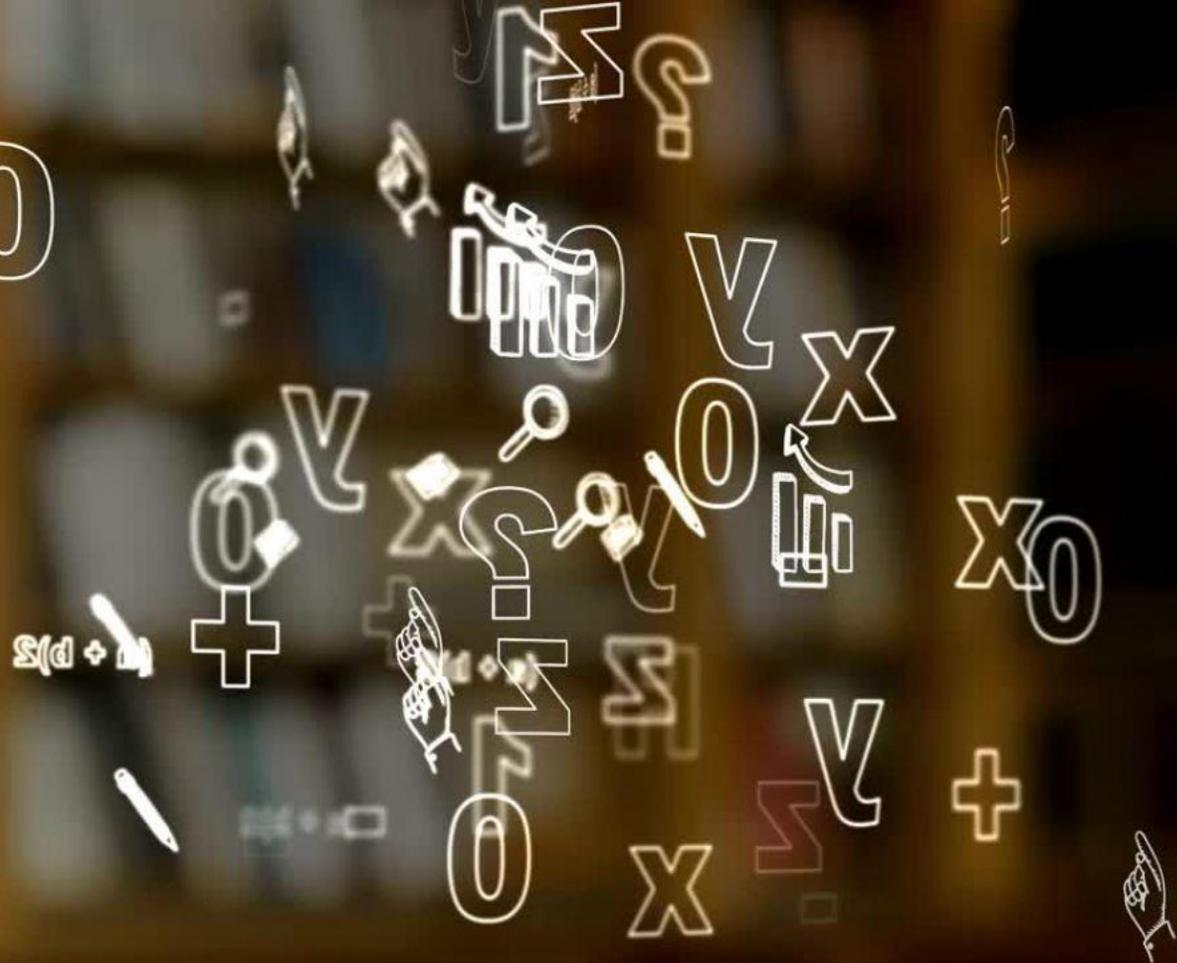


IMPROVING ACADEMIC READING SKILLS



Academic Support Center
www.aurora.edu/asc



OBJECTIVES



Students will be able to identify pre-reading and post-reading strategies.



Students will be able to describe processes for locating important information in academic texts.

HOW IS ACADEMIC READING UNIQUE?

