

# Reading and Notetaking Strategies

**ANU Academic Skills** 

# ACADEMIC SKILLS WRITING CENTRE







PEER WRITERS

10-15 minute drop ins



WRITING COACHES

30 minute booked appointments



LEARNING ADVISERS

45 minute booked appointments



# LET'S SPEAK ENGLISH!

Join fun conversation groups, make new friends and meet local students! All ANU students welcome.

Weeks 1-12

Marie Reay Teaching

Centre

1-2pm Mon-Fri Room 5.02





5-6pm Mon Room 5.05







anu.edu.au/english

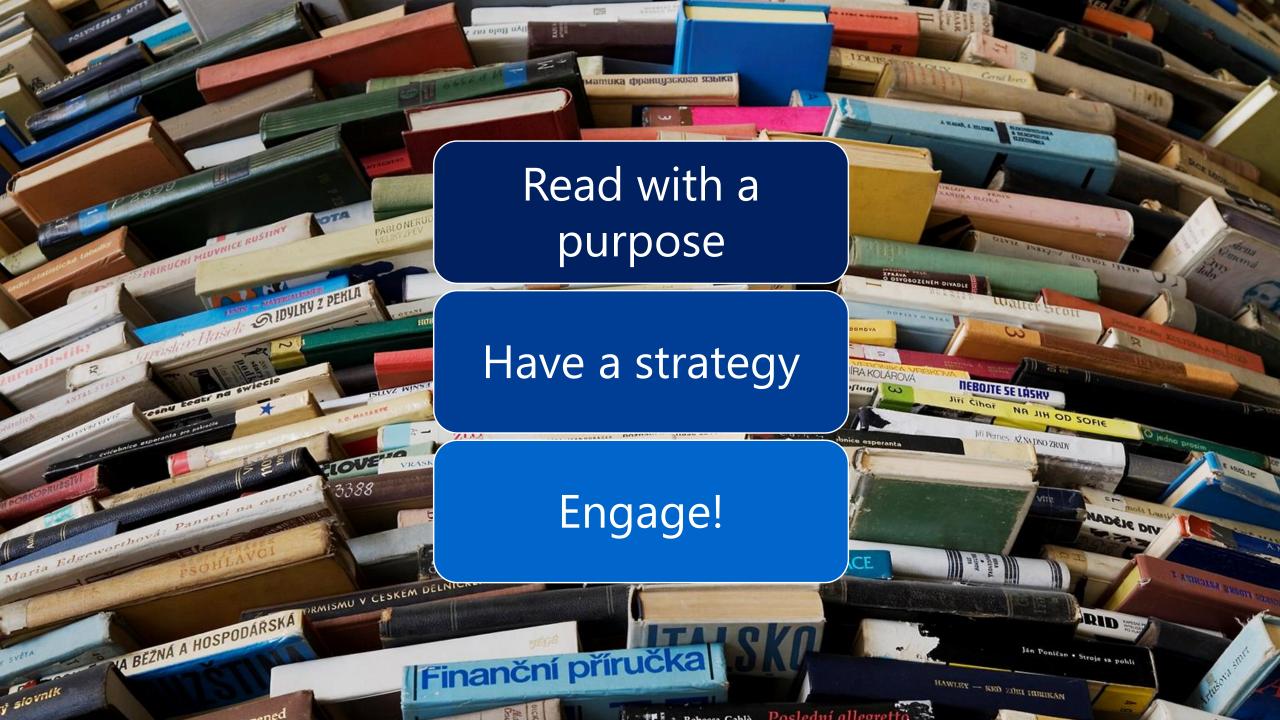




# Missed some of our OWeek talks?

ENROL IN OUR WATTLE SITE:
ACADEMIC SKILLS
ORIENTATION 2020

for key resources and a recap of all of our talks.



# Types of reading at ANU

- Weekly course reading
- Background reading
- Focused research reading
- Reading for pleasure



#### **PURPOSE**

Why am I reading this?

What information do I need?

How much time and energy is it worth?

Always have a question!

High achieving students	Low achieving students
take notes as they read	don't take notes as they read
use readings to learn and understand	use readings only to make an output product
have a strategy for organising and using their resources	don't know what to do with the readings—frantically search for something that might fit
spend a lot of time planning	don't plan, just start composing

PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?

