_____

GETTING THE MOST OUT OF ACADEMIC TEXTS

Objectives

When you have finished section, you will be able to

- read academic texts using the strategies **SQ4R** and **Annotation;**
- understand the contents, organisation and author's stand of **a Reading Resource article**;
- apply these strategies to an academic text related to your major.

Resource List

1) SQ4R Reading Method:
   http://www.cuesta.edu/student/servs_classes/ssc/study_guides/reading_comp/305_read_text.html

2) Strategic Reading - YouTube:
   http://www.youtube.com/watch?v=DbMlIPgqXB8

3) Annotating While Reading:
   http://learners.ncu.edu/writingprogram/writing_center.aspx?menu_id=82

4) Study Strategies: A Simple Guide to Text Annotation (PDF):
   http://faculty.catawba.edu/jmbitzer/War/TextAnnotation.pdf

5) More Effective Study Strategies :
   http://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers

Key Concepts

- **SQ4R:** survey, question, read, recite/respond, relate/record, review
- **Annotation:** annotate while identifying thesis, supporting points, key ideas, organisation, stand/opinion
- **Study skills**

Procedure

Before Class

_____

1. Survey **Websites 1 to 5** in the Resource List.

2. Scan the various texts in the ***Reading Resources* (see below)**, determining which ones might interest you the most.

In Class

1. Complete **Tasks A, B & C.**

2. Be prepared to share your answers with a partner, a small group or the entire class.

After Class

1. Apply SQ4R and/or Annotation and other relevant strategies to other academic reading that you do (including an academic text related to your major).

A. Discussion

1. Write down the steps for (website 1) **SQ4R**, (3) **Annotation** and (5) the **Study Tips.** With a partner or small group, compare your lists.

2. With the same partner or group, share your answer to the following questions:
    *   How do you approach an academic reading assignment?
    *   Which of the strategies described in this unit works better for your learning style?
    *   What might you do to improve your approach to reading and comprehension of academic texts?

B. Demonstration and response

1. As a class, discuss your response to any reading presented by the tutor. Which strategy works better for your learning style? How would you vary or combine the strategies?

C. Reading and application

1. With a partner, choose one article from the ***Reading Resources.***

2. Decide on the strategy you prefer; you may combine the strategies in your approach.

3. In about 30 minutes, *get the most out of your reading* using the approach you have chosen. Focus on the contents, organisation and author's stand. Identify the thesis, supporting points, key ideas, relationship between paragraphs/sections, development of the text, etc.

_____

4. Share what you learnt about your chosen article with your partner
   before the end of class.

READING RESOURCES (updated 5 January 2015):

Emm, D. (2014, March 21). The perils of over-sharing in social networks. *Huffpost Tech.*
   Retrieved from http://www.huffingtonpost.co.uk/david-emm/the-perils-of-over-
   sharing-in-social-networks_b_5005276.html

Kaplan, A.M., & Haenlein, M. (2010). Users of the world, unite! The challenges and
   opportunities of social media. *Business Horizons*, 53, 59–68. Retrieved from NUS
   libraries.

Levi, D. (2012). Where isn't social media ubiquitous? [web log post]. Retrieved from
   http://www.etondigital.com/where-isnt-social-media-ubiquitous/

Knowledge@Wharton. (2014, June 9). 'When Worlds Collide': Navigating the Minefield of
   Social Media. Retrieved from http://knowledge.wharton.upenn.edu/article/social-
   media-social-minefield/

Moore, J. (2011, June 30). Social media: Did Facebook and Twitter really build a global
   revolution? *The Christian Science Monitor.* Retrieved from
   http://www.csmonitor.com/World/Global-Issues/2011/0630/Social-media-Did-Twitter-
and-Facebook-really-build-a-global-revolution

Morozov, E. (2015, January 4). Who's the true enemy of internet freedom – China, Russia or the
   US? *The Guardian/The Observer.* Retrieved from
   http://www.theguardian.com/commentisfree/2015/jan/04/internet-freedom-china-russia-
us-
   google-microsoft-digital-sovereignty

Muckensturm, E. (2014, December 2). Is your social media content infringing on copyright laws?
   [web log post]. Retrieved from http://enveritasgroup.com/2014/12/02/is-your-social-media-
content-infringing-on-copyright-laws/

Newton, P. (2014, June 18). The challenges and opportunities of social media. *Intelligent HQ.*
   Retrieved from http://www.intelligenthq.com/social-media-posts/the-challenges-and-
   opportunities-of-social-media/

Picardo, J. (2012, September 25). Why students need a global awareness and
   understanding of other cultures. *The Guardian.* Retrieved from *The Guardian* database at
   http://www.theguardian.com/teacher-network/2012/sep/25/students-global-
   awareness-other-cultures

_____

Tarantino, K., McDonough, J., & Hua, M. (2013, Summer). Effects of student engagement with social media on student learning. *The Journal of Technology in Student Affairs.* Retrieved from http://www.studentaffairs.com/ejournal/Summer_2013/EffectsOfStudentEngagement WithSocialMedia.html

Vanwynsberghe, H., Paulussen, S., & Verdegem, P. (2014). Towards a conceptual framework for media literacy in a social media culture. *EMSOC/IWT*. Brussels, Belgium. Retrieved from https://www.academia.edu/2697343/TOWARDS_A_CONCEPTUAL_FRAMEWORK_FOR_ MEDIA_LITERACY_IN_A_SOCIAL_MEDIA_CULTURE

OTHER RESOURCES:

TED Talks:

Shirky, C. (2009, June). How social media can make history [Video file]. *TED Talk.* Retrieved from http://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history

Turkle, S. (2012, February). Connected, but alone [Video file]. *TED Talk*. Retrieved from http://www.ted.com/talks/sherry_turkle_alone_together

ES1102

_____