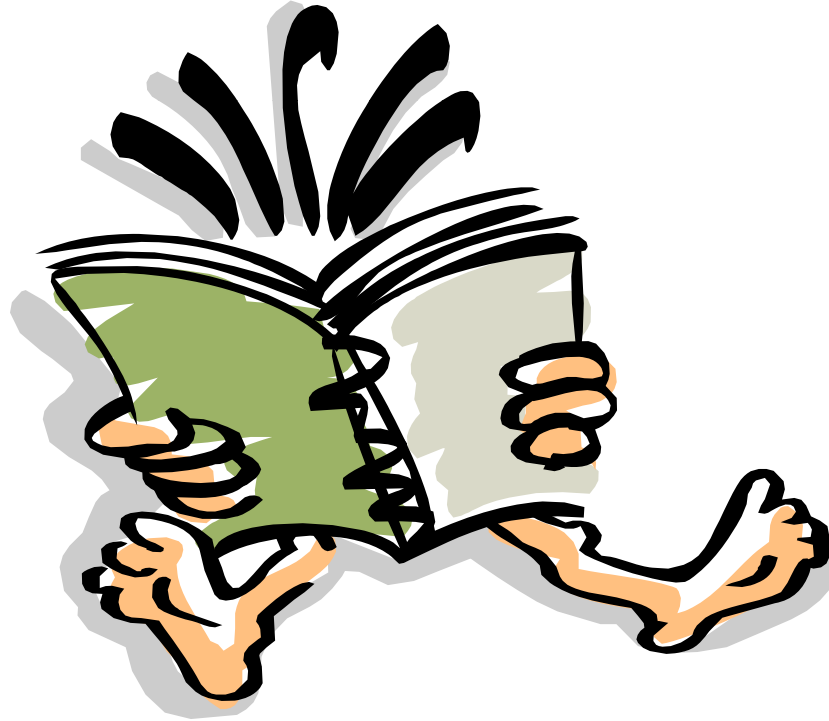
You can put it into your own words

Recall

You remember it. You can recognize it.

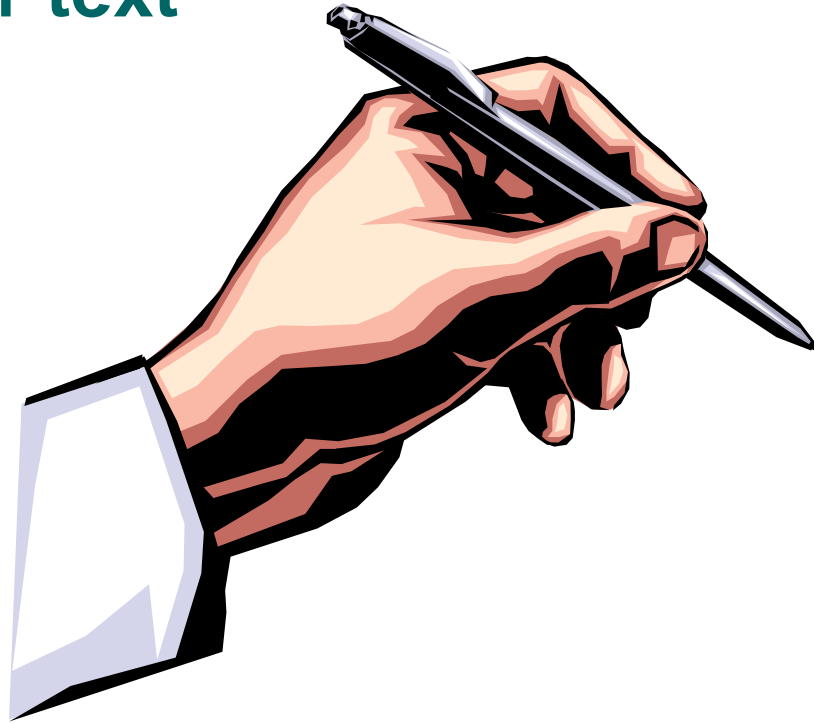
Tip #5

Read a section at a time



Tip #6

Mark your text



Undermarking

The Problem of Obesity

However you define it, obesity does occur to an alarming extent and is increasing in the developed countries. For example, in the United States some 10 to 25 percent of all teenagers and some 25 to 50 percent of all adults are obese.

Overmarking

The Problem of Obesity

However you define it, obesity does occur to an alarming extent and is increasing in the developed countries. For example, in the United States some 10 to 25 percent of all teenagers and some 25 to 50 percent of all adults are obese.

Just Right

The Problem of Obesity

However you define it, **obesity** does occur to an alarming extent and is **increasing** in the developed countries. For example, in the **United States** some **10 to 25 percent** of all **teenagers** and some **25 to 50 percent** of all **adults** are obese.

25% or less

Tip #7

Recite aloud



Tip #8

Label your text

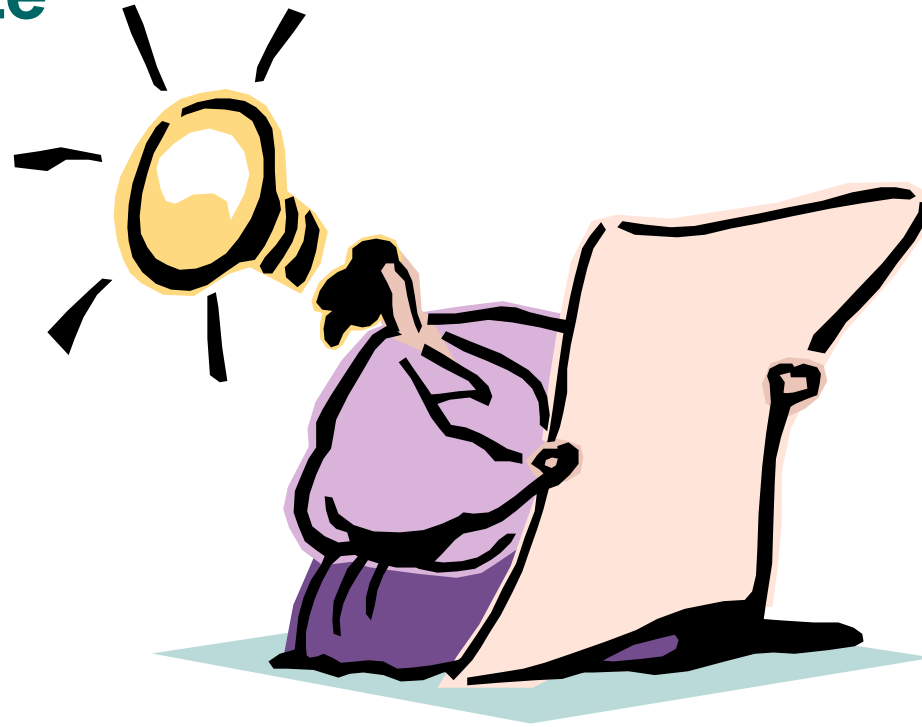


Text Labeling

- Organizational Plans
- Terms
- Important Details
 - Quotations
 - Dates
 - People
 - Places
 - Accomplishments
 - events
- Summary
- Group or classify information
- Generalization
- Conclusion
- Application
- Synthesis
- Analysis
- Evaluation

Tip #9

Visualize





Take a moment to reflect

What three tips did you find most helpful?