During Reading Strategies

Highlighting and annotating

Highlighting important facts and ideas as you read is an effective way to keep track of information. It is also big time-saver. If it takes you four hours to read an assigned chapter in sociology and you do not highlight it, a month later when you need to review it to prepare for an exam, you will have to spend another four hours rereading it.

Example: Notice that you can understand the meaning from the highlighted parts alone.

> We learn many different kinds of things during our lives, and one method of learning probably isn't going to work for everyone. Some people seem to learn better if they can read about a topic or put it into their own words (verbal learners). Others may find that looking at charts, diagrams, and figures help them more (visual learners). There are those who learn better if they can hear the information (auditory learners), and there are even people who use the motion of their own bodies to help them remember key information (action learners). While instructors would have a practical nightmare if they tried to teach to every individual student's particular learning style, students who are aware of their own style can use it to change the way they study.
>
> —Ciccarelli and White, "Secrets for Surviving College and Improving Your Grades," *Psychology*, PIA-4–5

Practice 1:

Read and then highlight paragraph 6 from "Secrets for Surviving College and Improving Your Grades" . Use the questions that follow to guide your highlighting.

1. What is the topic sentence of this paragraph?

2. According to the writer, is the human mind meant to multitask?

3. In addition to car accidents and other disasters, what may result from trying to multitask?

4. What three types of tasks were involved in the study by Ophir?

5. What did the results of the study seem to indicate?

Annotating

Annotating is a way to keep track of your impressions, ideas, reactions, and questions *as you read.* In contrast to highlighting, annotating is a way of recording *your* thinking about the key ideas you have identified. It allows you to interact with the reading as a critical reader, almost as if you are having a conversation with the writer-questioning, challenging, agreeing with, disagreeing with, or commenting on what he or she is saying. There is only one rule of annotating: Read with a pen or pencil in your hand, and make notes in the margin as you read .

Example

Excerpt from Reading

All Media?

Media images of men and women also differ in other subtle ways. In any visual representation of a person-such as a photograph, drawing, or painting-you can measure the relative prominence of the face by calculating the percentage of the vertical dimension occupied by the model's head. When Dane Archer and his colleagues (1983) inspected 1,750 photographs from *Time, Newsweek,* and other magazines, they found what they called "face-ism," a bias toward greater facial prominence in pictures of men than of women. This phenomenon is so prevalent that it appeared in analyses of 3,500 photographs from different countries, classic portraits painted in the seventeenth century, and the amateur drawings of college students.

Who selected them? Were they selected randomly?

Aren't men's faces larger?

Stereotyping?

Why is the face more prominent in pictures of men than of women? One possible interpretation is that face-ism reflects historical conceptions of the sexes. The face and head symbolize the mind and *intellect*—which are traditionally associated with men. With respect to women, more importance is attached to the heart, emotions, or perhaps just the body. Indeed, when people evaluate models from photographs, those pictured with high facial prominence are seen as smarter and more assertive, active, and ambitious—regardless of their gender (Schwarz & Kurz, 1989). Another interpretation is that facial prominence signals power and *dominance.*

Stereotyping Why?

-Brehm and Kassin, *Social Psychology, p. 239*

Ways to Annotate Text

• Underline or highlight key ideas

• Mark key terms or definitions with a star*

• Number key supporting points (1, 2, 3 ...)

• Circle and define unfamiliar words

• Indicate useful examples with brackets []

• Draw arrows - connecting ideas

• Indicate confusing statements with a question mark (?)

• Argue with the author by placing an exclamation point (!) next to assertions or statements with which you disagree.

Annotate the textbook excerpt "Secrets for Surviving College and Improving Your Grades" . Did you find yourself creating your own system of symbols and marginal annotations?

Mapping and Outlining

Mapping

An idea map is a visual picture of the organization and content of a paragraph, essay, or textbook chapter. It is a drawing that enables you to see what is included in a brief outline form.

Practice 3:

Directions: Read paragraph 4 from the textbook excerpt "Secrets for Surviving College and Improving Your Grades" , and complete the map that follows, filling in the writer's main points in the spaces provided.
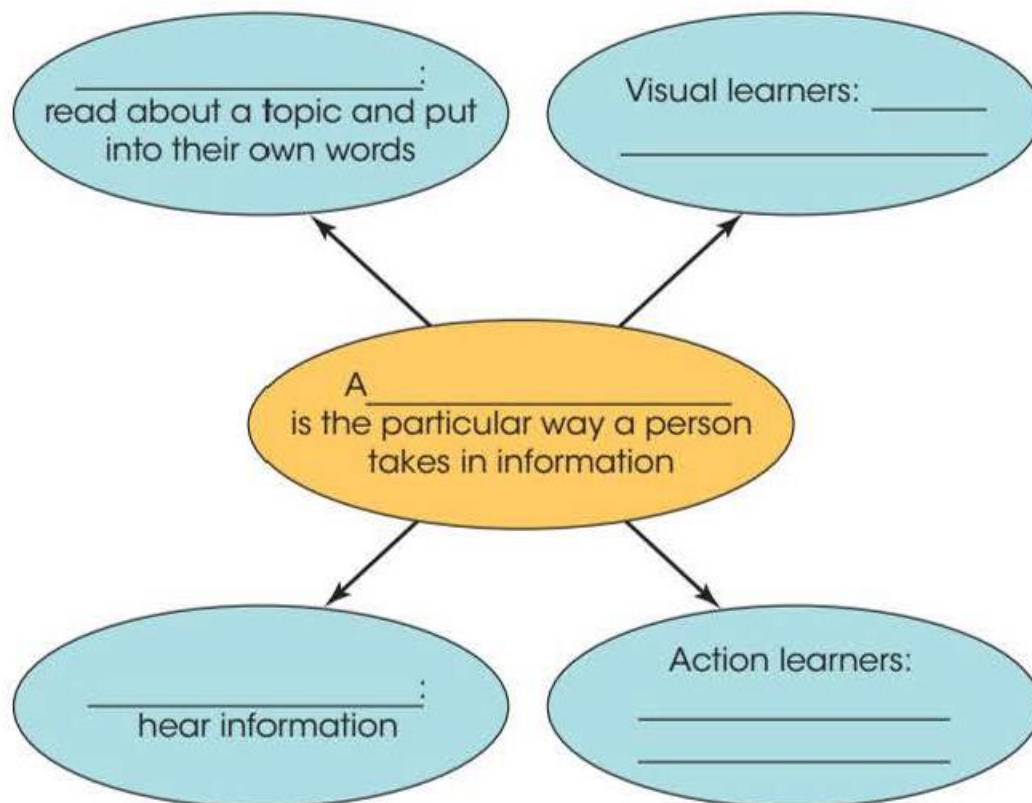
Outlining

