How to Read a Book: Making the Most of Your Time and Your Textbook

SPCH 1315
Learning Objectives

Understand the role that libraries and librarians play in society

Identify parts of a textbook and their function

Use study and reading strategies to perform better on open book exams
Libraries and Society

Libraries have been around for thousands of years: since 2000 to 3000 BCE

Ancient libraries were only available to members of the elite:
- Royalty
- Wealthy families
- Religious groups

Monks in monastery libraries also copied and preserved ancient texts, disseminating knowledge throughout the Middle Ages. Ancient Greek and Roman texts were copied and preserved by Muslim scholars in the 8th and 9th century.
In the 1440s, Johannes Gutenberg experiments with moveable type, and literacy in the Western Hemisphere changes dramatically. Book manufacture no longer depended on copying manuscripts by hand.
The printing press changed everything

- Books were produced quickly and cheaply, which put books in private hands and let them circulate widely.
- As printed books spread, so did literacy.
- Books were still expensive, but no longer out of reach for common people.
Libraries and Society

Soon, academic and government libraries started to be founded:

1602: Bodleian Library at Oxford University (England)

1638: John Harvard donates books to what will become Harvard University

1800: Library of Congress (started with Thomas Jefferson’s books)
Libraries and Society

1602: Bodleian Library (England)

1800: Library of Congress

These two libraries receive one copy of every new book published in the country. Libraries are crucial to the preservation of knowledge and creative production.
Libraries and Society

1602: Bodleian Library (England)

1800: Library of Congress

The Library of Congress is even creating an archive of tweets!
Libraries and Society

As printing and literacy increased, libraries opened to the public.

Benjamin Franklin founded The Library Company in 1731 and lent books on a subscription basis.

But the first public library as we know it (tax-supported) opened in 1833 in Peterborough, NH.
Libraries and Society

Businessman Andrew Carnegie spent millions building public libraries around the world in the late 19th / early 20th century.

Libraries were granted money on the conditions that the town help fund the library and that it was open to the public.

Carnegie Library in Houston, 1899 (now demolished)
Libraries and Society

Public libraries are a cornerstone of democracy: they provide free access to information for all.

Public libraries are essential to enriching communities with free educational, cultural, and leisure activities.
Libraries and Society

Services provided by public libraries:

- Job training
- Employment services
  - Resume and interview help
  - Job fairs
- Technology classes
- Language classes
- Storytime and enrichment for young children
- Social workers and community resources for the homeless
- Libraries lend more than just books!
  - Videos and music
  - Ebooks and audiobooks
  - Musical instruments
  - Museum passes
  - Power tools
  - Cake pans
  - Art
  - Seeds
  - Toys
  - Rocks
  - Bone sets
  - Electronics
Libraries and Society

Other types of libraries:
- Academic (colleges)
- School (K-12)
- Medical
- Law
- Corporate

Your access to libraries may be conditional on your location and status: to get full access to college libraries, you must be a current student.

A TexShare card will give you access to most public and academic libraries in Texas.
Librarians and Society

Librarians have been around as long as libraries have existed

Librarians are required to have Master’s degrees (sometimes more than one!)

http://www.rationalavenue.com/gallery/7-greatest-libraries-of-the-world/
Librarians and Society

Librarians are committed to upholding important principles:

- Providing value to the community
- Freedom of information
- Open access to information
- Fighting censorship

Our professional values are outlined in the *Library Bill of Rights* (1939)
Library Bill of Rights (1939)

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
Librarians and Society

Librarians fight censorship and privacy infringements

Banned Books Week
Internet filters
USA PATRIOT Act
Librarians help you research and use the library efficiently

Choose / narrow your topic

Find / evaluate research sources

Format / cite in APA and other citation styles
Contact a Librarian

Walk in: no appointment necessary
Email: reference.librarian@sjcd.edu
Phone: 281 998 6150
Text message: 281 809 9928
Instant message: sanjac.edu/library

Only available when the library is open
Open-book exams

True or False?

If you have an open-book exam, you don’t need to study or read the textbook.

Discuss with the person next to you.
Open-book exams

False!
Reading the textbook and understanding its structure will help you do your best on open-book exams
Anatomy of a Book

Knowing the parts of your textbook will help you take notes and find information quickly and effectively on test day!

- Spine
- Cover
- Title page
- Preface
- Table of contents / chapter headings
- Chapter extras / chapter summary
- Appendix
- Glossary
- End Notes
- Index
Anatomy of a Book: Spine

Information on the spine helps identify the book immediately.

- Title
- Author
- Edition
- Publisher
Anatomy of a Book: Cover

- **Title:** Public Speaking for College & Career
- **Author:** HAMILTON GREGORY
- **Edition:** Tenth Edition
Anatomy of a Book: Preface

Preface describes content of book and how it differs from the previous edition.

Promotes additional study materials online.

