**How to Survive College-Level Reading Strategies: Tips for Success**

UNIV 103 Module & Presentation Notes created for use by Jennifer W. Shettel, EMEE

**Slide 1: Title**

**Slide 2: 4.0 GPA**

Notes: When in “present” mode, the 4.0 will come in on the next click.  Believe it or not, this is always a big shock to students to reframe their mindset that they have a “0” to they have a “Perfect Score” - it’s up to them to keep it there.

Script: When the top question comes in, allow for student response.  Then click again for the 4.0 and discuss how reframing how you envision your GPA can make a world of difference.

**Slide 3: Looking ahead to Graduation**

Script: “Imagine yourself, four (maybe 5) years from now, having your name called with the highest honors. Keeping your GPA up also qualifies you for more University and Departmental honors and scholarships each year, and it looks impressive on your resume for your future job or graduate school application!”

**Slide 4: Keep Up with your Reading**

Script: “One of the biggest factors in your success here at Millersville is your ability to keep up with the assigned reading. Unlike when you were in high school, most - if not all - college reading is expected to be done *outside* of class as part of your preparation for attending class that day.  The text serves as a backdrop to the conversation, and most professors won’t lecture directly from the text.  Instead, they will expect that you have read it and are prepared to use what you gained while reading to inform your participation in the class discussion that day.”

Notes: Turn and talk to someone sitting near you about these three questions.  Invite individuals to share what they and their partner discussed.

**Slide 5: Be an Active Reader**

Script: “Being an active reader involves a minds-on approach to reading.  What is the point of this slide?”

Notes: Invite conversation - why the pencil over the much beloved highlighter? Idea is to note your thinking beside the words rather than color over the words.  Highlighting is a *passive r*eading strategy; annotating is an *active* one.

**Slide 6: Instead of Highlighting…**

Script: “Have you ever gotten carried away with your highlighter?”

**Slide 7: Use Annotating**

Script: “Annotating a text means you are actively noting things when you are reading.  It means you are going below the surface to do some deep reading. You might be defining new words, underlining important lines, and noting in the margins what struck you as important and why.  You also might be using symbols like a question mark if you’re confused about something or you disagree with a statement or a lightbulb if you have an ah-ha moment. Renting your book and can’t write in it? No problem! Buy some post-it notes and stick them directly on the pages.  Using an e-reader or an online text?  Take some time to get to know the tools that are part of the program - most electronic texts have a way to annotate the text as well.”

**Slide 8: Talk To The Text**

Notes: In presenter mode, this slide will show only the 4 T’s.  Invite students to guess what each “T” stands for before you click. Each word will “fly in” on the click.  Here is a link to a handout on the T4 strategy: <http://www.heidipostishek.com/uploads/3/8/0/3/38032275/t4.pdf>

**Slide 9: How to Annotate**

Script: “Talking to the Text means that you are having an inner dialogue with the author.  As you read, become actively aware of what you are thinking and wondering and jot it down.  If you prefer to think visually, sketch your thinking instead! This is a great way to synthesize what you are reading.”

Notes: Be sure to check out the link included here - this makes a great handout for students. It’s short and to the point.  You can even click on this during the presentation and pull it up to look over with your students. <http://bsc.harvard.edu/files/interrogating_texts_six_reading_habits_to_develop_in_your_first_year_at_harvard.pdf>

**Slide 10: Let’s Try It**

Notes: PRIOR to this class session, be sure to ask students to bring one of their course textbooks or provide them with a short article that is related to your course content. If you need something, you could have them read the Harvard handout (linked on previous slide) or this article about reading deeply and the connection to writing: <https://www.psychologytoday.com/blog/prime-your-gray-cells/201606/what-you-read-matters-more-you-might-think> . Have students use the active reading strategy of annotating for about 15 minutes. Then debrief on the process - how did it feel, can you see yourself using this? What made it hard/easy? How could this be a better strategy than highlighting your text? How much TIME will you need to budget to get your reading done each week?

**Slide 11: Remember…**

Review of major points

**Slide 12:**

Additional Resources/Links