Outlining involves listing major and minor ideas and showing how they are related. When you make an outline, follow the writer's organization. An outline usually follows a format like the one on the left below. An outline of an essay about a vacation in San Francisco is shown on the right. Look at both carefully to see how outlining works in practice.

I. Major topic	I. Favorite places
A. First major idea	A. Chinatown
1. First key supporting detail	1. Restaurants and markets
a. Minor detail or example	a. Fortune cookie factory
b. Minor detail or example	b. Dim sum restaurants
2. Second key supporting detail	2. Museums
a. Minor detail or example	a. Chinese Culture Center
b. Minor detail or example	b. Pacific Heritage Museum
B. Second major idea	B. Fisherman's Wharf
1. First key supporting detail	1. Pier 39
a. Minor detail or example	a. Street performers
b. Minor detail or example	b. Sea lions sunning them-
2. Second key supporting detail	selves on the docks
II. Second major topic	2. Ghirardelli Square
A. First major idea	

Practice 5:

Directions: After rereading the textbook excerpt "Secrets for Surviving College and Improving Your Grades" , fill in the missing information in the outline that follows.

I. Different methods of studying

  A. _____

  B. Study methods

II. _____

  A. Strategies to defeat procrastination

  B. Multitasking is not effective

    1. Human mind is not meant to multitask

    2. Studies show that:

      a. _____

      b

      . Video gamers are just as unsuccessful at multitasking as nongamers

    3. _____

Ill. Textbook reading

    A. _____

        1. They don't read before the lecture

        2. _____

    B. The SQ3R method

        1. Some add fourth R: Reflect

        2. _____

Figure out Unfamiliar Words

A print and/or online dictionary is a crucial tool for locating meanings, learning correct pronunciation, learning about word origins, and finding synonyms. Two popular dictionaries available in print and online are the Merriam Webster (http://www.m-w.com) and American Heritage (http://www.ahdictionary.com), both of which provide an audio component.

As you read, circle or highlight new words, and use the following tips to learn their meanings. Notice that the first step is not to look them up in a dictionary but to use other strategies that can help you determine meaning and keep reading.

Practice 6:

Directions: List any words in "Secrets for Surviving College and Improving Your Grades" for which you did not know the meaning. Write the meaning for each and indicate what method you used to figure it out (context, words parts, or dictionary).

Word	Meaning	Method
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

How to Figure Out Unfamiliar Words

1. **Pronounce the word.** Often, by "hearing" the word, you will recall its meaning.

2. **Try to figure out the word from its context—the words and sentences around the unfamiliar word.** Often there is a clue in the context that will help you figure out a meaning.

   > **Example:** During her lecture, the **ornithologist** described her research on western spotted owls as well as other species of birds.

   The context reveals that an ornithologist is a person who studies birds.

   Be sure to look for clues to meaning after the word, as well as before it.

   > **Example:** The elderly man walked with the help of a **prosthesis**. He was proud that his artificial limb enabled him to walk without assistance.

   The context reveals that a prosthesis is an artificial limb. Refer to Vocabulary Workshop #2 (p. 74) for more practice using context clues.

3. **Look for parts of the word that are familiar.** You may spot a familiar root (for example, in the word *improbability* you may see a variant spelling of the word *probable*), or you may recognize a familiar beginning (for example, in the word *unconventional*, knowing that *un-* means "not" lets you figure out that the word means "not conventional"). Refer to Vocabulary Workshop #3 (p. 80) for more practice using word parts.

4. **If you still cannot figure out the word, mark it and keep reading, unless the sentence does not make sense without knowing what the word means.** If it does not, then stop and look up the word in a print or online dictionary.

5. **When you finish reading, look up all the words you have marked.**

6. **After reading be sure to record, in a vocabulary log notebook or computer file, the words you figured out or looked up so you can review and use them frequently.**

References

McWhorter, K. T. (2016). In Concert: Reading and Writing (2nd ed.). Pearson