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

SPCH 1318
Prof. Cárdenas

Originally created by Jane Stimpson, MLS for San Jacinto College
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

Libraries and Society

Ancient Greek and Roman texts were copied and preserved by Muslim scholars in the 8th and 9th century.

Monks in monastery libraries also copied and preserved ancient texts, disseminating knowledge throughout the Middle Ages.
In the 1440s, Johannes Gutenberg experiments with moveable type*, and literacy as we know it changes dramatically.

Book manufacture no longer depended on copying manuscripts by hand.

*in the Western hemisphere
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)
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.
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 audio books
  - 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 SanJac Librarian

Walk in: no appointment necessary
Email: reference.librarian@sjcd.edu
Phone: 281 998 6150
Social media: @sanjaclibrary
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 resources
- Glossary
- References
- Index
Anatomy of a Book: Spine

Information on the spine helps identify the book immediately.

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

Title: Inter-Act

Edition: THIRTEENTH EDITION

Authors: KATHLEEN S. VERDERBER, RUDOLPH F. VERDERBER

Publisher: OXFORD UNIVERSITY PRESS
Anatomy of a Book: Title page

- **Title**: Inter-Act
- **Authors**: Kathleen S. Verderber, Rudolph F. Verderber
- **Edition**: Thirteenth Edition
- **Publisher**: Oxford University Press
- **Library of Congress cataloging data**: Library of Congress Cataloging-in-Publication Data
- **ISBN**: 978-0-19-836688-8
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 resources
- Glossary
- References
- Index
Count off to 5 to make 5 groups:

1. Table of contents / chapter headings (pages vi - xvii)
2. Chapter extras / chapter summary (use any chapter)
3. Glossary (pages 467 - 479)
4. References (pages 480 - 492)
5. Index (pages 494 - 500)

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
Anatomy of a Book: Chapter headings

Organization:

PART
CHAPTER
SECTION
Subsection
Subsection
Subsection

The Purposes of Interpersonal Communication

We exchange messages to (1) share meaning, (2) meet social goals, (3) manage our personal identity, and (4) conduct our relationships. Let’s look at each of these.

We Share Meaning

Meaning—the significance that the sender (speaker) and the receiver (listener) each attach to a message. Shared meaning occurs when the receiver’s interpretation of the message is similar to what the speaker thought, felt, and intended. We can usually gauge the extent to which meaning has been shared by the sender’s response to the feedback message. In other words, both people in the exchange determine shared meaning. For example, Sarah says to Nick, “I dropped my phone, and it broke.” Nick replies, “Cool, now you can get a Droid!”. Sarah responds, “No, you don’t understand. I can’t afford to buy a new phone.” It is Sarah’s response to Nick’s feedback message that lets Nick know he has misunderstood what she meant. The extent to which we are able to share meaning is affected by the communication situation and noise.

The Communication Setting

The situation in which an interaction occurs influences how accurately meaning is shared. The communication setting refers to the background conditions surrounding an interaction. Several environmental or contextual factors affect the meaning shared in an interaction. The communication setting includes the physical, social, historical, psychological, and cultural contexts that influence understanding in a communication encounter.

Physical context—the place where the participants exchange messages. In many communication situations, the participants are located in the same physical space. In these cases, the environmental conditions (e.g., temperature, lighting, noise level) and the physical proximity of participants to each other can affect how well meaning is shared. Increasingly, however, interpersonal exchanges do not occur face-to-face. And while mediated communication enables us to interact at a distance, the media we use may have an impact on our ability to share meaning. For instance, when you call someone on the phone you lose some nonverbal cues that are part of a face-to-face message, such as posture, gestures, eye contact, and facial expressions. Without these cues, you have less information on which to base your interpretation of the message. E-mail messages and text messages are missing even more of the nonverbal cues that help us accurately interpret a message.

Social context—the type of relationship that may already exist between the participants. The better you know someone and the better your relationship, the more likely you are to accurately interpret what your partner says.

