

Hi everyone. We are here today to talk about how to read a textbook. My name is Becky Bogoslavsky. And actually I'm going to pass it off to Shannon Johnson. She is going to start, Miss Johnson is going to start with helpful parts of your textbook. Hello, I am Shannon Johnson. And I'm going to look at helpful parts of your textbook starting with one of the most helpful parts, I think. And that is the index, and that is in the back of the book. A lot of times when I ask students to find something, they go to the Table of Contents and the table of contents is helpful, but not as helpful as the index. The index has more as it's not by chapter, it's by topic. So if you know you're about to have a lecture on the Crusades or you have to write something on the Crusades. You can look in the index under C and find crusades and find probably several page numbers where you can find more information about the Crusades or The Plague, or Darwin, or whatever it is you need to look up. The index is your friend at alphabetized and page numbers are there and usually lots of page numbers. Another helpful part of a textbook, many textbooks have a glossary in the back right before the index. And the glossary is like a little mini dictionary. Terms that are used throughout your book will be in the glossary and there'll be defined and sometimes the glossary and the index or combined. So it'll have the word and it'll have the definition and also a page number where you can find more information on that topic. Alright, the key parts of a textbook, let's go right to a chapter. Many textbooks have the same, the same parts. For example, this biology textbook that we're using as an example has key concepts at the beginning of the chapter. So you can look at the key concepts and see what's coming up in this chapter, in this textbook. Some textbooks will have a chapter outline right at the beginning. You can see exactly what's, what's going to be in the chapter and what order it's in. And if there's, your instructor has told you, you know, we're not covering the whole chapter, we're only covering this part, then you can go right to the part you need, and when you're reading in the chapter, there may be a part that's more difficult than another part. and that way you can look at the outline and know which part it is you need to spend more time on. And sometimes these outlines or, or concepts will be broken down into sections. Also you have tables, graphs, maps, photos. All of those are important parts of a textbook. They are trying to convey some information to you, so don't skip over them. They're not there to fill the page or to make it pretty. Timelines are really important if you're like me and you need to see an overall picture, big picture. But take time to stop and study maps and graphs. And, and make sure you understand what's trying, what's being conveyed. Alright, so that was the beginning of the chapter. And oftentimes if I have to read a chapter, I will start at the beginning and look at the outline and the concepts. I'll go to the end of the chapter then go right to the end of the chapter. Oftentimes there's a summary of the chapter, and I can read the summary and I have a good idea of what's in the chapter. Once I know what's in that chapter, I can better understand the chapter. There usually will be some review questions. At the end of chapter, you can ask yourself the questions and take a little quiz, or just in your head, Can you answer these questions? And if you can answer the questions, then you've, you've got the chapter, you're in good shape. But if there are some questions you're having difficulty with, you need to go back and review. A lot of times they'll be a list of key terms. Be sure you write those down and define them. And I recommend defining them in your own words. I mean you can look up a definition, but put the definition in your own words and keep and you can even put a page number next to the word. And that way, when you're studying and go right to the page and read in the chapter. Alright, I'm handing it over to Ms. Bogoslavsky. Okay. So we wanted to we wanted to take you through and look at some general strategies for reading textbooks and how to, how to approach a specific chapter. But before we did that, we wanted to take a minute to talk to you about something called disciplinary literacy. Which is the idea that not every text book for every discipline is going to be

approached the same way. That's because they're all written differently. Each discipline has a different focus and a different way of approaching information. For example, let's talk about a math textbook. Math textbook as you know, doesn't look like any other textbook in any other discipline. You may have some math in other textbooks and other disciplines, but math is wholeheartedly concerned with this search for the truth and, and, and rooting out errors. And so you have to pay more attention to individual words and to, and symbols. Symbols have much more meaning here. You have to pay attention to how mathematical problems are being modeled. And that's going to make a difference in how you are able to complete your assignments for that class. On the complete opposite end of the spectrum are your English textbooks. And we'll talk a little bit more about science, which is totally different because science is based on facts, right? English textbook I like to think of as being beyond the textbook. You do get these stories. You do have