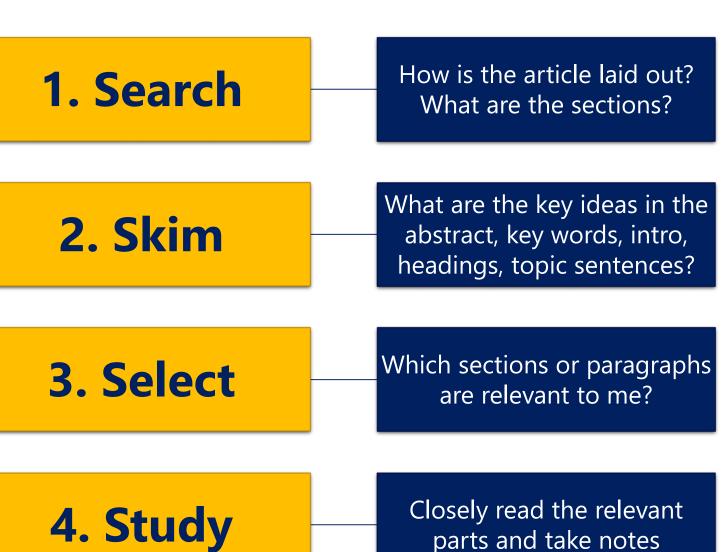
#### 1. Search

2. Skim

3. Select

4. Study

PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?



# Reading for an essay

- How is 'place' defined?
- How might place be considered neutral, natural, and/or political?
- What theories are relevant?
- What could be my answer?



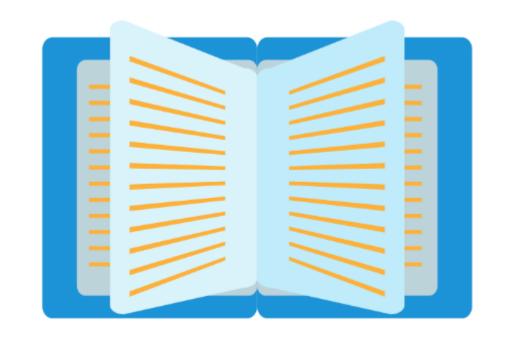
PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?

1. Search

How is the article laid out? What are the sections?

### Activity 1: Search out the structure

- Quickly look at the way the article is structured
- Does this give you an idea of what the article is about?





PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?

2. Skim

What are the key ideas in the abstract, key words, intro, headings, topic sentences?

### Activity 2: Skim the text

- Skim the key sections (read the abstract, introduction, topic sentences, and conclusion)
- Can you identify the author's argument?
- Will it help you to answer the essay question?





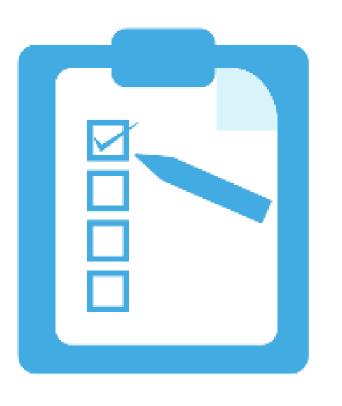
PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?

3. Select

Which sections or paragraphs are relevant to me?

### Activity 3: Select the text

- Which sections are relevant to the essay question?
- Questions to consider:
  - How is 'place' defined?
  - Is place neutral, natural, and/or political?
  - What theories are relevant?
  - What could be my answer?





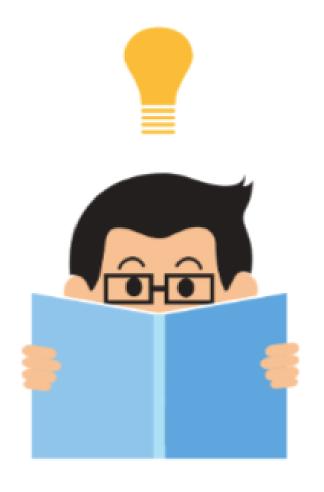
PURPOSE – Why am I reading this? What information do I need? How much time and energy is it worth?

