Effective Reading and Note-Taking!

Presented by the Learning Resource Center
**Today’s Agenda**

- Assessing your reading skills
  - Strategies: e.g., SQ3R method
- Assessing your note-taking skills
  - Strategies: e.g., Cornell system
- Note-taking exercises
- Questions?

**Goals:**

1. Learn effective *reading* and *note-taking* strategies that can lead to effective study habits.
2. Apply one or two new strategies to improve your *reading* and *note-taking* skills.
Effective Reading . . . Assessing Your Reading Skills

- Identify your **CHALLENGES** with reading assignments.
  - “I have to read 50 pages every week for just one class. This is much more than I had to read in high school!”
  - “When I read, I highlight almost everything because it all seems important to me!”
  - “I have to read each assignment at least four times until it makes sense!”
  - “When I’m reading, I think about everything else but what I’m reading!”
  - Other challenges?
Effective Reading . . . Strategies

- **Before Reading:**
  - Create a reading plan to be included in a daily schedule.
  - Do a *survey* of the reading assignment.
  - Think about what you already know about the topic.
  - Turn text headings into *questions*.

Effective Reading... Strategies

During Reading:

- Read for the answers to your questions.
- Read for main ideas and supporting details.
- Concentrate on reading faster.
- Pause to recite.
- Look up the definition of key words and write it in your own words.
Effective Reading ... Strategies

- **After Reading:**
  - Reread difficult passages or sections.
  - **Review** what you read.
  - Use a graphic organizer (such as a **concept map**, table, timeline, or chart) to summarize what you have read.
  - Seek assistance (e.g., reading another text on the same subject, meeting with your instructor, participating in tutoring).
Effective Reading...

SQ3R Method

Survey

Question

Read

Recite

Review
Effective Reading . . .
The Reading Environment

- **Lighting**
  - Eye strain, glare, too much light, too little light

- **Ventilation**
  - Stuffy room, too little fresh air, temperature too hot

- **Reading position**
  - Too comfortable, too uncomfortable

- **Focal distance**
  - Need glasses

- **Distractions**
  - Noise, activity
Effective Note-Taking . . . Assessing Your Note-Taking Skills

- Identify your **CHALLENGES** with note-taking.
  - “I rarely took notes in high school!”
  - “I try to write down everything the professor says!”
  - “When I go back to review my notes for a test, they make no sense to me!”
  - “I get bored with some of the lectures, so my mind starts to wander. Before I know it, I have big gaps in my notes where I wasn’t paying attention!”
  - “I don’t complete my reading assignments before class!”
  - Other challenges?
Effective Note-Taking . . . Strategies

> Before Note-Taking:

- Get note-taking supplies that fit your style.
- Read assigned course material before class.
- Create a short list of questions from the reading/homework material.
- Arrive early to class and review the notes from the previous lecture.
- Find a seat that maximizes your attention and minimizes possible distractions.

Effective Note-Taking . . . Strategies

- **During Note-Taking:**
  - Focus your attention.
  - Use the outline method and concept maps.
  - Use a proven method of note-taking to organize your notes (e.g., Cornell system).
  - Take note of only important points during the lecture.
  - Listen for answers to your prepared questions.
  - Use abbreviations to save time during the lecture.
Effective Note-Taking . . . Strategies

- **After Note-Taking:**
  - Review your notes.
  - Talk about your notes.
  - Compare notes with a classmate.
  - Revise your notes.
  - Review and recite your notes.
NOTE-TAKING EXERCISES . . . FROM READINGS

NOTE-TAKING EXERCISES . . . FROM LECTURES

Lecture from Dr. Chew of Samford University
Questions?

If you have unanswered questions or need further assistance, please contact us at the Learning Resource Center, Jordan Hall – Room 136!