ADDITIONAL RESOURCES

Booklets
Managing Your Time… Study… Work… Play
Using the parts of the Text
How To Take Tests
Different Kinds of Tests
How to Take Lecture Notes
How To Write a Term Paper
SQ4R: How to Read Faster and Remember More
How To Give An Oral Report
How To Read a Math Textbook

Live Workshops
Take Great Notes
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Managing Stress
Improve Your Memory
Building Self-Esteem
Managing Your Time

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INTRODUCTION

Do you find yourself spending long yet unproductive hours reading your textbook assignments? And do you find yourself avoiding this unpleasant but necessary chore?

This pamphlet can help you make the task less time-consuming and more useful in terms of being able to choose the material most likely to appear in exams.

The first section will give you some general reading hints; Section II will give you specific techniques for reading and underlining a textbook; Section III will familiarize you with the parts of a textbook and their respective uses.
Marijuana became illegal in the United States in 1937* with the Marijuana Tax Act. Before 1937 it was used (with varying degrees of success) as a medical cure-all for the following ailments: acute depression, gonorrhea, insomnia, malaria, insanity, stuttering, migraine headaches, flatulence, epilepsy, delirium tremens, asthma, cancer, and chronic itching. It was advertised in several patent medicine catalogues and a recent study suggests that George Washington used it for medicinal purposes. Under the 1937 Tax Act, anyone who buys marijuana is supposed to file an order form, register with the Bureau of Narcotics and Dangerous Drugs and pay a tax; there are harsh penalties for 'smuggling, receiving, concealment or sale of marijuana.' Many Federal and State laws treat marijuana like heroin and other hard narcotics. Under the Narcotic Drug Import and Export Act it is illegal to bring any marijuana into the country 'with intent to defraud the U.S.' and it is also illegal to receive, hide or sell marijuana unlawfully. Since Federal authorities have presumed — until Timothy Leary’s recent case before the Supreme Court (see pp. 115-16) — that all grass was illegally smuggled into the country, they were able to convict people of illegal trafficking on the basis of simple, unexplained possession. It is illegal for anyone who has not registered or paid taxes to deliver, ship, or carry marijuana across State lines; and it is illegal to import, manufacture, produce, deal in, compound, prescribe, administer, dispense, sell or give away marijuana without registering or paying the tax.*

* Jean Strouse, “Marijuana,” Up Against The Law, P. 117.
understand this section
b. Notes could indicate that you either “agree” or “disagree.”
c. Asterisks (*) could be used to stress important dates or other facts.
d. Check marks (ü) could be used to highlight important ideas.
e. Definitions could be circled.

For the **next 10 minutes:**

- After reading, go back again and skim through the sections or chapters you have just read. Read over your comments and notes to reinforce your memory. Make notes to ask the instructor about ideas which are still unclear.

**Continue reviewing after you read!**

- From time to time (every other day, for instance), review by skimming the chapters you have already completed. You may spend up to fifteen minutes doing this, but it is still less time spent than having to read every detail when studying for exams. The bulk of your reading time can then be reserved for reading newly-assigned chapters.

**THINGS TO KNOW BEFORE YOU START**

1. Keep a dictionary handy. Use it only after you have guessed the meaning of a difficult word from its context. This means the parts directly before or after a word or sentence that influence its meaning.

2. Do not wait until the last minute to begin reading your book. If pages are assigned ahead of time, then begin reading at the beginning of the quarter - even if only fifteen minutes a day.

3. Read at the same time each day so you can get into the habit of studying.

4. To avoid new distractions, read in a familiar place each time.

5. Do not wait until an off-beat time of the morning or night to read —
   - It is hard to eat and read at the same time
   - It is hard to read after a party, a hot date, or late work.

6. Read where there is enough light! You may not know this, but poor lighting or glare, which causes squinting, will tire you more quickly than any sports activity.

7. Read steadily for ten to fifteen minutes, then look up to rest your eyes. Even if you are really going strong, don’t read beyond thirty minutes without an “eye break.” It could eventually save your eyesight!
HOW TO READ YOUR TEXT BOOK STRUCTURALLY

On your first encounter with your textbook, read it structurally. Structural reading implies the following physical and mental activities:

1. Examine the outside COVER. Try to make sense of the drawing, if any. Does it communicate a meaning? Does it tell something about the title?

2. Now turn to the page that gives the name of the AUTHOR(s). At times the jacket has a picture and a brief write-up about the author(s), or brief reviews or comments by prominent people or journals. Read them. Pay special attention to what they say. Their comments give you some valuable ideas about the credibility of the author(s) or strong/weak points about the book.

3. On the same page look for the COPYRIGHT. This tells you when the book was published. This could be valuable information particularly in a subject area where time plays an important role. For example, a book on genetics written 25 years ago is definitely outdated. Also on this page is the publisher’s name. Take note of it in case you may want ...

4. Turn to the page which says PREFACE. Generally, a good textbook has one. This is must reading. The preface tells you something about the efforts of the author(s), the organizational plan of the book, the main purpose for the book, the readership it is written for; and the competency of the author(s). A student who reads a book without reading a preface is likened to a person who knows the immediate surrounding of a forest but doesn’t know whether s/he is in Snoqualmie Forest or Muir Woods.

5. As you turn the pages, you may come across the word FOREWORD. Read it. This generally is written by somebody who has read the book thoroughly and often is an expert in the field. S/he will give valuable information about the book as a whole and will share with you his/her critical insights about some parts of the book.

