Textbook and Article Reading Strategies

* Reading textbooks and articles is different than leisure reading
* Where are you doing your reading?
	+ Distraction free- do not disturb on phone/ computer
	+ Good lighting
	+ Quiet
* Break up in to chunks (10 pages, a section, etc):
	+ Preview chunk of material:
		- Read section titles
		- Read First Paragraph
		- Last paragraph
		- Look at charts/graphs/images
		- Read summaries/questions at end of chunk
	+ Read Actively:
		- Notes
		- Summarize in own words
	+ Review what you read:
		- 3 things you learned
		- 2 interesting facts
		- 1 question you still have
* Know that reading will take time- schedule into your day- you don’t want to be cramming hours of reading the night before
* Stay on top of reading assignments. It is easy to fall behind, and very hard to catch up quickly.
* Try an audio book
* Review your notes from your reading to study, and link to course lecture content.

Let’s practice: Read the following excerpt using skills learned from this workshop:

Jenkins, R. (2020, January 29). Why we must get back to basics in teaching composition. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/Why- We-Must-Get-Back-to-Basics/247918?cid=wcontentgrid\_hp\_9

In the world of college composition, we spend a lot of time talking about *how* to teach writing — with as many opinions on that as there are instructors — but very little time talking about *why* we teach it.

Many professors take a philosophical approach, asserting that the purpose of teaching writing is to enrich students’ lives, promote self-exploration, or encourage political activism. Certainly all of those can be byproducts of a college writing course, but I would argue that none qualifies as its main purpose. The reason institutions offer — and often require — first-year composition is quite simple: so students learn how to communicate their expertise.

That specific expertise will come from other courses, especially in the major. A first-year writing course is essential because (a) it’s the only writing class most students ever take, and (b) without the ability to convey it in writing, their hard-won and costly expertise is essentially useless.

I cut my instructional teeth teaching technical writing to engineering students. Talk about a bunch of people who didn’t want to be there. From Day 1, their body language practically shouted, "I’m going to be an engineer. Why do I have to take a writing class?"