

## Reading Strategies for different purposes

### Reading for assignments – finding relevant information

- Print the assignment question / marking criteria, read it carefully and refer to it regularly
- Check required / recommended reading list
- Text books are usually a good starting point for finding out the scope of the topic
- Listen to the tutor's assignment instructions and make notes of this information
- Read class notes and Power Point (PPT) handouts around the assignment topic
- Expand your understanding of the topic by:
  - *studying the topic and assignment criteria*
  - *asking yourself what do you already know about the topic*
  - *making up questions that simplify and clarify the topic*
  - *talking with course tutor and/or an SLS or TKK tutor*
  - *discussing with classmates*
  - *learning new topic related vocabulary*
- Use the LibGuides, Catalogue and Databases in the Library. These support systems will give you access to topic related journal articles and text books. Training is available regularly to all students on how to use these search engines and the LibGuides.
- Use Key Words or Phrases as part of your search
- Look at the List of Contents and Index to quickly see whether a book covers the topic(s) needed. If it does, go to the *section* or *page* and check out the *headings* and *content* briefly:
  - Does it have information relevant to the essay topic?
  - If the information is useful make notes, photocopy or borrow it.
  - Record full reference details (see latest APA referencing handout).

### During reading

Read the assignment topic / marking criteria frequently and think of questions that may help you focus on the topic as you begin reading the selected reading material.

- Read headings, introduction, summary and skim each paragraph (focus on the first sentences) to get an idea of the topic coverage in the material. Find the parts that look relevant and read carefully. Ask yourself:
  - Does this material build my understanding of the subject?
  - Can I express my understanding in my own words?
  - What is relevant to the assignment question?
  - Is this a general overview or is it specific and detailed? How much detail do I need?
- Make notes in an ordered way and keep a reference record of the readings.
  - Give a heading for each topic section, and then record the Author, Year of Publication and Page No.
  - Head another page with **Reference List** and record all referencing details for each of the sources you use.
- When you are researching an assignment your sub-conscious mind may give you insights into direction, content or structure at any time. Note your ideas and thinking along the way.

#### Physical Development

Clark (year): Where possible paraphrase the information used (p. 3)

Brown (year): "Use quotes sparingly" (p. 4)

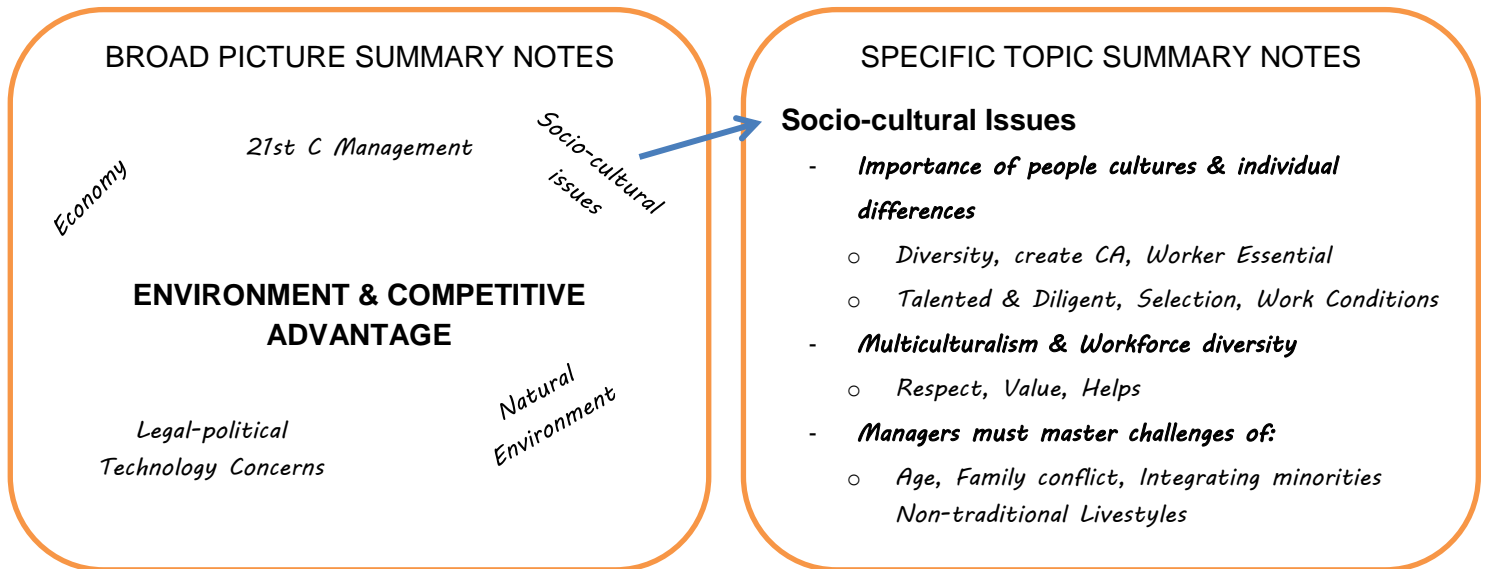
#### Physical Challenges

Jones (year) states "....." (p. 5)

