



# Reading Textbooks

Academic Learning Centre

201 Tier

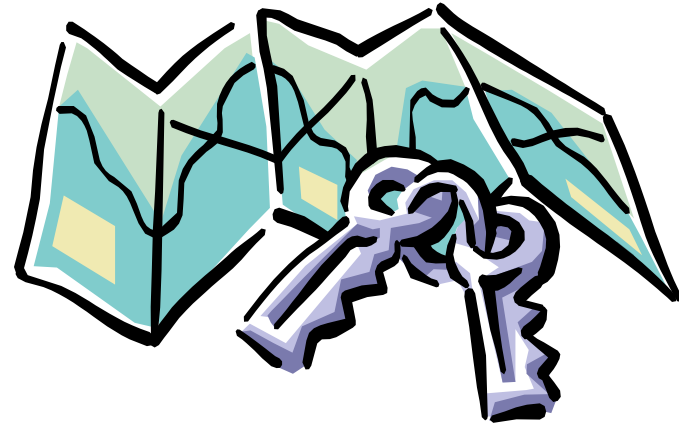
480-1481



# Don't Get Lost!

## Pre-read

- You can plan ahead
- It's like using a map when traveling to a new place
- Have a goal and know where you are going





# SQ3R

- Survey
- Question
- Read
- Recite
- Review

© Robinson, F.P. (1970). *SQ3R: Effective study* (4<sup>th</sup> ed.). New York: Harper and Row.





# SQ3R: **S**urvey

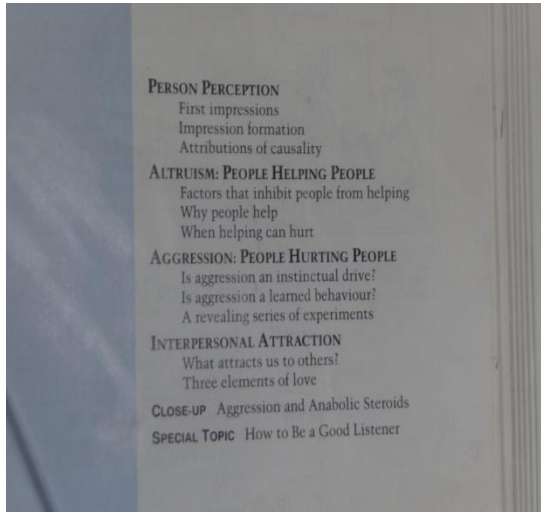
- Survey and skim the text for:
  - Table of Contents
  - **Bold print** or *italics*
  - Sidebars
  - Any type of graphics
  - Summaries
  - Questions
  - Introductions and Conclusions





# SQ3R: Question

“What do you need to learn?”



“Can you predict possible test questions?”

“Who, what, where, when, why, how?”





# SQ3R: Question

- Turn headings into questions.
- Turn **boldfaced** and *italicized* words into questions.
- Use the chapter's questions.
- Use the course objectives to make questions.
- Make up your own questions.



# SQ3R: Question

## Stress: Chapter 9

### Defining Stress (p. 291)

### Measuring Stress (p. 295)

Social Readjustment Scale

The Life Experience Survey

### Types of Stress (p.298)

Frustration-Aggression Hypothesis

Approach-Approach Conflict

Approach-Avoidance Conflict

Avoidance-Avoidance Conflict

### Dealing with Stress (p.302)

Problem Analysis

Relaxation Therapy

What is stress?

How is stress measured?

What is the frustration-aggression hypothesis?

How can people deal with stress?



# SQ3R: Read

- Read closely (2x is normal)
  - 1<sup>st</sup> for understanding
  - 2<sup>nd</sup> for learning/memorizing
    - Highlight and take notes
    - Search for the answers to your questions







# SQ3R: Read

- Highlighting
  - Develop a system and be consistent
  - Highlight the right amount (10-20%)
  - Key terms only (definitions, examples, and lists)
- Break the reading into sections



# Exercise

According to social psychologists, there is a cognitive bias known as the primacy effect that overemphasizes the importance of first impressions. This is generally assumed to be because people are especially attentive during introductions.



# Exercise

def { According to social psychologists, there is a cognitive bias known as **the primacy effect** that overemphasizes the importance of first impressions. This is generally  
cause { assumed to be because people are especially attentive during introductions.





# SQ3R: Recite

- Answer Questions
- Write a summary without citing the text
- Review flashcards
- Learn term definitions
- Reread difficult sections





# SQ3R: Review

- “What have you learned?”
- “Did you understand the difficult sections?”
- “Can you verbalize an understanding of the text?”
- “Could you teach the ideas to someone else?”
- “Did you try the questions at the end of the section?”
- “Can you answer the practice test questions you created earlier?”







# SQ3R

- **Survey:** Preview to determine familiarity and activate background knowledge.
- **Question:** Formulate questions in order to focus on particular topics.
- **Read:** Read actively by underlining, adding marginal notes, and answering your questions.
- **Recite:** Practice recalling information from memory.
- **Review:** Review old material frequently to keep ideas and concepts easily accessible.





“Academic material is not meant to be read. It is meant to be ransacked and pillaged for essential content”  
(University of Canberra, 2009, p.1).







Writing Tutors





# References

- Fleet, J., Goodchild, F., & Zajchowski, R. (1999). *Learning for Success: Effective Strategies for Students*. Toronto: Harcourt Canada.
- Martin, David G. (1991). *Psychology: Principles and Applications*. Scarborough, Ontario: Prentice Hall Canada Inc.
- Robinson, F.P. (1970). *SQ3R: Effective study* (4<sup>th</sup> ed.). New York: Harper and Row.
- McWhorter, K.T. (2007). *College Reading and Study Skills*. Toronto: Pearson Longman.
- Wiener, Harvey S. and Charles Bazerman. (1991). *Reading Skills Handbook*. 5<sup>th</sup> ed. Boston: Houghton Mifflin.





# References

<http://www.canberra.edu.au/studyskills/learning/reading.html>

<http://www.coun.uvic.ca/learn/program/handouts/sq5r.html>

<http://www.ise.edu/~kingkath/readstrt.html>

<http://iteslj.org/Techniques/Maguire-NLP.html>

<http://www.utexas.edu/student/utlc/handouts/533/html>