Textbooks

Academic Journal Articles (scholarly
and non-scholarly)

Novels

Online reading vs paper reading

Time pressures

Understanding arguments/detailed
terminology

Where is the most important
information located?



STAGES OF READING

01

Pre-Reading:

Activate prior knowledge and make inferences about what you are about to read.

02

During Reading:

Actively participating in the reading and decoding the structure.

03

Post-Reading:

Reflecting on what you read and accessing what needs more attention.

PRE-READING

Activate prior knowledge

- By remembering what you *already know*, your brain starts to create more connections to what you're *about to read*, which helps with both learning and remembering the material
- *What do I already know about this topic?*
- What did your instructor say about this chapter or subject when it was assigned?
- Activate your background knowledge (schema)

PRE-READING

Preview the text

- **Helps make a map and organize your thoughts as you read**
- Quickly look for: Titles, Headings & Subheadings, Introductions, Summaries, First Sentences, Visuals and Vocabulary, End of Article, End of Chapter Questions
- Intros often point out concepts, terms, or points you are about to learn
- The summary (if included) will emphasize the big picture of those concepts

PRE-READING

Know your purpose/Set a goal

- Helps narrow the focus
- Multiple choice – keywords, definitions, dates, specific concepts and examples
- Discussions or essays – main points/concepts, relationships, examples
- Upcoming assignments – how does the chapter/text fit into what you need to do?

DURING READING

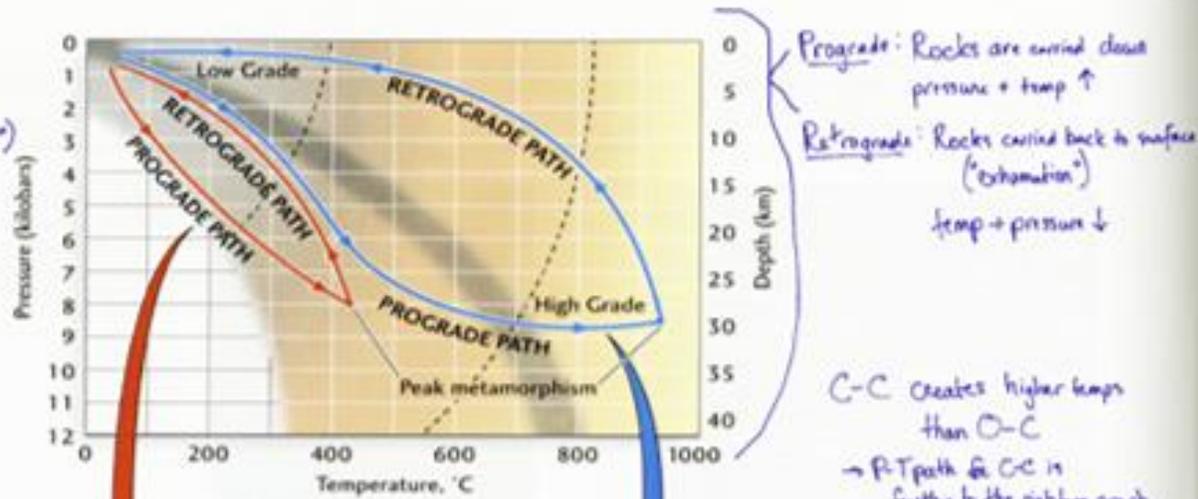
- Manage your time – smaller chunks are recommended (5-10 pages)
- Take breaks to summarize
 - Every couple pages briefly pause and try to summarize what you've read
 - After larger sections, try out larger summaries; return to what feels more murky or confusing
 - Breaks give our brains time to process information between pages

DURING READING

Active Reading

- Take notes to make a map (annotate)
- Paraphrase the text (summaries)
 - Can save time by preventing re-reading, false starts, distractions, and getting lost
- Keep a list of unfamiliar words/vocab/jargon
- Ask questions

