Getting Your Students to Utilize Their Textbooks and Other Course Materials TIP SHEET

Instructors have a key role to play in the promotion of text reading

• Create a textbook checklist to have students complete the first day/week of classes. (or when students are not reading) This teacher-created list allows students to become familiar with their book, become more comfortable interacting with it, and aid in greater comprehension and retention of the material.

Some checklist questions might include:

| Before | Reading |
|---------------|---------|
|---------------|---------|

| _ | How is the textbook or | ganized and how | does it compa | re/relate to | vour syllabus : |
|---|-------------------------|-----------------|---------------|--------------|-----------------|
| O | LOM 12 FILE FEYEDOOK OF | gainzeu ana now | accs it compa | . 0, . 0 | , , |

O _____ How will the index help you find things in your book?

O _____ What other materials (maps, pictures, charts, etc.) are in the book?

O _____ What study aids are available to help in understanding? Questions? Exercises?

O _____ How will the study aids help you learn?

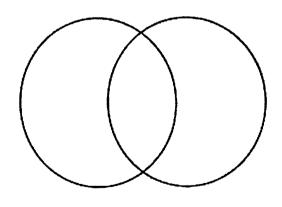
While Reading:

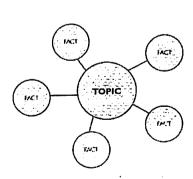
O _____ How does the chapter connect to what you already know about this subject?

O ______ What questions and discipline-based problems are addressed in this material?

O ______ Where and how often should I stop, think and predict courses test questions?

• Prepare Graphic Organizers to be filled out during or after class about the chapter being discussed. This puts ownership on students to come to class prepared and ready to participate in class discussions.





Teach a simple textbook strategy like Text Coding. It's a simple coding system you can use to
mark the text and record what you are thinking, either in the margins or on post-it notes. It
allows you to interact with your textbook and gain greater understanding and comprehension.

I = Interesting

* = Important

? = unclear/have a question

A = Agree

St = Steps

D = Disagree

Def = Definition.

C = Connection

Text Coding: An Interactive Reading Strategy

What is text coding?

A simple coding system you can use to mark the text and record what you are thinking about it, either in the margins or on post-it notes. It allows you to interact with your textbook and gain greater understanding and comprehension.

What does text coding look like?

| CODE | MEANING |
|----------|--|
| | Interesting |
| ? | I have a question about this. |
| ☆ | Important |
| А | Agree |
| С | Connects to something else I know about |
| C/C | Compare & contrast |
| C/E | Cause & effect |
| D | Disagree |
| Def | Definition |
| P/S | Problem & solution |
| St | Steps |
| T-S | Text-to-self connection: How does this relate to my life? |
| T-T | Text-to-text connection: Have I read something like this before? |
| T-W | Text-to-world connection: How does this relate to the world around me? |

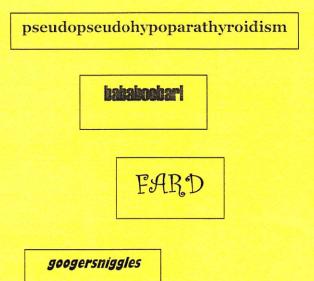


Start simple: Use 3-4 codes from the table, or use codes you've created yourself.

Tip: If a word

- Is repeated
- Seems important
- Is unknown to you

Draw a box around it for later look-up!



See an example of coded text on the following page.





Key: ★ = Interesting

A = Agree

T-S = Text to Self

Connection

Why America's College Students Don't Graduate

By STEVE YODER, The Fiscal Times December 19, 2011

With university costs rising, parents of college students who graduate early are counting themselves lucky. Los Angeles advertising executive Steve Fisher is one of those-his daughter Kimberly, 19, is finishing her second year at the University of California-Irvine and plans to get her bachelor's degree in genetics a year early—she'll be done in spring 2013. Fisher figures that will save the family \$22,000 in tuition and at least another \$9,000 in room and board.

As students go, Kimberly has strayed from the norm. She's among a tiny group who will finish early. About 1.5 percent of students now get bachelor's degrees within three years, according to an analysis of government education data by researcher Clifford Adelman at the Institute for Higher Education Policy. But it's far more common for students to take longer than four years — a study last year by the National Bureau of Economic Research showed that in the last three decades, more students are having trouble graduating on time. A

RELATED: 10 Insanely Overpaid Public College Presidents

Today, especially among low-income students who attend public community colleges as a gateway to a college or university, 27 percent actually graduate in four years, and 48 percent of those pursuing bachelor's degrees at private schools do so, according to ACT Inc., an organization that provides college testing exams and other services. Most students take at least six years, and even then only 55 percent get their degrees.