4. Study

Closely read the relevant parts and take notes

### Read actively: engage!

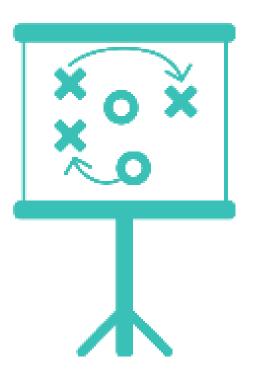
- Question the text
  - Where is the argument going?
  - Why does the author say this?
  - Do I agree? Why/why not?
  - What do I need to find out next?
- Take notes

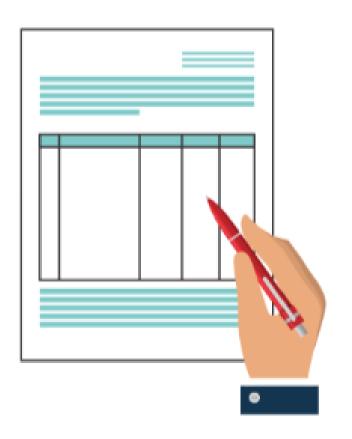




# Note-taking ideas



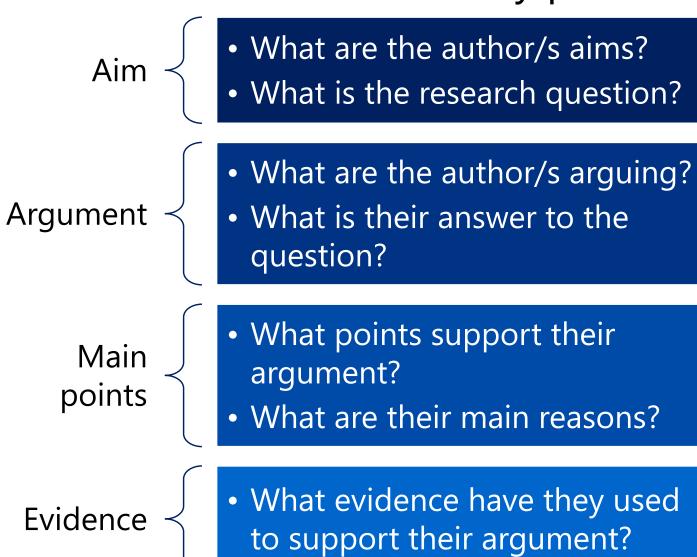






Cue column – your ideas Notes column – authors' key points Summary section

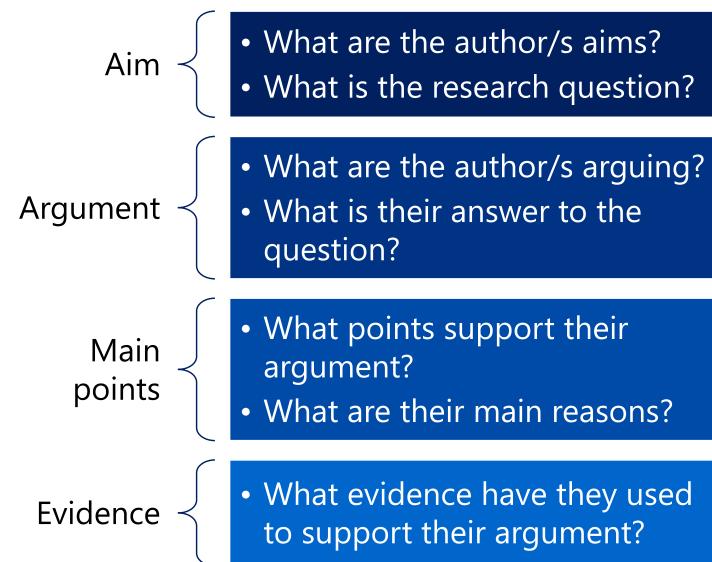
#### Notes column – authors' key points



#### Cue column – your ideas

- Strengths and weaknesses?
- How valid are the research methods?
- How strong/compelling is the evidence?
- How logical is the argument and subsequent conclusion?
- How does this fit in to other research in the field?

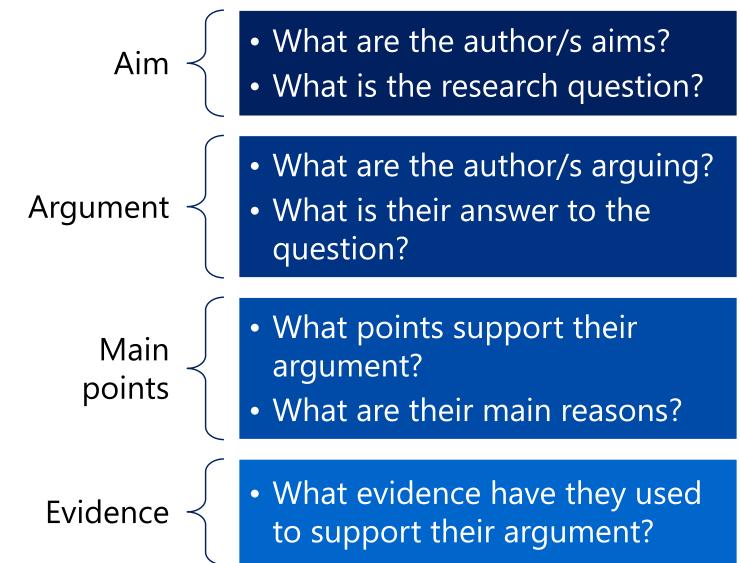
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#### Cue column – your ideas