Historical context—the background provided by previous communication episodes between the participants. For instance, suppose one morning Eudardo tells Anna that in the afternoon he will pick up the draft of the report she left for their manager to read. As Anna enters the office that afternoon, she sees Eudardo and asks, “Did you get it?” Another person listening to the conversation would have no idea what the “it” is to which Anna is referring. Yet Eudardo may well reply, “It’s on my desk.” Anna and Eudardo understood that the report was left on Anna’s desk for Eudardo to pick up.
The Purposes of Interpersonal Communication

We exchange messages to (1) share meaning, (2) meet social goals, (3) manage our personal identity, and (4) conduct our relationships. Let’s look at each of these.

**We Share Meaning**

Meaning is the significance that the sender (speaker) and the receiver (listener) each attach to a message. Shared meaning occurs when the receiver’s interpretation of the message is similar to what the speaker thought, felt, and intended. We can usually gauge the extent to which meaning has been shared by the sender’s response to the feedback message. In other words, both people in the exchange determine shared meaning. For example, Sarah says to Nick, “I dropped my phone, and it broke.” Nick replies, “Cool, now you can get a Droid?”. Sarah responds, “No, you don’t understand. I can’t afford to buy a new phone.” It is Sarah’s response to Nick’s feedback message that lets Nick know he has misunderstood what she means. The extent to which we are able to share meaning is affected by the communication situation and noise.

**The Communication Setting**

The situation in which an interaction occurs influences how accurately meaning is shared. The communication setting refers to the background conditions surrounding an interaction. Several environmental or contextual factors affect the meaning shared in an interaction. The communication setting includes the physical, social, historical, psychological, and cultural contexts that influence understanding in a communication encounter.

- **Physical context** — the place where the participants exchange messages.
- **Social context** — the type of relationship that may already exist between the participants.
- **Historical context** — the background provided by previous communication episodes between the participants.

**Noise**

Communication noise may interfere with the ability to share meaning. Noise can come from the physical context in which the interaction takes place or from the internal, or simply from the natural process of communication. We can also find noise in letters, the written message, non-verbal cues, and gestures. The communication process may distort or eliminate important information. Noise can be intentional, such as when a speaker intentionally presents false or misleading information. Noise can also be unintentional, such as when a speaker is not heard by the listener due to background noise. Noise can also be semantic, which occurs when the message is not accurately communicated. Noise can also be real-time, where the message is not accurately communicated in real-time.

**A Model of the Interpersonal Communication Process**

A model of the interpersonal communication process is helpful in putting this discussion of setting and noise in perspective. Figure 1.1 illustrates a message exchange between two people. The process begins when one person, whom we will call Andy, is motivated to share his thoughts with another person.
Anatomy of a Book: Chapter extras

Chapter extras:
● Figures and tables
● Definitions
● Skill Builders
● Inter-act with Social Media
● Observe and Analyze

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

Knowledge checks

Key concepts:
- explain without looking
- make flashcards

More activities and questions on the following pages to dive deeper
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: References

Lists books and articles the author cites throughout the book

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

References in APA 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!
Study strategies

ENVIRONMENT   MATERIALS   TIME MANAGEMENT
Study strategies

ENVIRONMENT

Find your perfect reading spot
  Noise
  Comfort
  Third place

Find your perfect reading time
  When are you alert?
  When do you have time?

MATERIALS

TIME MANAGEMENT
## Study strategies

### ENVIRONMENT
- Find your perfect reading spot
  - Noise
  - Comfort
  - Third place

- Find your perfect reading time
  - When are you alert?
  - When do you have time?

### MATERIALS
- Note-taking method
  - Longhand
  - Digital

- Note-taking supplies
  - Pens/pencils
  - Color coding
  - Highlighters
  - Post-its and stickies

- Keep all materials together in the same place, easily accessible and transportable

### TIME MANAGEMENT
# Study strategies

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