The Fiscal Times FREE Newsletter

With the cost of tuition and student debt increasing, an extra year can tack on \$16,140 in tuition, fees, and room and board at a four-year public university, and \$36,993 at a fouryear private college. Add the student's lost year of income and the real price of an extra year can range from \$45,000 to \$90,000 or more a year.

E-mail

To address the issue, a few schools are trying to reverse the trend by overhauling how they operate. Some education advocates believe that shortening the road to a degree will raise the proportion of students who get one, while also saving students money. A

One unavailable prerequisite course can cost a student an entire year. *7-5

A Choosing a major early along with a student's personal motivation are major factors in on-time graduation, but research shows that most students are juggling school and work, which slows their progress. According to a 2006 study by the American Council on Education, 42 percent of students at both public and private nonprofit four-year schools work more than 20 hours a week. According to a 2008 study by the Pell Institute for the Study of Opportunity in Higher Education, working increases time to graduation and decreases the likelihood of getting a degree,

Students also fall behind because classes they need aren't available when they need them, notes a 2010 report by the Southern Regional Education Board, a nonprofit that advises southern state educational leaders. One unavailable prerequisite course can cost a student an entire year. A frustrated parent told Wisconsin's WISC-TV in December 2009 that her son, a junior at the University of Wisconsin-Stevens Point, had taken enough credits but still would not be able to graduate in four years because of full classes. "He has been pleading with staff at UW-SP to get this rectified and they will not do anything other than get him finished in four and a half years," she said.

Lightweight classes continue to fill college catalogs, like "Lady Gaga and the Sociology of Fame."

Another time suck: many students are taking classes they don't need. Data released this fall by national nonprofit Complete

Chapter/Section Heading Teach students to use all Icons/Symbols Textbooks use them throughout a book in a standardized way. When you see one ask, "What does that Sidebars headings and subheadings to hey offer informa-Lised to orient readers to the chapter and section. Many books divids tion that comple reading, have them write refer to? They refer to activities, ments but is not down questions or predictions about the subject based on chapters into *sections connections, cross-curricular links, or in some cases, multimedia tools title/headings. Pre-reading l lave students en Unit 2: Developing Students' Textual Intelligence ne following to OBJECTIVE before they read: How to Read a Textbook Page To show students how a page and its Objective Listed at the beginning of most chapters you will usually find: • Headers DAILY STRATEGY: ASK QUESTIONS Subheaders · Terms to know Ask these questions when trying to they can read it Section questions more successfully. make sense of typography: 1. What is the author/publish Similar to sidebars · Themes Terms to know Identified themes in effect these Objectives with typography here?

