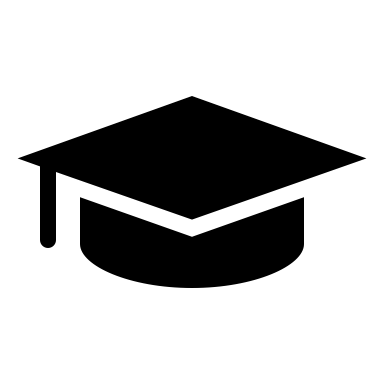
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**University Learning Center:**

**Crash Course Study Skills #2**

**Reading Assignments**

Created by Megan Miller

**Overview of the Online Academic Makeover Workshops**

Thank you for taking an interest in the Online Academic Makeover Workshops! The University Learning Center at California State University, Fullerton is passionate about helping students learn how to learn. The goal of the online workshops created by the University Learning Center is to help students understand the value of fundamental concepts that are vital to student success throughout the college experience. In addition to the high impact practice of peer-to-peer tutoring, the online workshops enable students to learn student success secrets virtually anywhere at any point throughout the academic year.

To better support student learning, a workshop packet accompanies each online workshop. Each packet has a pre-reflection, guided notes, and a post-reflection. We encourage students to answer the prompts of the pre-reflection before viewing the workshop video. There are no correct or incorrect responses since the pre-reflection serves as a tool to help the workshop participant to consider themselves and focus on the workshop content that is most relevant to them. The guided notes are intended to help the workshop participant focus on the big ideas presented in the videos. Additional notes are recommended! The workshops are most effective when participants create meaning for themselves. The post-reflection is meant to be completed after the workshop video has been viewed. This section allows the workshop participant to check and see if they understood the main ideas from the workshop and make more personal connections while considering ways to apply what was learned.

The University Learning Center appreciates your interest in our online workshop series, and we hope you learn something new!

Happy Learning!

**The University Learning Center Team**

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**Reading Assignments Online Workshop Pre-Reflection**

1. Why are reading assignments important for college success?
2. How do assigned readings help students understand concepts prior to a course lecture?
3. How often do you engage in active reading strategies while reading material related to your course? (Taking notes, pre-reading, annotating, and beyond)
4. How often should you look over your assigned readings? How are assigned readings connected to studying?
5. What questions do you have about reading assignments in college? What do you want to learn?

**Reading Assignments Workshop Guided Notes**

* To make the most of your time with reading assignments by learning how to boost your reading speed and learning to remember more of what you read

1. *So, How Do You Know What Reading to Actually Do?*

* Assigned readings typically fall into 2 groups
  + The Main Textbook
  + Supplemental Readings
* You should generally do all the readings from the favored source or textbook
* You can afford to be more selective when it comes to the supplemental reading
* The Reading Hierarchy

1. Argumentative
2. Description
3. Context

* Keep in mind, every class is different
* By carefully paying attention and gauging each class, you’ll be able to make smart decisions about what to read, skim, or skip
  + Look at the syllabus/readings for one of your classes. How would you organize the order in which you read? Prioritize what you think will be the most important readings by writing them down below.

1. *Speed Reading*

* Humans have some hard-wired limits on how far we can push our reading speed
* The eyes read text by making quick jerky movements called saccades
* Fixation is when the eye intakes 1-2 words it is currently focused on and sends this information to your prefrontal cortex
* Both saccades and fixations take time to do; This sets a speed limit on how fast you can visually process a text
* There are other factors that contribute to a lower speed limit for how quickly you can read text and comprehend it
* Working Memory Constraints
* Working memory can only process so much at once
* Working memory can only hold onto about 4-7 chunks of information at a time
* You need to give your working memory time to deal with each chunk that comes in before feeding it another one, and we do this by pausing frequently when reading
* Even skilled readers spend about 15% of their reading on regression where the eye moves backwards to re-read text
* While reading, your eyes fixate on about 85% of the content words- the words that carry the actual ideas- and only 35% of the function words
* College-level readers can read between 200-400 words per minute
* As skimming increases, comprehension decreases
  + Have you ever had to reread something you had just read? In what ways can you minimize the amount of time you spend rereading for your courses?

1. *Problems with Speed Reading Techniques*

* Attempts to eliminate inner speech have been shown to result in impairments in comprehension when texts are reasonably difficult and require readers to make inferences

1. *Like Any Other Skill, You Can Become Better at Reading*

* The main way to do this is practice
* Set a time goal for the chapter or segment, this helps you stay focused
* Pseudo-skimming: when you skim the text while keeping an eye out for main ideas, vocabulary, and anything else that is important
* Pay attention to the first and last sentence of each paragraph you read as well as any bolding, italics, or other formatting
  + What is one tool you can use to increase your comprehension of a reading?

1. *Highlighting*

* The problem with highlighting is that it is easy to highlight too much since everything seems important when you’re first reading it
* Highlighting may work against you because it is easy to believe that you “know” the things you have highlighted

1. *Two Ways to Remember*
2. Recall information
3. Recognize information
4. *The Morse Code Method*

* Draw a dot next to sentences that seem to be laying out main ideas
* Draw a dash in the margins of the page that explains or provides examples or explanations for big ideas
* The dots and dashes will allow you to take smarter notes on what you have read

1. *SQ and 3 R’s*

S: Survey

Q: Question

R: Read

R: Recite

R: Review

* Survey: involves pre-reading, look over the headings, vocabulary, and review questions included in the text; this step allows you to prime your brain in advance before reading
* Question: write out some questions that come to mind before reading the text
* Read: Actively engage with the text keeping the information you gathered from the surveying the text and consider the questions you created
* Recite: take some brief notes and summarize what you have read
* Review: Test yourself; how much do you remember or know
  + What is one thing you can do before you begin reading? How might this help your overall comprehension?

**Reading Assignments Online Workshop Post-Reflection**

1. What did you learn from the Reading Assignments Online Workshop?
2. What was something from the Reading Assignments Online Workshop that surprised you or you found to be the most interesting?
3. Which of the concept, method, or technique discussed in the Reading Assignments Online Workshop do you think you would benefit the most from? Why?
4. Describe how you will apply what you learned from the Reading Assignments Online Workshop.