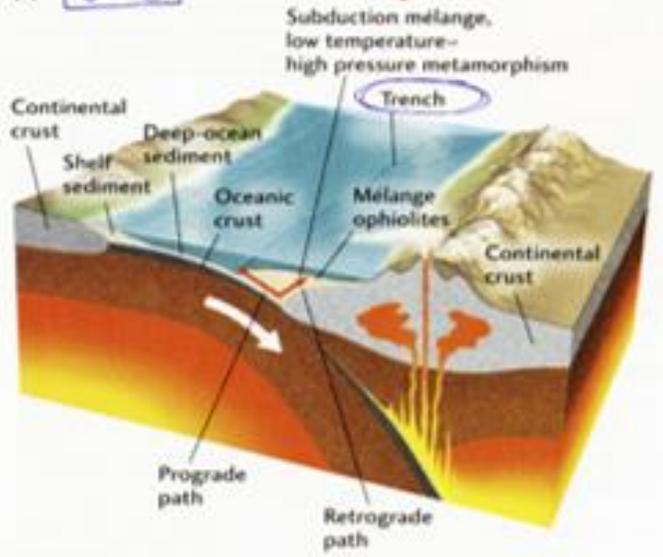
P-T paths record what happened when plates came together ("converged")



Prograde: Rocks are carried down pressure + temp ↑
 Retrograde: Rocks carried back to surface ("exhumation") temp + pressure ↓

C-C creates higher temps than O-C
 → P-T path for C-C is further to the right on graph

(a) O-C



(b) C-C

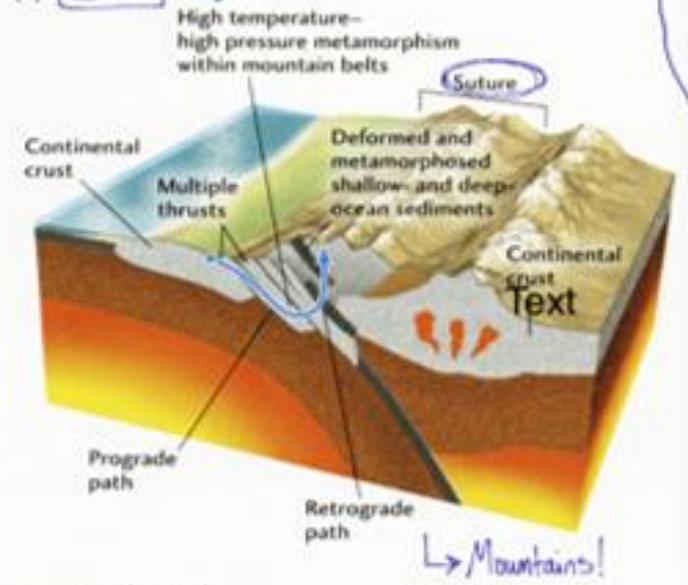


Figure 9.10 P-T paths and rock assemblages associated with (a) ocean-continent plate convergence and (b) continent-continent plate convergence. The P-T paths differ by illustrating the lower geothermal gradients present in subduction zones. Rocks transported to similar depths—and pressures—beneath mountain belts become much hotter at an equivalent depth.

Depths + pressure are the same but temps ↑↑↑ for C-C

? What about ocean-ocean plate convergence?

convergence of a Mediterranean plate with the European continent. The Andes Mountains (from which the name of the volcanic rock andesite is derived), near the west coast of South America, are products of a collision between ocean and continental plates. Here the Nazca Plate collides with and is subducted under the South American Plate.

Continent-Continent Collision

Plates may have continents embedded in them, and a continent can collide with another continent, as shown in Figure 9.10b. Because continental crust is buoyant, both continents may resist subduction and stay afloat. As a result, they collide, and a wide zone of intense deformation develops at the boundary where the continents grind together. The remnant of such a boundary left behind in the geologic record is called a suture. The intense deformation that occurs during orogeny results in a much-thickened continental crust in the collision zone, often producing high mountains such as the Himalayas. Belts of magmatism characteristically form at depth within the core of the mountain range adjacent to the suture. Ophiolites are often found near the suture; they are relics of an ancient ocean that disappeared in the convergence of two plates (see Chapter 5).