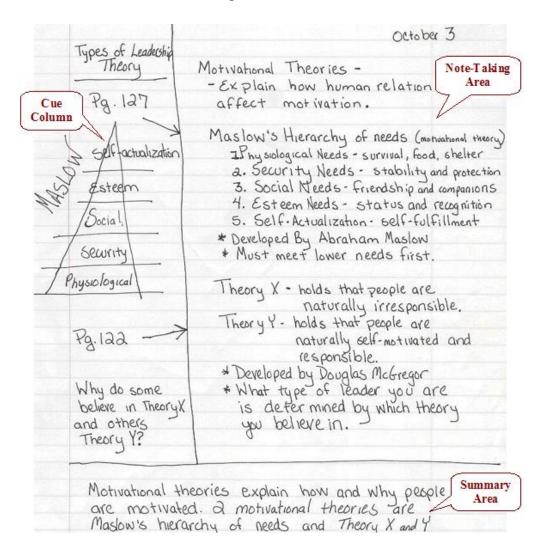
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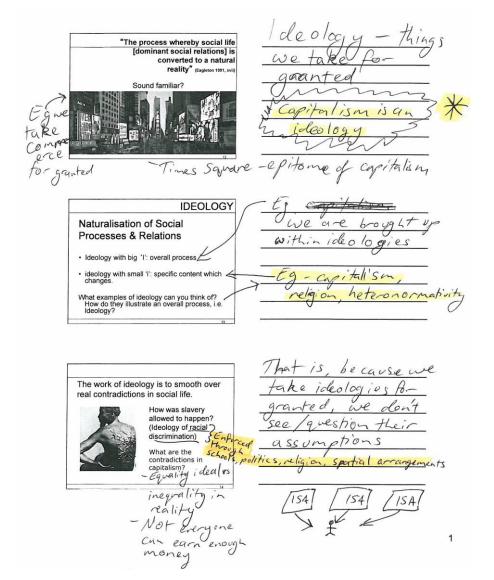
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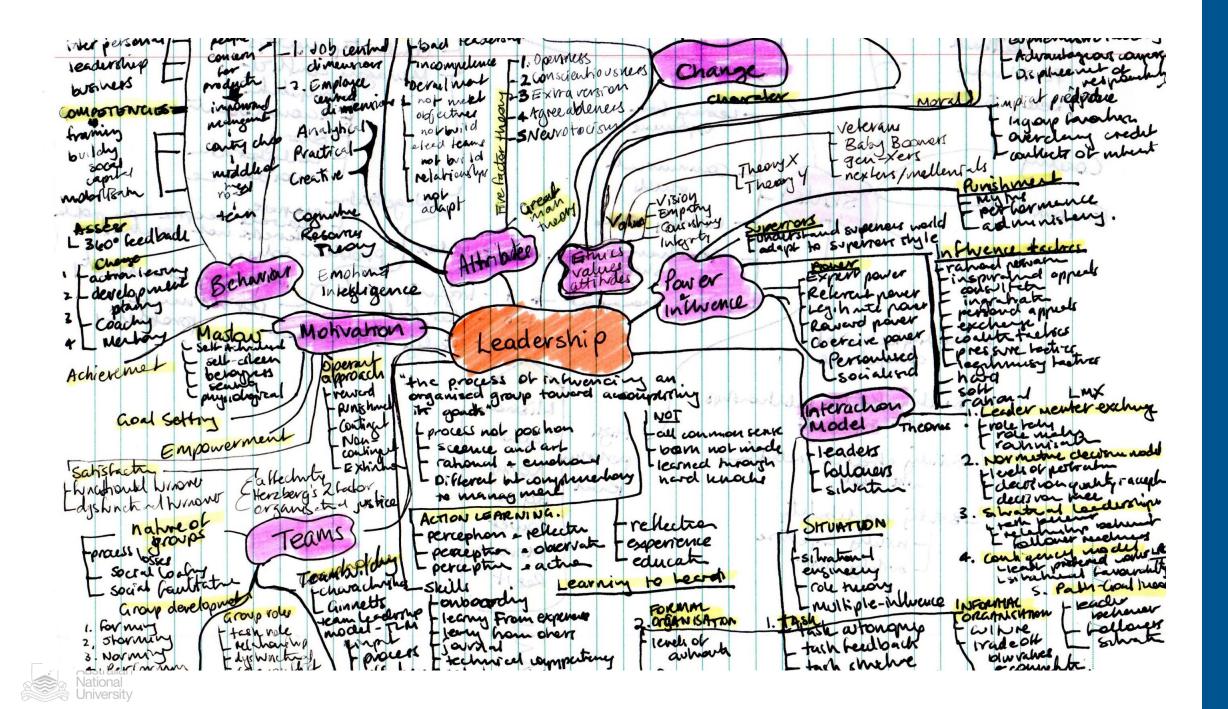