6. Now turn to the TABLE OF CONTENTS. Examine it thoroughly. Try to

TIPS ON HOW TO READ FASTER

Reading is a motor skill like playing TENNIS or the PIANO, therefore, the muscles of your eye can be trained to move faster!

Most people read one word at a time. Try now to read phrases and groups of words together instead of reading all of your words separately. In order to learn to read faster, begin reading magazines in which you are interested. Read for a set period of time, try for about 30 minutes to one hour. Check out our booklet SQ4R for more tips on reading faster!

HOW TO READ EFFECTIVELY

When you begin reading, use the first 10 minutes to:

- **Skim** through the material first to determine the main topic of the chapter.
  a. Read subtitles.
  b. Skim for facts, definitions, and italicized words.
  c. Look at illustrations and read captions underneath.
  d. Read only the first and last sentences of each paragraph.

- After skimming, ask yourself: “Do I now have a general idea of the main topic?” Write down what you think it is and a few of the subtopics.

For the next 20 minutes:

- Read for specifics. While you are reading, make notes on the column and underline what you think— or the teacher has mentioned— as being important.
  a. Notes could be in the form of a question mark (?), meaning you don’t
• Go back and pick out a few words that summarize the author’s main point
• If possible, make the few main words you underline form complete sentences or thought units.
• Don’t use solely underlining when reading involves a lot of chapters. Use the textbook notetaking technique instead (See How To Master Your Textbook Chapter).

OTHER TIPS FOR GETTING THE MOST FROM YOUR TEXTBOOK

You cannot read where there is NOISE.

Find a QUIET PLACE to read, like the library, or a desk at home.

When you are tired, take a BREAK.

Check your eyes, you may need GLASSES.

Do not try to MEMORIZE everything... Only computers do that.

conceptualize the organization, presentation, and development of the chapters. You may have to check back to the Preface to help you understand clearly where the author(s) are coming from. If you really have taken the suggestions seriously up to this point, you must have a basic grasp of the skeletal framework of the book.

7. Most likely, as you go through the Table of Contents, a CHAPTER will arouse your curiosity. Turn to that chapter and read through it. This will give you the opportunity to get some general ideas as to chapter organization and also to check out your thoughts against the author(s) ideas on a particular area of interest to you.

8. After reading the chapter that aroused your curiosity, go back to the Table of Contents. Usually, a well written textbook will have an INDEX OF AUTHORS AND/OR SUBJECTS, GLOSSARY, SUGGESTED READINGS, APPENDICES, or any valuable piece of information for the readership. Turn the pages of the textbook to that section. Familiarize yourself with the information it furnishes and try to make sense of how it can be of use to you when you begin reading each chapter of the textbook. It is possible that the Preface or the Introduction to the textbook will inform you how to use the Index or Appendix.

For example, while reading a given chapter the author(s) will cite studies or references by number in parenthesis, and if you turn to the back pages you will find that these author references are numerically arranged and provide you the title of the book, when and where it was published, and even the exact page(s) from which the information was obtained. Knowing what is found in the Index section, which is usually found in the back of the book, will provide valuable information in writing a term paper.
HOW TO MASTER YOUR TEXTBOOK CHAPTER

To assist you in mastering your textbook chapter, divide your activities into three phases, namely before, during, and after.

BEFORE

• Preview the designated chapter. This involves actively reading only the main heading and subheadings of the chapter.
• Upon finishing this task, try to remember, understand, and conceptualize the core ideas suggested by the chapter. You must have a feel for the chapter. That is, you should know essential points and how the supporting materials are organized. You may have to flip back and forth through the chapter pages to get the feeling for the chapter. If present, read the chapter summary and try to relate your understanding of the ideas of the chapter with that of the author(s). This technique will increase your understanding of the critical ideas and organization of the chapter.

DURING

• Go back to the first page of the chapter. Get a stack of 5x8 cards and a ball point pen or a pencil.
• Write down the first heading. Then turn the first heading into a question. Read to the end of the first heading. Now can you answer the question? If you know the answer, write it down as concisely as you can.
• Proceed to the next heading only if you can answer the question to the first section.
• If the headed section has a lot of graphs or details, don’t bother to write them down on your 5x8 card. Simply make a notation of the page(s) for future review. Remember your objective is to know the key idea(s) of the headed section. The 5x8 card is suggested over underlining because a typical course requires several chapters to read and a lot of pages to cover. Consequently, reviewing becomes difficult and almost an awesome task to undertake. But with the use of the 5x8 card, you would be able to easily refer to the critical pages of the chapter with utmost efficiency and with the least amount of time.

AFTER

• At the end of the chapter, go over your 5x8 cards and number them appropriately.
• Read each card carefully and try to comprehend the main ideas from supporting materials, then with your face away from the card, recite each card in your own words.
• After having read and recited the critical ideas and details of each card, you now review each card to check for accuracy and look for important information that you could have missed.
• At this stage of your reading you probably have a grasp of the main points of the chapter and their attending details. If the chapter has problems or study guides, then work on the problems. This is the best time for you to test your comprehension. Work on these problems diligently. If you run into some difficulty, go back to your cards or the text to untangle the knotty question.
• Solve as many problems as you can; if at all possible, work on all the problems. If the chapter doesn’t have problems for you to solve, try to formulate some questions for you to work on. This technique might help you in preparing for examinations.

TIPS TO UNDERLINING

Underlining is a much used technique by students when studying their textbooks or lecture notes. For the purpose of this section, we will discuss some DO’S and some DON’TS of underlining to help you underline efficiently.

• Don’t underline a whole sentence.
• Underline only after you have read the entire heading or subheading of the material being read.