As continents collide and the lithosphere thickens, the deep parts of the continental crust heat up and metamorphose to different grades. In deeper zones, melting may begin at the same time. In this way, a complex mixture of metamorphic and igneous rocks forms the cores of orogenic belts that evolve during mountain building. Millions of years afterward, when erosion has stripped off the surface layers, the cores are exposed at the surface, providing the geologist with a rock record of the metamorphic processes that formed the schists, gneisses, and other metamorphic rocks.

P-T paths for metamorphic rocks produced by continental collision have a different shape from those produced by subduction alone. Continental collision generates higher temperatures than subduction. Therefore, as a rock is pushed to greater depths during collision, the temperature that corresponds to a given pressure will be higher (see Figure 9.10b). The P-T path begins at the same place as the path for subduction but shows a more rapid increase in temperature as greater pressures and depths are reached. Geologists generally interpret the presence of a suture zone as evidence of a collision between two plates.

things that wouldn't work as a springboard to new approaches." He was quite explicit about the way an idea progressed from terrible-looking things to bottles displayed proudly in supermarkets: "If I hadn't used those mistakes as stepping stones, I would never have invented anything." Whatever one may think of the plastic bottle, the thing does fulfill the objective of replacing glass bottles. That Wyeth's achievement now presents environmental problems for other inventors to solve should come as no surprise in an imperfect world of imperfect things.

Regardless of their background and motivation, all inventors appear to share the quality of being driven by the real or perceived failure of existing things or processes to work as well as they might. Fault-finding with the made world around them and disappointment with the inefficiency with which things are done appear to be common traits among inventors and engineers generally. They revel in problems—those they themselves identify in the everyday things they use, or those they work on for corporations, clients, and friends. Inventors are not satisfied with things as they are; inventors are constantly dreaming of how things might be better.

This is not to say that inventors are pessimists. On the contrary, they are supreme optimists, for they pursue innovation with the belief that they can improve the world, or at least the things of the world. Inventors do not believe in leaving well enough alone, for well enough is not good enough for them. But, also being supreme pragmatists, they realize that they must recognize limits to improvement and the trade-offs that must accompany it. Credible inventors know the limitations of the world too, including its thermodynamic laws of conservation of energy and growth of entropy. They do not seek perpetual-motion machines or fountains of youth but, rather, strive to do the best with what they have and for the best they know they can have, and they always recognize that they can never have everything.

Marvin Camras, a native Chicagoan who was educated at the Illinois Institute of Technology and spent most of his career at its affiliated research institute, holds over five hundred patents for devices in electrical communications. When once asked if he noticed whether inventors had any common traits, he responded:

They tend to be dissatisfied with what they see around them. Maybe they're dissatisfied with something they're actually

Thermodynamic—using or producing heat.

interesting personality type of an inventor is to never be happy with the world as it is and the things in it.

obsessed with perfection never happy with reality. Don't like sentence.

true what is the point of this?

Pragmatists—person who is oriented towards the success or failure of a particular line of action.

important in order for inventors to do their job and succeed, they fail many times before as well.

discover these things through work and life.

believe that anything can be fixed or improved if they try.

supreme pragmatists realize that nothing is absolute perfect.

they realize that they have to be realistic about their goals and know that they can never have everything perfect.

Can't write directly in the book?

- Use sticky notes – clear version available
- Use labeled note tabs to direct you to note information written elsewhere

Have an e-book?

- Use the annotation or note feature to add notes
- Also use the highlight feature, if available