Acknowledgments.
Anatomy of a Book

Knowing the parts of your textbook will help you take notes and find information quickly and effectively on test day!

Spine
Cover
Title page
Preface

- Table of contents / chapter headings
- Chapter extras / chapter summary

Appendix
Glossary
End Notes
Index
Count off to 6 to make 6 groups:

1. Table of contents / chapter headings (pages vii-xiii)
2. Chapter extras / chapter summary (Chapter 5, page 72)
3. Appendix (pages 374 - 379)
4. Glossary (pages 380 - 383)
5. End Notes (pages 384 - 391)
6. Index (pages 394 - 401)

With your group, examine your assigned section of the book and answer three questions you’ll report back to the class:

1. What do you think is the purpose of this section?
2. How do you think this section could help you while studying?
3. How do you think this section could help you during open-book exams?
Anatomy of a Book: Table of contents

Outlines the info covered in the book

Page numbers help you find sections easily

When you get a question on an open-book exam, try to match words from the question to a chapter section to find the answer
Chapter 5  Selecting Topic, Purpose, and Central Idea

Organizations:

PART
CHAPTER
SECTION
Subsection
Subsection
Subsection

Ethical Issues Quiz

For her next speech in a public speaking class, Adrienne wants to recycle the key materials that she developed in a research paper in a psychology class last semester. Which course of action should she take?

A. Ask her speech instructor for permission to recycle the old materials in her upcoming speech.
B. Recycle the old materials in her speech without informing anyone of her decision.
C. Recycle the old materials in her speech but state clearly in the introduction that she did her research in another class.

For the answer, see the last page of this chapter.

Selecting a Topic

For some speeches that you will give as part of a job, your topic will be chosen by someone else. Your boss, for example, tells you to present a new policy to your fellow employees.

In most public speaking classes, students are permitted to choose their own topics—a freedom that comes with great advantage. You will need to spend your energy and time on researching, outlining, and practicing. If you are indecisive and delay, you may find yourself without enough time to prepare the speech adequately.

While you are taking this course, keep a notepad or smartphone handy and record ideas for topics as they come to you so that you will have a stockpile from which to draw. In the weeks ahead, you can add to your list as you come up with more ideas.

Here are some important points to bear in mind as you look for a topic.

Select a Topic You Care About

Has anything ever happened to you that was so exciting or interesting or infuriating you could hardly wait to tell your friends about it? That’s the way you should feel about your speech topic. It should be something you care about, something you are eager to communicate to others.

Are you exhilarated by the sport of kayaking? Speak on how to get started in kayaking. Are you angry over the rising number of car thefts in your community? Speak on how to foil car thieves.

Enthusiasm is contagious. If you are excited, your excitement will spread to your listeners. If you are not excited about your topic, you are likely to do a lackluster job of preparing the speech, and when you deliver it, you will probably come across as dull and unconvincing.

Select a Topic You Can Master

A nightmare scenario: You give a speech on a subject about which you know very little. In the question-and-answer period, some listeners (who know the subject well) point out your omissions and errors.

This nightmare happened to me once in college, and it has happened to other speakers, but it need not happen to you. Make things easy for yourself. Speak on a subject with which you are already thoroughly familiar—or about which you can learn through research.

Here are several ways to probe for topics about which you know a lot (or can learn).

Learning Interests

Is there a topic that intrigues you? If you choose a research but also gain a better understanding of it, it will give you a better grasp of the subject.

Learning Public Speaking Class

Carmen chose a topic that her public speaking class was studying and delivered the speech using what she learned in the class. 

Researching the volcanology at the University of Oregon, and today he is a volcanologist at the U.S. Geological Survey.

If it doesn’t change the course of your life, an intriguing topic can yield:

One student had always wanted to know the safest options for investing in the stock market. She researched and gave a speech on the subject, and a year later, she used the information to make her own investments.

Brainstorming

Brainstorming: generating many ideas quickly and uncritically

Questions already discussed don’t yield a topic, try brainstorming (so called because it is supposed to create intellectual thunder and lightning). In brainstorming, you write down whatever pops into your mind. For example, if you start off with the question, the next word that floats into your mind might be rescue and then the...
Anatomy of a Book: Chapter headings

Organize your notes:

Selecting a Topic

- Select a Topic You Care About
- Select a Topic You Can Master
  - Personal Experiences
  - Exploring interests
  - Brainstorming
Anatomy of a Book: Chapter extras

Chapter extras:
- Figures and tables
- Definition
- Ethical Issues Quizzes
- “Your Thoughts” questions
- Tips for Your Career

Extras provide visual interest and help you think deeper about the material by applying it to your own life.
Anatomy of a Book: Chapter summary

Key Terms:
- explain without looking
- make flashcards

Review Questions
1. When a speaker is enthusiastic about his or her ideas, how do listeners usually react?
2. How does brainstorming work?
3. What are the characteristics of speeches that listeners find boring?
4. List three general purposes for speeches.
5. Are jokes required for an entertaining speech? Explain your answer.
6. List the six criteria discussed in this chapter for writing a specific purpose statement.
7. What is the central idea of a speech?
8. What is the difference between the specific purpose and the central idea?
9. Give an example of an infinite.
10. What are hidden purposes, and how should you handle them?