Summarise how the argument and ideas and apply to your critical analysis

### Adapted Cornell Method







Notes: Mark key points/ideas/themes/ theories/theorists Highlight, underline, circle, whatever!

Use bottom and top margins for summary section and longer notes.

Frederick

'We don't leave our identities at the city limits'

#### Understanding connections to place

Moreton-Robinson (2007) articulates how Indigenous peoples' sense of place, home and belonging is configured differently to that of migrants in terms of knowing. She asserts that 'there is no other homeland that provides a point of origin, or place for multiple identities. Instead our rendering of place, home and country through our ontological relation to country is the basis for our ownership' (Moreton-Robinson 2007;37). Sally Morgan (2008;263) describes this in part when she explains that:

When we experience that deep longing inside ourselves, then we know our country is calling us back. It is time to go home, even if only for a short while. This is because my country is far more than what can be seen with physical eyes, Our country is the home of our ancestral spirits, the place of our Belonging. The core of our humanity.

The realities of Indigenous place and Indigenous ownership of place remain unchanged, even though the processes of colonisation in Australia have dispossessed and displaced Indigenous peoples and may have altered Indigenous connections, access and control within and of place. In urban localities, as in other geographic localities, Aboriginal peoples still have Indigenous belonging and Indigenous ownership of place. This exists regardless of whether multi-storey buildings, freeways, sports grounds, houses and places of worship have been built within that geographic locality. It exists regardless of whether individual Australians claim ownership. Non-Indigenous territorialisation of sites and land holdings is only possible through the dispossession and de-territorialising of Aboriginal people from

Within urban localities, a multiple of realities and connections to place can exist. This includes the Aboriginal ownership of place and the non-Indigenous attachment and connections to place — which may be karied kepending on that urban centre's history and economic situation.

Sommerville (2010) contends there are a mixture of complex political realities of Indigenous/non-Indigenous relationships in place and that some places offer multiple and contested stories of experiences of that place. Sometimes, the experiences

of place contain deeply held beliefs and emotions, and people may display emotional behaviour in relation to place - such as affection, nostalgia or slike (Memmott and Long 2002). Furthermore, as emotions and behaviours develop, they may also then be 'maintained by groups of people having collective experiences at those parts of the environment and reinforced through feedback from ongoing experiences at such places' (Memmott and Long 2002:40). Through this process, it is possible that places can enact the politics of inclusion and allow for multiple identities and marginalised groups (Sibley 1995) or enact 'a place-based politics which is reactionary, exclusionary and blatantly supportive of dominant regimes' (Oakes 1997:526). That is, places can enact feelings of welcome, belonging and inclusion, or feelings of being unwelcome and excluded.

De Certeau's (1984) book The Practice of Everyday Life constructs the notion of belonging as a sentiment that develops over time through everyday activities. For De Certeau, simple everyday activities are part of the process of appro-1 built priation and territorialisation. He suggests that, win over time, belonging and attachment are estab- Port culor lished and built on memory, knowledge and the place? experiences of everyday activities. This is seen in the experiences of non-Indigenous Australians, who have developed attachment and belonging to places based on the dispossession of Aboriginal people and on their everyday activities over the past 200 years. During this time, non-Indigenous people have marked their appropriation and territorialisation with signs, symbols, representations and images. In marking their attachment, they also define how they position Indigenous people - both by our presence and our absence.

The concepts of place and space are closely clated Sommerville (2010:327) argues that place and space are so 'deeply implicated in one another it is difficult to consider one without the other.' Mills (2006) explains that 'space is a question of relations: perceptions of and actual relations between the individual, the group, institutions and architecture, with forces being perceived as restricting or enabling movement or access. Gupta and Ferguson (1992:8) state that 'an identity of a place emerges by the intersection of its specific involvement in a system of hierarchically organised spaces with its cultural construction

Australian Aboriginal Studies 2013/1

Summary: B/c places - spaces hold and exact somany entrance both positive + negative, they can never be hartred for Abonzinal people, these emotions are morning helonging to space political.