DURING READING

Challenging Texts

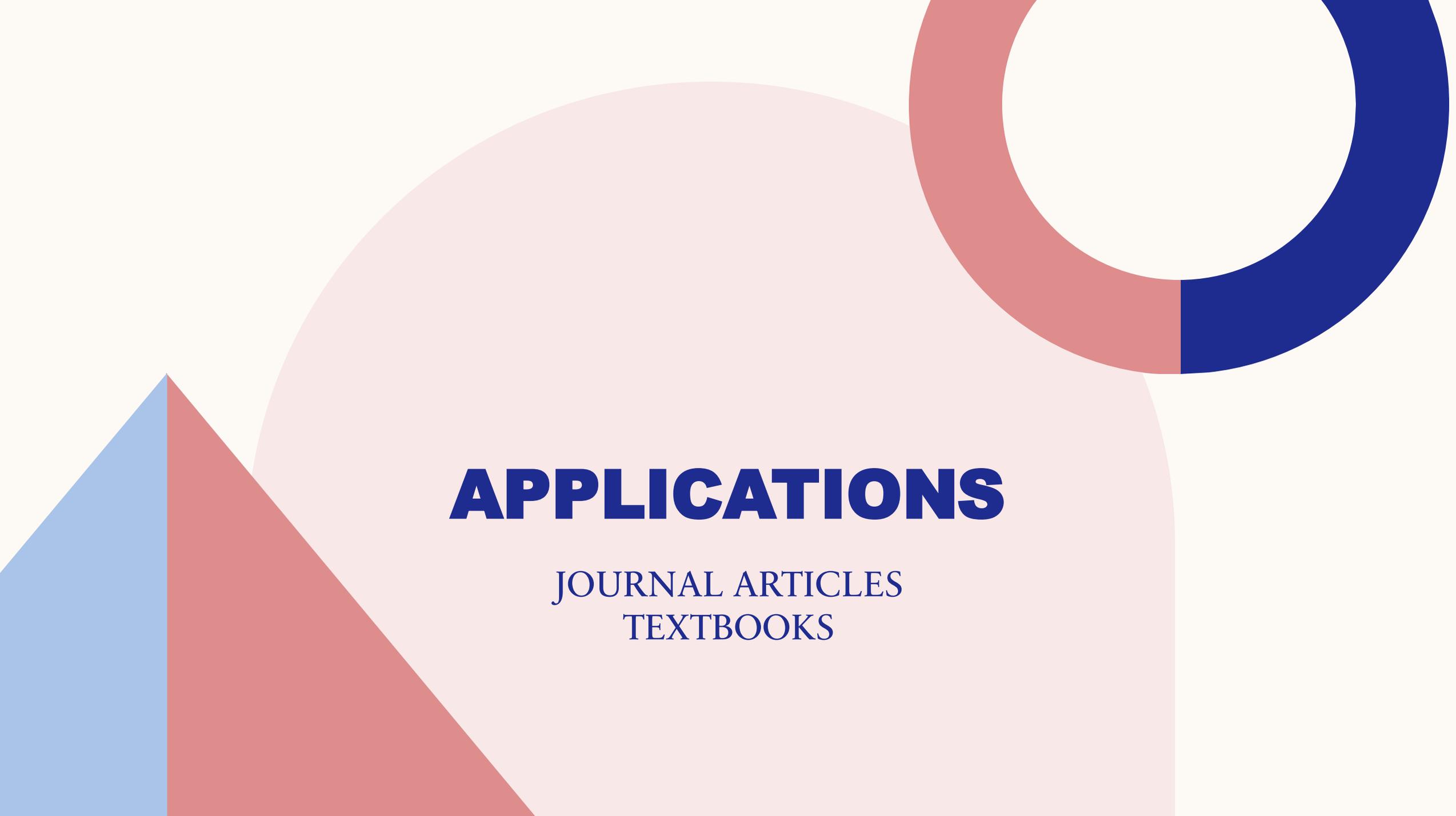
- Cross out words to make things simpler
- Read a summary online, if available
- Make connections with what you *do* understand, and go back to what isn't working
- Break it up, slow down, or go back – if this isn't working, jump ahead to see if you gain better understanding somewhere else

If you get stuck, try taking out (even lightly crossing off) what feels like extra information – descriptive words, extra parts of a list, “of” phrases (ex: “of the century”), anything in parenthesis or between dashes – until the main idea of the passage starts to resurface, then try adding some of those extra pieces of information back in, noting if the main idea changes as you go.

If you get stuck, try taking out (~~even lightly crossing off~~) what feels like extra information – ~~descriptive words, extra parts of a list, “of” phrases (“of the century”), anything in parenthesis or between dashes~~ – until the main idea of the passage starts to resurface, then try adding some of those extra pieces of information back in, noting if the main idea changes as you go.