Building Critical-Thinking Skills
1. Narrow down the following broad subjects to manageable topics:
   a. Outdoor recreation
   b. Musical groups
   c. Illegal drugs
   d. Saving money
   e. Cloning
2. All but one of the specific purpose statements below is either inappropriate for a brief classroom speech or incorrectly written.
   a. To persuade my audience to be careful
   Name the good one, and rewrite the bad ones so that they conform to the guidelines in this chapter:

Building Teamwork Skills
1. Before you meet, each group member should list five potential speech topics. In your group, evaluate each topic. Is it interesting and appropriate for a classroom speech?
2. In a group, brainstorm topics that would be boring or inappropriate for speeches in your class. Choose one person to write down the topics. Remember

Ethical Issues
answer for p. 74: A. You should know—and respect—your instructor’s policy. Some instructors may give permission, others may prefer that you conduct fresh research.
Appendix

Sample Speeches

Informative Speech
One Slip—and You’re Dead
Natalia Payne

Appendix is extra material (just like in your body!)

Additional useful info that doesn’t fit in to the rest of the book

Read a sample speech and find more online
Anatomy of a Book: Glossary

Defines words written in bold text throughout the book

Essential to understanding meaning and concepts of important communication terms
Anatomy of a Book: End Notes

Lists books and articles the author cites throughout the book

Use citations to find more sources of information and go deeper into material

End notes in Chicago format
Anatomy of a Book: Index

Lists key terms, people, and works that appear in the book, including page numbers terms appear on

Very useful during open-book exams to pinpoint pages with relevant information
Study strategies

Go around your group: each person should share a tip or habit they’ve used to read assignments for class

Choose one person to record the ideas

Discuss the pros and cons of each strategy and decide which one would be most helpful or effective in this class. Be prepared to share!
<table>
<thead>
<tr>
<th>Study strategies</th>
<th>ENVIRONMENT</th>
<th>MATERIALS</th>
<th>TIME MANAGEMENT</th>
</tr>
</thead>
</table>

## Study strategies

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>MATERIALS</th>
<th>TIME MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find your perfect reading spot</td>
<td>Noise</td>
<td></td>
</tr>
<tr>
<td>Comfort</td>
<td>Third place</td>
<td></td>
</tr>
<tr>
<td>Find your perfect reading time</td>
<td>When are you alert?</td>
<td></td>
</tr>
<tr>
<td>When do you have time?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Study strategies**

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>MATERIALS</th>
<th>TIME MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find your perfect reading spot</td>
<td>Note-taking method</td>
<td>Keep all materials together in the same place, easily accessible and transportable</td>
</tr>
<tr>
<td>Noise</td>
<td>Longhand</td>
<td></td>
</tr>
<tr>
<td>Comfort</td>
<td>Digital</td>
<td></td>
</tr>
<tr>
<td>Third place</td>
<td>Note-taking supplies</td>
<td></td>
</tr>
<tr>
<td>Find your perfect reading time</td>
<td>Pens/pencils</td>
<td></td>
</tr>
<tr>
<td>When are you alert?</td>
<td>Color coding</td>
<td></td>
</tr>
<tr>
<td>When do you have time?</td>
<td>Highlighters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-its and stickies</td>
<td></td>
</tr>
</tbody>
</table>
## Study strategies

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>MATERIALS</th>
<th>TIME MANAGEMENT</th>
</tr>
</thead>
</table>
| Find your perfect reading spot  
  Noise  
  Comfort  
  Third place | Note-taking method  
  Longhand  
  Digital  
  Note-taking supplies  
  Pens/pencils  
  Color coding  
  Highlighters  
  Post-its and stickies | Don’t cram!  
  To truly learn material, your brain needs to form strong neural networks  
  Quality of processing  
  Quantity of processing  
  Read material more than once, in different ways  
  Quick preview scan  
  Deeper understanding  
  Rereading for clarity |
| Find your perfect reading time  
  When are you alert?  
  When do you have time? | Keep all materials together in the same place, easily accessible and transportable |                                                     |
Suggestions or Questions?
One last thing

1. On a scale of 1 - 10, (1 being a waste of time and 10 being this was awesome!), how would you rate this workshop?

2. What part of the workshop was most interesting or helpful for you? Why?
   - Libraries and Society
   - Anatomy of a Textbook
   - Study Strategies

3. Please share any other suggestions, comments, or questions you have about the workshop. We want to make it better!