2. How are they using it (e.g., italics) in this context? · Connections (to Internet, other chapters and subject areas) following content: -Typography comes in different forms: Most textbooks Subheader: More on Typography Why did they choose to use this typographical effect here? italics and bold Subheaders indicate a subsection of the chapter's larger ideas. If a chapter is typeface to indicate · bold strategies titled "Major Scientific Discoveries," a subheading like "Einstein's General · profiles • Helic - roman (normal) Theory of Relativity" might signal a specific emphasis on that discovery. listed in the glossary. Always ask, "How is Subheaders might appear in boxes, bold, italies, or a larger font than the text • underlined color icon/symbol the writer using italics that follows. In short, typography is used to: in this instance? (To indicate a new term? Communicate (e.g., that an italicized word's definition can be found in the book's glossary (which will appear at the book's end or in a sidebar or pull out on that same page. emphasize an idea?) Organize · Designate (e.g., certain space for a specific purpose; specific typeface as part of a given group; certain Explain what such colors for certain themes, units, or connections). Subheader: Organization of Information and Paragraphs Textual Textbooks typically put the main idea of the paragraph in the first sentence. One advantage to this structure is Organization Sind the Main Idea Textbooks organize that reader's can skim and scan their way through the chapter prior to reading it or taking a test on it. Another seniences to find the information into lists benefit to this structure is that readers should know where to look to find the main ideas when reading. A final main idea of each paragraph. See also the advantage to this feature is that it helps students understand how the text works by using predictable, familiar Here the boxed headers and subheaders conventions to support the reader's need for help. words indicate the Terms to Know Textbooks these days use lists for many different purposes. In addition to making for a more concise text, different examples • icon of the paragraph's Vocabulary lists allow you to emphasize the sequential nature of some information or the equivalent nature of other informaabbreviation main idea. Words like first, another, Determine which acronym tion. To communicate such information through lists, writers and publishers use the following types of lists: words students must symbol
 annotate · bullets, which incorporate various "dingbats" but do not distinguish or otherwise rank the contents of the finally indicate that know in order to read info is sequentially successfully. margin arranged, · numbers, which emphasize the sequential nature of information objectiv · check-boxes, which imply a sequence in many cases without the use of numbers Determine whether **ACTIVITY: SURVEY SAYS...** the contents of a list FUN FACTS! Supplemental info Directions: Ask five adults (adult = 18 or older) to list the most are equivalent or Most iertbooks now arranged from most common types of reading they do in the course of a day. At least include such regular 45,000 - 3,000 years ago features as "can two people should be thirty or older, and the five people cannot Alphabet invented connections," "technol-ogy links," or profiles of all do the same type of work. Create a three column spreadsheet. bold typeface to Extremely easy to use identify the three List the different types things (e.g., newspaper, contracts, etc.) important people. main types of lists. Near universal literacy possible. Students need to learn that they read in column one. In column two, write a concise Semites - Canaanites, Phoenicians description of why they read that (e.g., for work). In the third such content. They and Israelites - become first peoples Reading Directions column identify the skills they use to read these different types of also need to realize the Have students try any to become substantially literate. info's brevity means it documents. Finally, ask them to identify the five types of reading or all of the following is incomplete. First atchabetic book: the Hebrew strategies to underthey do the most. Put a star next to each of these five documents Color Codes bible. stand directions: in column one. I loriedine all verbs Textbooks frequently Images of any kind proscribed in first (e.g., draw, list, find) to clarify what they are supposed to do. color code the book to help readers find their Check for Understanding: Section Review culture to worship written words. are supposed to d 1. List three questions that will help you read this page better. way around. Thus all SOURCE: Leonard Shlain, from The "Fun Facts" would use the same color format. 2. List three different ways typography is used to communicate Alphabet Versus the Goddess outcome (e.g., write an essay take a test). Rewrite as a checklist information and meaning to a reader. Figure 5-12: Timeline of Literacy Reading Figures 3. What do you call information that appears in the margins? When and why should to clarify what to do 4. What do you call the boxes (e.g., Fun Facts)? Explain why and the order in readers look at the figures? Show writers use these boxes and how you should read them. = C Internet Connection which to do IL students the point at After identifying the verb, ask "What an 5. What are two strategies to help you understand directions. which they are directed to go to the figure (5 = chapter 5; For more information, visit: supposed to, e.g., draw?" http://www.alphabetvsgoddess.com 12 = the twelfth floure Chapter Five: How to Read a Page in that chapter). Ask, "How does this Pre-Reading Have students read th Web links More textbooks include discussion questions A Short Note to the Teacher/User of this Page text to which it is Factor links to web sites. linked? For example Many textbooks include Teach students how to does it complete, reading so they know created this page after listening to my students make the following what they need to understand and find. different information in the footer, Pay attention read web sites, Also supplement, or help them understand "I don't understand how to read the page. It has all these colors and boxes and symbols on it, and I don't know what they mean house the content to this and use such information to orient Note also the use of a when how, and why of the main text? standardized icon to they should pursue t indicate these_____questions which appear ou to the main ideas what I'm supp sed to do with them. I get totally t iniuntelion provided on

"I don't understand what the directions say," or "I don't

distinguish between important and irrelevant information know which questions to ask (and when and how to ask them) determine if they understood the information and, if they did not

know which strategies to use to increase their comprehension

underland what the directions want me to do." A short list of the essential skills students need would include:

· identify the main idea

at each section's and

chapter.

the web site

Created by Jim Burke: www.englishcompanion.com

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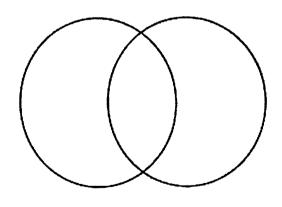
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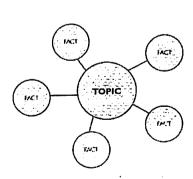
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