Introductory Academic Program (IAP)

Reading 3: Reading with purpose and note-taking

Learning Advisers
UniSA
Reading with purpose

Consider the assignment question:

…at least 11% of the world’s population – 783 million people – are still without access to safe drinking water, and billions without sanitation facilities. (WHO 2012)

Identify and discuss reasons why access to safe water is limited in particular areas of the world.

• Identify the relevant sections within the article
• Be prepared to explain why and how these sections are relevant to the assignment question
• Discuss with your group
Note-taking

What is ‘good’ note-taking?

• Depends on the note-taker and purpose
• Notes are taken in relation to the assignment task
• Involves interaction between the reader and the reading
• Includes analysis / evaluation relevant to assignment task
Examples: note-taking strategies

Mapping Sample: LEARNING

- Experimenter must wait for behavior to occur
- Behaviors reinforced tend to increase
- Behaviors ignored tend to decrease
- Behaviors punished may be suppressed

SECON DARY

B.F. Skinner
Behavior Modification

MAIN

First Researcher
Classical Cond.
- Dogs salivate as bell rung, no food needed
- CC focuses on automatic reflexes

Ivan Pavlov
Classical Conditioning

(Siebert & Karr 2013)

Cornell Two-Column Notes

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Matter</td>
<td></td>
</tr>
<tr>
<td>Solids</td>
<td></td>
</tr>
<tr>
<td>I. Solids</td>
<td></td>
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<tr>
<td>A. Have a definite shape</td>
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<tr>
<td>B. Have a definite volume</td>
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<tr>
<td>Liquids</td>
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<td>II. Liquids</td>
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<tr>
<td>A. Do not have a definite shape</td>
<td></td>
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<tr>
<td>B. Have a definite volume</td>
<td></td>
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<tr>
<td>Gases</td>
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<tr>
<td>III. Gases</td>
<td></td>
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<tr>
<td>A. Do not have a definite shape</td>
<td></td>
</tr>
<tr>
<td>B. Do not have a definite volume</td>
<td></td>
</tr>
<tr>
<td>Summary:</td>
<td>(Insert summary of lecture after class.)</td>
</tr>
</tbody>
</table>

(Fontana Middle School 2013)
Examples: note-taking strategies

Tosh & Werdmuller, cited in Dempsey 2005

Author's pvc

Author's pov

Author's observations: sat down in Honeybee Democracy.

Scoping: what interests them (bees)

Enthusiasts have been fascinated since the early twentieth century with the processes by which honeybees construct memories and how they pass on what they have learned to their offspring. Recent research in Cornell University's biological Thomas Seeley offers new wisdom not so much about the mechanics of bee learning as about one of its more impressive applications: building new hives by the German behavioral scientist Günter Dittmann, who identified a form of neuronal circuit known as the "electric dance". Seeley describes placing over how bees reach a consensus on where to relocate their hives.

Each spring, bees and their hive's food stores are depleted and set forth in search of a new site to establish a new colony. This is no small feat, as a hive that is too small, too few, or too exposed to the elements has far lower chances of long-term survival. Thus, the next candidates become queen of the colony are still pestering in the hive, comb, robbing too many other hives. If the hive has a population by off and establish a nest of bees on a nearby tree stump or monitor, for instance, from which they disperse in different locations on returning some time later.

Webbing basic qualities and features of the potential new hives in the environment where they have selected, according to Seeley's observations.

Scoping: what interests them (bees)

The site is selected by honeybees in an active democratic process: the scouts that return with the most promising locations encourage other bees to go off and investigate the same places; as lesser propositions are eliminated and more support is given to a dwindling number of possibilities, the hive will eventually reach a consensus and be able to begin the complex migration process.

Here is how your notes would look on scratch paper:

- T: entomologists
- Shees
- 1Pt: to introduce interest in bees (Seeley +)
- 2Pt: to explain how bees find a home
- 3Pt: to show Seeley's findings (democratic)
- 4Pt: to criticize Seeley as lacking (+)
- Purpose: to describe Seeley's findings

(POTENTIAL CHALLENGES)

- Author is likely to (+) regarding Seeley
- numerous people mentioned (Seeley, Landis... "one reviewer")
- potentially confusing subject matter

(Kerr 2013)
Examples: note-taking strategies

(Going back to school 2011)

(North Melbourne Institute of Tafe 2013)

(Lee 2011)
Examples: note-taking strategies

<table>
<thead>
<tr>
<th>Article Notes</th>
<th>Your Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author/Article Name:</td>
<td>+ Key Terms</td>
</tr>
<tr>
<td>Thesis Statement:</td>
<td>+ References to look up (other books, authors)</td>
</tr>
<tr>
<td>Supporting Argument 1 (include details, supporting info):</td>
<td>+ Questions you have about the material</td>
</tr>
<tr>
<td>Supporting Argument 2: (include page #s with your notes for quick reference!)</td>
<td>+ Other readings that this relates to</td>
</tr>
<tr>
<td>Supporting Argument 3: (notes for each argument should actually take a minimum of one page each)</td>
<td>+ Do I agree? Why or why not?</td>
</tr>
<tr>
<td>(So What Workshops n.d.)</td>
<td>+ What does this relate to in the real world?</td>
</tr>
</tbody>
</table>

(How to take notes 2012)
Note-taking practice

• Select a paragraph from your reading which is relevant to the set essay question
• Take notes and include:
  – source details,
  – main ideas and
  – your interpretation/comments relating to the essay question.
Reading for assignments

Apply the reading strategies covered in the reading sessions along with good note-taking strategies when preparing for the IAP:

• Reading Seminar
• Short Essay
• Oral Presentation
Homework

Prepare for the Reading Seminar by making notes about your expectations of the following:

• Organisation and timing of seminars (NOTE: 60 minutes allocated for this seminar)
• Role of the leader
• Role of participants
• Useful language for seminars
• Possible challenges and strategies to overcome these

Suggested readings:
• Chapter 6 – Sources of Academic Knowledge, pp. 58 – 67.