STUDY READING

SQ3r is a highly recommended study method which was developed by Francis Robinson in 1941 to aid military personnel. Throughout the years this method, which has been frequently imitated, has helped students from junior high to graduate schools to become more successful.

The five basic steps of SQ3R are:

- SURVEY
- QUESTION
- READ
- RECITE
- REVIEW

These steps are based on the premise that understanding and retention require reading and study. Simply reading an assignment is not enough, for reading and study are not the same thing. Preparing diligently for class demands that you not only understand the important concepts but also remember them. By following the recommended techniques and adapting them to your learning style(s), you can improve your academic performance and utilize time more efficiently.

As a student you should survey each new textbook at the beginning of the semester. Reading the title page and the preface or introduction should give you some idea about the author’s point of view and his purpose(s) in writing the text. Once you have completed that step, quickly survey a couple of chapters in the text to see the type of design (print, use of color, layout) and study support (objectives, headings, questions, and visuals). Next, check the back of the book to see whether answers, a glossary, a bibliography, or an index are provided. This process should take less than ten minutes and will prove invaluable since organizational knowledge will help you save time in the long run.

SURVEY

Surveying or previewing a chapter entails several processes, including reading the title, the objectives, and introductory paragraph(s). Then skim the heading, sub-headings; read the topic sentence (most often the first sentence in each paragraph). Next, glance at any pictures, graphs or diagrams. Carefully read the summary or highlights and questions which will give you an overview of the important information within the chapter. Remember that even if time does not permit you to complete all of these strategies, never eliminate the reading of the summary or highlights.

QUESTION

To stimulate your intellectual curiosity you need to write your own questions and/or reread the questions listed at the end of the chapter. Questions can be easily formed by using Who, What, Where, When, How, and Why with a heading of sub-heading. The open questions What, How, and Why-call for extended answers, whereas the closed questions-Who, Where, and When-call for briefer answers. By forming your own questions, you will focus on the material being read, improve your concentration, and provide a purpose for your reading. In addition, you may want to reread the chapter questions to determine what the author considers important. Regardless of the method, you will become a more active reader since you will be reading to answer the questions you posed or read.
READ

It is important to understand that study reading is not simply a passive activity, for you need to read actively to improve your understanding and retention. Reading to predict and find answers to questions will help you to delineate important concepts and ideas. Some people prefer to underline or highlight while others take margin notes or separate notes. If you decide to underline or highlight, do so after you have read the section so that you can more accurately select the main concepts. Also, do not underline too much. If you underline or highlight more that 20-25 per cent of the material, you will be unable to differentiate between important and unimportant material, and the time spent underlining will have wasted. Remember to underline the key words or phrases, not the entire sentence, unless necessary.

Margin notes are especially helpful in conjunction with underlining. Not only do they provide another means of recognizing important material, but they also call for critical thinking. If you are a visual or tactile/kinesthetic learner, you will find this method is invaluable.

However, if you prefer not to write anything in your text, you might want to outline the chapter or take notes on separate pages. Examples of both of these note-taking forms can be found on the following pages. These methods provide the opportunity to organize ideas and concepts in a visual form.

RECITE

Depending on your learning style(s), you can recite in various ways: orally, mentally or in a written form. This activity should be done after reading each section or as often as needed. Students who are auditory learners might want to tape record their recitations to review later for an exam. Students who are visual of tactile/kinesthetic learners will find it helpful to outline, take notes or make concept flesh cars. Study skills specialists recommend that nearly half of your study-reading time should be spent in this step.

REVIEW

The final step in the SQ3R process, Review, is the most important one for retention of material, yet one of the most readily eliminated by students. Frequently, students anxious to do other things, simply close their text at the completion of reading. Yet, ten minutes of review will dramatically improve the normal curve of forgetting.

Again, there are myriad ways. Of completing this step. Some students answer questions, review notes or underline material, and write a summary of the main points while others review aloud. Students who are highly visual may choose to make a map or chart of the material. Basically, there is no single method that is best for everyone, for successful reviewing depends on utilizing the strategies which work best for you.

Finally, reviewing immediately after reading and a week later will help you retain ideas and concepts better, and in the long term save you time when studying for a test.
## STUDY READING

| Book | Survey at beginning of semester  
Check title page, introduction, preface, chapter layout, glossary, etc.  
To see design and study support |
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<td>Df.</td>
<td>SQ3R – Survey, Question, Read, Recite, Review</td>
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| Survey | Chapter  
Check title, objective, heading, topic sent, visuals, summary, ques. |
| Question | Form own  
1. Open – What, Why, How  
2. Closed – Who, When, Where  
Use text ques |
| Read | Read 1st, then underline and make margin notes  
OR outline and take separate notes |
| Recite | Types  
1. Orally  
2. Mentally  
3. Written |
| Review | Single most important step for retention  
1. Any method that works for me is O.K.  
2. When – after rding, a week later, before test |
| Reasons | Helps focus, concentration, retention  
Saves time in the long run |

Prepared by T.K. Conway  
EGL ZIP A: Textbook Reading/Study Reading.doc  
Clasrmpres disk 1: Textbook Reading/Study Reading.doc  

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