POST-READING

- Questions – can you answer these/remember the material?
- Key words – look up any you have not previously to gain additional understanding
- Review – explain it out loud, in your own words
- Revisit areas in need of more attention (or note for later)
- Notes and summaries – organize and use these to help quiz yourself, to make connections between these and class notes, and to help review each week
- Overall helps to retain information and prepare for tests, literature reviews, and other assignments



APPLICATIONS

JOURNAL ARTICLES
TEXTBOOKS

JOURNAL OF EDUCATION FOR BUSINESS
 2018, VOL. 93, NO. 5, 233–241
<https://doi.org/10.1080/08832323.2018.1462137>

 **Routledge**
 Taylor & Francis Group

ORIGINAL AND APPLIED RESEARCH



Microaggression, anxiety, trigger warnings, emotional reasoning, mental filtering, and intellectual homogeneity on campus: A study of what students think

Gerald F. Burch^a, John H. Batchelor ^b, Jana J. Burch^c, Shanan Gibson^{d,#}, and Bob Kimball^e

^aDepartment of Management, Texas A&M Commerce, Commerce, Texas, USA; ^bDepartment of Management, University of West Florida, Pensacola, Florida, USA; ^cEducational Leadership, Tarleton State University, Stephenville, Texas, USA; ^dDepartment of Management, East Carolina University, Greenville, North Carolina, USA; ^eMarketing and Economics, University of West Florida, Pensacola, Florida, USA

ABSTRACT

College campus life is changing based on pressures to create safe environments for students to learn. Much of this change has been outlined in an article by Lukianoff and Haidt entitled “The Coddling of the American Mind.” The authors of the present article asked 188 students from two universities if microaggressions, trigger warnings, emotional reasoning, and mental filtering are prevalent on campus and whether colleges are promoting these concepts. The results show that the majority of students believe that universities must change the way these concepts are addressed to prevent intellectual homogeneity and to adequately prepare them for their business professions.

KEYWORDS

Anxiety; emotional reasoning; mental filtering; microaggression; trigger warnings

Almost weekly we hear of an incident at a college or university where faculty are reprimanded for what they have

students are increasingly demanding protection from words and ideas they don’t like, and seeking punishment

APPLICATION: AN ACADEMIC JOURNAL ARTICLE

Pre-Reading

Read the abstract, skim the figures/charts, look for key words, and read the last section

During Reading

Focus on marking any text that addresses the research question or anything that directly relates to your topic/class topics (**what's the purpose of reading this?**)

Unless you are required to comment on the statistical content, do not focus on this!

Post-Reading

Summarize the findings and research methods in 1-3 sentences, and record any initial/strong impressions

APPLICATION: TEXTBOOKS

The screenshot shows a digital interface for a textbook. On the left, the title "Geological Structures: a Practical Introduction" is displayed in white text on a dark background. Below the title, the authors "John Waldron and Morgan Snyder" are listed. Further down, there are three circular icons representing Creative Commons Attribution NonCommercial (CC BY-NC) licensing, followed by the text "Creative Commons Attribution NonCommercial". A white-outlined button labeled "READ BOOK" is positioned below the license information. A small white Twitter icon is located at the bottom left of this section. On the right side of the interface, there is a book cover image. The cover features a photograph of a rocky, eroded landscape with a person standing for scale. Below the photograph are three overlapping circles in shades of grey, green, and red. The title "Geological Structures: A Practical Introduction" and the authors' names "John Waldron and Morgan Snyder" are printed on the cover, along with "University of Alberta" and "© 2020". At the bottom right of the interface, there is a link that says "Download this book" with a downward-pointing arrow.

APPLICATION: TEXTBOOK

Pre-Reading

Notice bolded terms, questions that are headings

During Reading

Make an outline, record definitions, draw charts to record most important information

Post-Reading

Read the definitions aloud and talk to yourself about the ones that can be categorized

COMMON ACADEMIC READING ISSUES

TL;DR

Reading is too difficult to understand/hard to understand

Time on task is not possible

Don't remember anything I read

Don't know what is important

OBJECTIVES



Students will be able to identify pre-reading and post-reading strategies.