Cue column: for comments/definitions /connections/items to follow up.

# These note-taking strategies can work in other academic contexts as well:

- Note taking helps you to develop your understanding of course concepts
- To gather ideas for discussions in tutorials
- To prepare summaries for exam revision



#### Methods - format

- Write by hand?
- Electronic?
- Notetaking software?
- Which one?







# Weekly notes

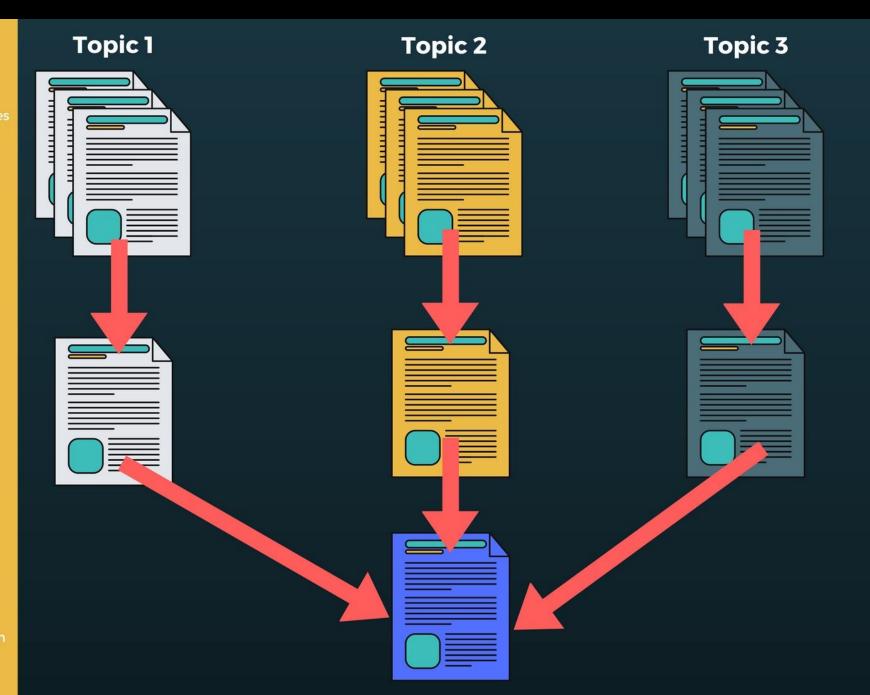
- Lecture note
- Tutorial exercise
- Readings
- Assessments

# Topic summary sheet

- Terms
- Themes
- Theorie
- Theorists

# Course summary sheet

- Systematic, schematic overview
- Retrieval syster to work



### Activity 4: Study the text

- Pick one section from the previous activity
- Read it closely and take notes
- When you have finished, share your ideas with your neighbour
- Do you notice similarities / differences in your note-taking approach?





# My summary of the author's argument

"Fredericks (2013) presents the idea that because our relationships to places and spaces are varied and multiple, they can never be neutral. Fredericks explains that for Aboriginal people, experiences of place mostly focus on inclusion and exclusion, making their relationship to space particularly political."



### My summary of relevant theory

"Fredericks (2013, pp. 7-8) uses De Certeau's theory of everyday practices to argue that people's use and ideas about space and place are deeply political. De Certeau (1984) focuses on ...

I need to look up more about De Certeau, and examples from outside Australia."



# My summary of the author's argument about the case studies

"Fredericks (2013, pp. 8-13) uses examples from Brisbane and Melbourne to argue that place is always political. For example, Fredericks draws attention to a variety of symbols, artwork and signage that display contesting notions of ownership over space.



# My summary of how I might use the author's argument

"This is a very relevant source for my essay. I agree with Fredericks' (2013) idea that because our relationships to places and spaces are varied and multiple, they can never be neutral. Fredericks explains that for Aboriginal people, experiences of place mostly focus on inclusion and exclusion, making their relationship to space particularly political. Fredericks uses examples from Brisbane and Melbourne, and I think similar ideas might be worth examining for Canberra."



# Reading and note-taking strategies

- Refine your reading and notetaking skills throughout your degree.
- Experiment, see what works best for you
- Related workshops:
  - Time Management
  - Using Sources



