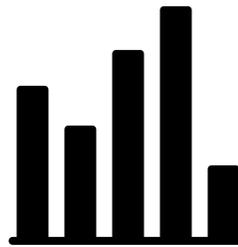


How to Read a College Textbook

1. Preview the Chapter

- Flip through the chapter and skim the headings.
- Look at the graphs, charts, vocab lists, chapter summaries, and review questions.
 - Write down the bold words - they're important!
- What are the main concepts in this chapter?
 - Pay attention to the heading titles and subtitles.



2. Begin at the End!

- Start at the end of the chapter by reading the summary, practice problems, review questions, and vocab list.
- This will let you know which topics are the main points.
- Make sure to take notes on these topics and questions.

3. Find the Main Ideas

- Read each paragraph to find the main idea.
- The first sentence will typically tell you what the paragraph will be about.
- Make sure to read the introduction and conclusion of each section to find the main points.
- Pay attention to bold, italicized, or underlined words in each section.

Bold Words

Italicized Words

Underlined Words

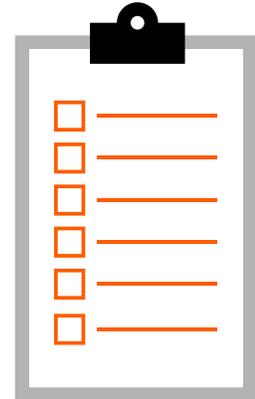


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How to Read a College Textbook

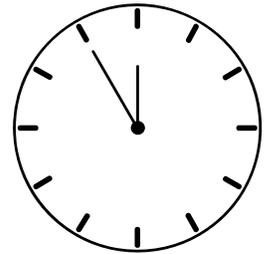
4. Stop and Summarize

- Read an entire paragraph, section, or page before taking notes.
- Pause and write down as much as you can from memory. Make sure this is written in your own words.
- Look back over the paragraph, section, or page - did you write all of the key ideas?
- Fill in any missing points.
- See LASSO's Cornell Note Taking handout for a template!



5. Keep Your Reading Sessions Short

- Sit down and count how many pages you have to read each week.
- Break your reading up into pieces that are manageable for you!
- Example: 60 pages per week
 - 10 pages x 6 days
 - 15 pages x 4 days
 - 20 pages x 3 days
- Set reminders or alarms on your phone to read!



6. Review Your Notes

- This step will take place after you have read the chapter or assigned reading!
- Create an Outlines or Concept Maps to help you visually see how the main ideas connect.
- Create flashcards to help you focus on main ideas, formulas, or vocab words.
- Re-read the chapter to make connections between ideas.