those story elements that we all know about who, what, where, when, why, how, things like that. But it's even more than that. So you have the, the literal meaning of what you're reading, but you have to think beyond what the words say and you have to think of what's going on outside the text and the implied meaning there. And think of the different genres that can be represented and, and the academic sides of that. So there's a lot going on in English texts that you would never see in a math textbook or actually in any other textbook. Moving on, history and social science also has their own approach to information and to their disciplines. So the thing you have to remember here when you're reading history is to understand that history and social science, those academics have gone out and read historical documents, primary sources, and from the things that they have read and the information they gather, they come to conclusions about history. I mean, we weren't there. We have records of what other people saw, what other people heard and experienced. But our academics are historians, historians and the authors of these textbooks can simply take those accounts and come to their own conclusions about what happened or what those events meant. And what that means is history and social science, those books are going to have a source, a source of bias. And you have to be aware of that, that no one has cornered the market on factual interpretation of history. And so you have to contextualize the information based on the history you're reading about. You have to look at where they're getting their information, where what are they basing their judgement on? What are those primary documents? What are those historical documents, that they read to come to their conclusions. And so that's the type of things you're going to be looking at with History and Social Sciences. Moving on. And the last type of textbook we're going to look like, look at is science. Science. As much as English is outside the textbooks. Science to me is very much in the textbook as far as it's very factually based. There are solid facts that had been based on years and years of research. And so those things have been verified through, through repeated experiments. You have a lot of graphs, you have a lot of charts and formulas that you have to memorize. And you have to be very up on the concepts for classes, especially in the sciences, but actually in any discipline you have to form that foundation of knowledge to understand what's going on in that discipline. And that takes a lot of memorization and a lot of work, a lot of reading. So just be prepared to do that and to know that vocabulary is going to be a huge part of that. So you're going to have to pay attention to those concepts. Miss Johnson is going to talk about some general strategies for text. Okay, some general strategies for reading your textbook. And I think I've probably touched on these already. So your textbook, it may or may not be anything like what you had in high school. It's probably it's college level, so it's probably a little more challenging for you. And vocabulary in some instances may be not what you're used to. So, you know, use the glossary for vocabulary, write down key terms and write down vocabulary you don't understand. And look, look those words up, put the definitions in your own words.

Another strategy I mentioned that, you know, I when I have a chapter that I need to read, I'll go look at the beginning of the chapter, look at the outline, understand what's coming up. Kind of flip through, you know, take some time on the maps, graphs, pictures, and just flipping through now just kind of going through the chapter and looking at the subheadings until I get to the end of the chapter and then I read the summary. I've kinda look through the chapter, I know what's in there. I'm reading the summary, I'm starting to understand what the chapters about. And then after I've read the summary, now I'm gonna go back to the beginning of the chapter and start looking at parts of it more closely and not spending too much time on each page. I know, I think one reason that we spend too much time trying to read our textbooks is that we start to daydream while we're reading and then we have to read it again because we get to the end of the page and we realized we didn't pay attention. So one thing you can do to pay attention while you read is to make some notes. And you can make notes on your notebook paper, but you can make notes in the margins of, and I like, I know a lot of people don't want to write in their books, but I do, with a pencil, make some notes in the margins as I'm reading. If I have a question about something doesn't make sense to me or I do agree or don't agree, or I've heard of this before. And then when I go back to a section, if I'm studying or I just need to understand something better, I can see my notes and remember what I've read. Now again, I said that the maps and graphs and all of that, they're not just there to fill out the page. They're very important. And sometimes it takes time to, to understand what's, what's being conveyed in this graph or this pie chart. But you do need to read the caption and try to understand and look at the different colors and see if you can understand what the author wants you to get with this map or graph. Alright? Again, not spending too much time on a page except when you're trying to understand a map or graph. And when