Students will be able to describe processes for locating important information in academic texts.

Journal of Physical Activity and Health, 2021, 18, 677-685

<https://doi.org/10.1123/jpah.2020-0649>

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Human Kinetics 
ORIGINAL RESEARCH

Changes in Physical Activity, Sleep, Mental Health, and Social Media Use During COVID-19 Lockdown Among Adolescent Girls: A Mixed-Methods Study

S. Maria O’Kane, Ian M. Lahart, Alison M. Gallagher, Angela Carlin, Maria Faulkner,
Russell Jago, and Marie H. Murphy

Background: To suppress the transmission of coronavirus, many governments, including that of the island of Ireland, implemented a societal lockdown, which included school closures, limits on social gatherings, and time outdoors. This study aimed to evaluate changes in physical activity (PA), mental health, sleep, and social media use among adolescent girls during lockdown. **Methods:** 281 female pupils (12–14 y) taking part in the ongoing Walking In Schools study on the island of Ireland self-reported PA, mental health, sleep, and social media use before (September–October 2019) and during lockdown (May–June 2020), via questionnaires. These were supplemented with open-ended structured interviews conducted with 16 girls during lockdown. **Results:** During the period of lockdown and school closures, pupils tried new forms of PA and undertook PA with family, but there was no significant change in self-reported PA. There was a decline in health-related quality of life and motivation for exercise; however, self-efficacy for walking and happiness with appearance increased. There was no change in sleep quality or social media usage. **Conclusions:** Despite the many challenges that schools face as they reopen, there is a need to continue to prioritize PA and motivation for exercise to support health and well-being in adolescent girls.

Keywords: coronavirus, restrictions, females, exercise, well-being

APPLICATION: AN ACADEMIC JOURNAL ARTICLE

Pre-Reading

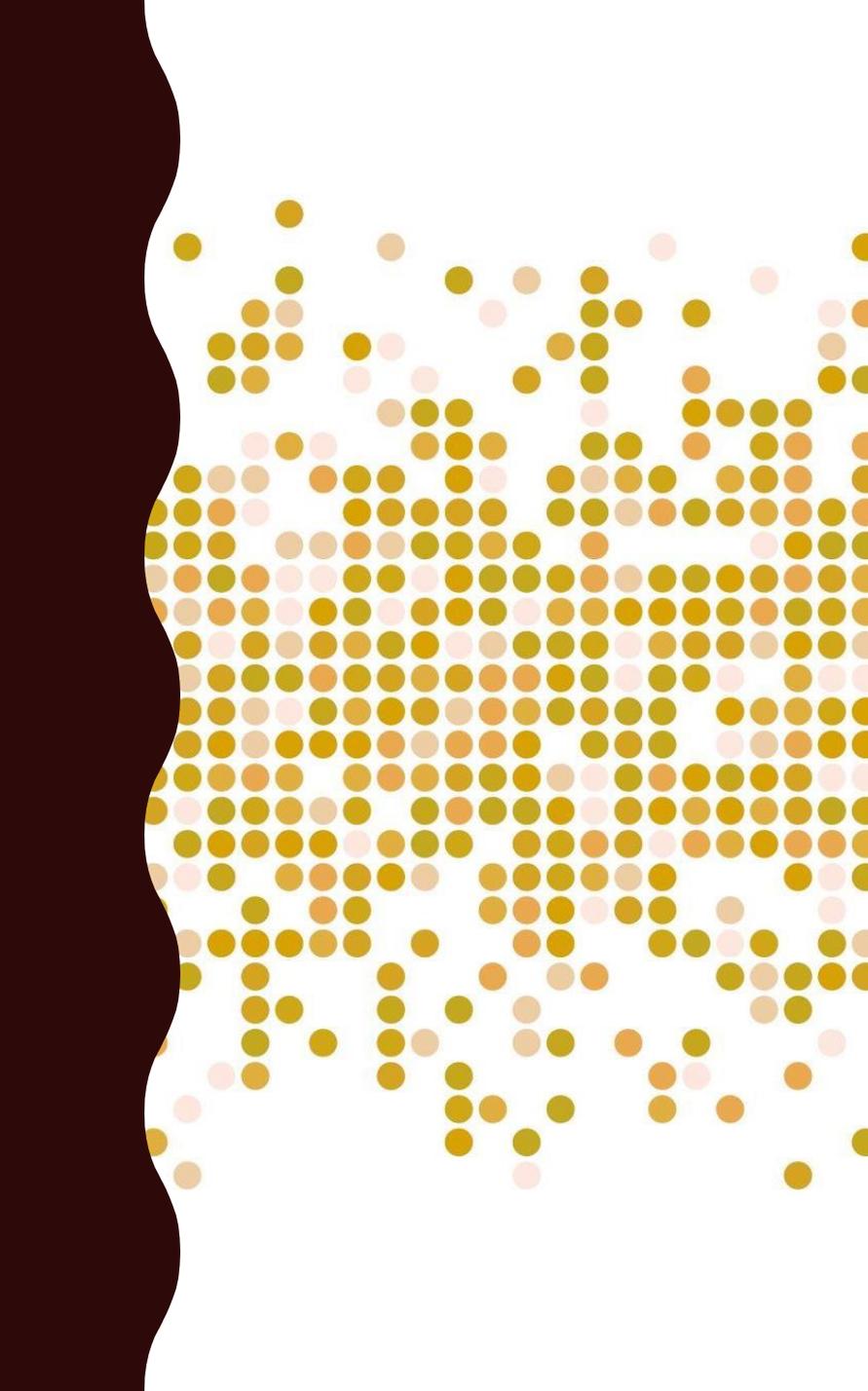
Read the abstract, **understand how they collected information, skim** the figures/charts, look for key words, and read the last **sections (especially the beginning of paragraphs)**