Physical challenges are ..... (Bevan, Year, p. 6)

## Reading for exams / tests

- At the beginning of your course, set aside regular time for revision.
- Refer to course outline material frequently to be aware of the topics.
- Keep your class notes in order and file with notes from your associated reading.
- As one topic is completed, make a **one-page summary** (e.g. list of points, mind map, diagram) for easy review of the main points. Here are some examples:



- Keep a list of each course topic and tick it off as each is revised.
- To revise a topic:
  - Recall (and note or mind map) what you remember about it
  - Check your recall against your summary
  - Check your ability to talk about or note the information and ideas
- For concepts or facts you need to remember, make 'study cards' which give information on one side and a keyword prompt on the other. Carry them with you, study and revise regularly.

## During study reading

- Plan how much you will try to read in a certain time e.g. *a chapter/a section in 30 minutes?*
- Remind yourself of your purpose before you start reading. E.g. *my purpose is to understand the socio-cultural issues in business management* (see Table on page 3).
- While reading help your concentration by:
  - making connections with what you already know
  - asking yourself questions (see Table on page 3) or making up questions
  - looking for and numbering the points being made
  - underlining or highlighting keywords that introduce new ideas
  - making notes in the margin or a notebook in your own words that show your understanding of the subject
  - checking the meaning of unknown words in the glossary or dictionary
  - rereading a sentence or paragraph aloud if you don't understand it
  - being aware of the language and visual signposts (see boxes 3 & 4, p. 3)

## After reading

- Recall: talk, think, and write to show you understand the facts, structure and connections of the material read. What have you learnt?

### 1. Which purposes may be important for you when reading?

- Surveying to see whether it might be worth reading more carefully
- Looking for particular information for an assignment
- Getting a quick overall idea of the content
- Reading and testing myself to remember facts
- Reading to identify main ideas, facts or concepts
- Comparing the author's viewpoint with other viewpoints or my own
- Scanning to locate a particular word or words e.g. contents, index
- Careful reading of relevant sections, noting points that are important

### 2. Questions active readers ask themselves

- Does this reading material have what I need?
- What is my purpose in reading this?
- What do I already know about this topic?
- How thoroughly do I need to read this? (Why?)
- Are there chapter objectives or goals?
- What are the main headings and sub-headings?
- Do I need an overview, or detailed understanding?
- What are the key ideas in this section/chapter?
- What is the main idea in this paragraph?
- Is there an example that clarifies this idea?
- Can I recall what I've been reading about?
- Can I make notes or talk about the subject?
- Do I need to memorize any of it?
- What can I learn from this table, graph or picture?

### 3. Visual signposts

- Words printed in *italics*
- Words underlined
- Words in CAPITALS
- Words printed in **bold**
- List of items, numbered or bulleted
- Boxed items of text
- Text summary in margin
- Text in colour

### 4. Language signposts

- **Chronological clues** (events in sequence):
  - Firstly, secondly..., next, after that, later, then, finally, lastly
- **Cause and effect clues** (reasons and results):
  - Since, because, thus, therefore, as a result, consequently
- **Comparison clues** (introduce similarities):
  - Similarly, likewise, as, like, the same as, in the same way
- **Contrast clues** (introduce differences):
  - However, but, although, on the other hand, at the other extreme, despite this, is different from, while, against this, in contrast to, opposed to
- **Simple listing clues**:
  - And, also, in addition, as well
- **Also**: examples, definitions, explanations of key words help with understanding

## Skimming

Skimming involves a quick look over the reading material to get the main ideas and general overview of the content.

## Scanning

Scanning is a rapid, concentrated search for a particular point. Everything else is deliberately ignored except for the important item for which you are scanning, for example, a particular name in a phone book, a keyword or phrase in a book.

## Surveying

By surveying you are finding out about the reading material, which involves: noticing headings and sub-headings; glancing through outcomes, introductions and summaries; looking at illustrations, diagrams and graphs; scanning for particular words.

## Light reading

Light reading is fast, surface reading. You don't have to think hard, and you don't attempt to assess the material you are reading. This is the most commonly used method of reading, and is often applied to reading newspapers, novels, magazines, comics and Internet.

## Active (study) reading

This is a *slow, deliberate* and *active* method of reading. The main aim is to *clearly understand* the study material. Visualize and make connections with the information. Important points need to be identified and understood. Notes and maybe study cards need to be made. The SQ3R (survey, question, read, recall, review) method is good to use for study reading. It emphasizes preparation, purpose, good concentration, comprehension, thinking, recall, self-correction and reinforcement of points read.

Stages in SQ3R	
<b>Survey</b>	What is the text about?
<b>Question</b>	What do I want to know? Does the text contain the information I need? Turn the heading into a question
<b>Read</b>	Read actively - do I understand this? Read in more detail
<b>Recall</b>	Have I found what I wanted? What have I learned? What further material do I need to find?
<b>Review</b>	What are the next steps I should take?