you're taking notes in the margins or in your paper, if you're writing it in your notebook and you get to a section that's really difficult for you. Maybe write in your notes, a note to yourself on the pages where you're having extra difficulty. So you can go back and give that some more attention. Somehow use your index, your glossary. Use Google as you have to, to help you get a better understanding of some concept or, or something just not getting from the textbook. Let's see. I think and I'll turn it over to Ms. Bogoslavsky now. Okay. So now we've covered pretty much everything. The last thing we kinda wanted to cover is how to approach a specific section, a specific chapter. And for this, we researched and we basically looked into some recommendations that faculty across the disciplines have suggested. Ideas that they came up with for how to read a certain specific chapters, specific sections. So for this, for this section, let's pretend you have a class tomorrow and history or science and you've been assigned a chapter, you know they're going to cover Chapter six. So what we're asking you to do is to read it three times. First time we, we're going to want you to actually just look at it before class, not close reading. But you don't want to walk into class cold and expect your professor to do all the heavy lifting when you have no clue what they're talking about. So you don't want to go in completely cold for information, then you're going to read it more closely after class when you have that better basis because your professor has filled you in and then you're going to get your notes. And so the first thing we're asking you to do is to do that pre-reading. So we're having class tomorrow it's chapter six. I'm going to go through and I'm going to read my chapter headings, the subheads. I'm going to read any notes, any summaries I can get hold of Miss Johnson told you about those at the end of the chapter. My the introduction, any bold words, right? Those things that are easily accessible. And it's not going to be a where you're trying to get every single fact. You're not trying to wring every idea out of that chapter. You're trying to get an overall sense of what this chapter is about. What's the main terminology and what can I walk into class tomorrow with, that will help me to better process the information the professor is

going to give me. Then I've gone to class. I went to class and the professor talked to me and I now have some notes from class, so I have a better sense of what I'm supposed to be talking about. So now I'm going to go back and I'm going to actually highlight, take notes. Actively annotate through, like Miss Johnson suggested, write in the margins, write a question to yourself. And those questions to yourself and the margin serve really well as study guides later on when you're getting ready for a test, try to cover those definitions. You've now been exposed to them a couple times. Try to say those out loud and see if you actually can put them in your own words. And then you've read the summary. You've used that from day one that just set that aside and try to write your own summary about the chapter and see if you can put the information in your own words. Again, now you have some really good outline for studying. You have a good sense of what's in the chapter. If you need to go back and focus on a specific section because you're still not getting it. You have that option, but you have a better sense of what's going on in that chapter. And the thing is, is now you also have your notes. So on that third time through the major test, now we're two weeks down the road and there's a major test coming. I take out all of that information I have from chapter six and I now have note and information already pulled from the chapter. I don't have to go back and reread that, which is a waste of time. I've got the main ideas. I just need to make some flash cards. Maybe I need to rearrange my notes. I'll make some concept maps. I'm trying to find new ways to connect those ideas and to put them in a format that will help me remember them. And so I've taken three different approaches to getting this information in an accessible manner in my brain. And each one of those steps just gets you that much closer to being able to master the information you're supposed to master for class. Last slide and Miss Johnson is going to come in and tell you, if you're struggling with looking at a textbook, what you, where you can get help. Alrighty, Well, the first place to go for help with your textbook, of course, is your professors or your professor for the class. If you're struggling with anything in the class, you need to contact your professor. Try this, see if you can set up a conference and, and talk with your professor about the difficulties you're having. Usually they can help clear it up easily. Let's see, there's tutor, the UCA tutoring services in Torreyson library. And we have a phone number and an email address here. If you need help with it. I think they have tutors for all the disciplines really, you just call them and find out who's available and when, and you can go and get some help there. The Math Resource lab for Math Help, success coaching, and then of course, Academic Success workshops, which is what this is part of. So you already know about that. These are several resources where you can get help and assistance at UCA. And I think that wraps it up for how to read a textbook. Thank you.