During Reading

Focus on marking any text that addresses the research question or anything that directly relates to your topic/class topics
Unless you are required to comment on the statistical content, do not focus on this!

Post-Reading

Create a citation (O'Kane et al., 2021) and summarize the findings and research methods in 1-3 sentences
Record any initial/strong impressions



NEXT STEPS

- Commit to a reading goal
- Consult with Academic Coaches (appointments through Academic SupportNet)
- Learn more about your personal process for reading by trying different approaches for different texts

APPLICATION: TEXTBOOKS

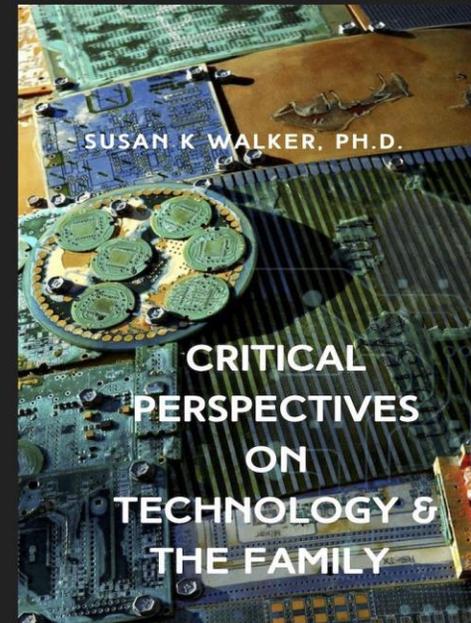
Critical Perspectives on Technology and the Family

Susan K. Walker

As Information and Communications Technology (ICT) evolve families and the professionals who work with them are best armed with tools that enable their intentional use. This comprehensive text offers a balanced perspective of family life, member development and relationships, and professional use through contemporary research, learning activities and more.

 **LIBRARIES**
PUBLISHING

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APPLICATION: AN ACADEMIC JOURNAL ARTICLE

Pre-Reading

**Read insights
(summary)**
Check out video

During Reading

**Highlighting seems
more appropriate—
not bolded terms**
**Summarize each
paragraph with one
sentence/finding**

Post-Reading

**Go back to the
insights and talk
through what can
be added now that
you read**