

# Reading Academic Texts

Learning Enhancement Team  
Student Support Service

*search online: uea let*

# Learning Enhancement Team



Develop strategies to improve your:

- **study skills**
- **mathematics and statistics**
- **academic writing**
- **use of English**

## **Resources**

Study guides, videos, webcasts and worksheets on our website

## **Workshops**

Group sessions, delivered centrally or embedded in degree programmes

## **Tutorials**

Expert tuition to help you study more effectively and improve your work

**search online: [uea let](http://uea.let)**

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# Academic Skills Workshops

Regular workshops aimed at helping you to

- **learn and manage your time effectively**
- **become a better writer**
- **think critically**
- **speak more confidently in academic situations.**

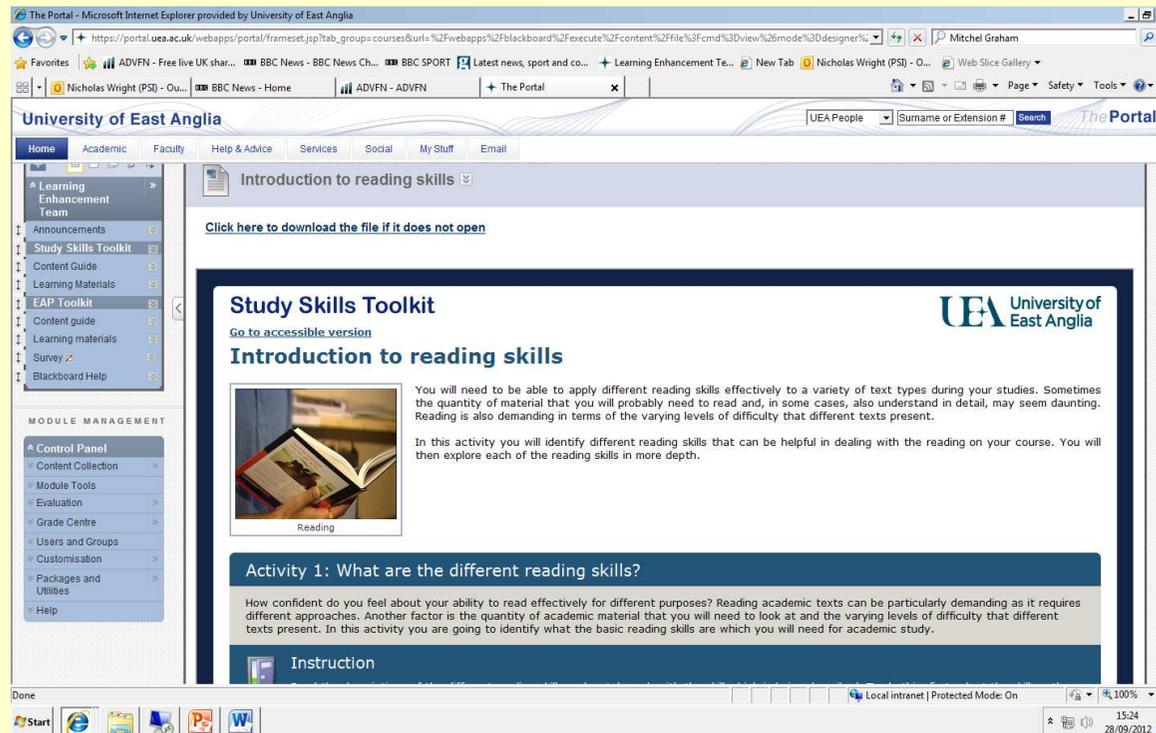


Workshops take place most Tuesdays & Thursdays 1-2pm in SU Room 6 (please visit our website for full details).

No booking is required, but places will be allocated on a first come, first served basis.

**Search online: [uea let workshops](#)**

# How can I help myself?



Study Skills Toolkit-  
Blackboard-> My organisations->  
Learning Enhancement Team

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## Further help...

Your Academic Librarian:

<https://portal.uea.ac.uk/library/subject-guides>

Listen to other students' experiences:

<http://www.youtube.com/watch?v=DLX78vZxVqk>

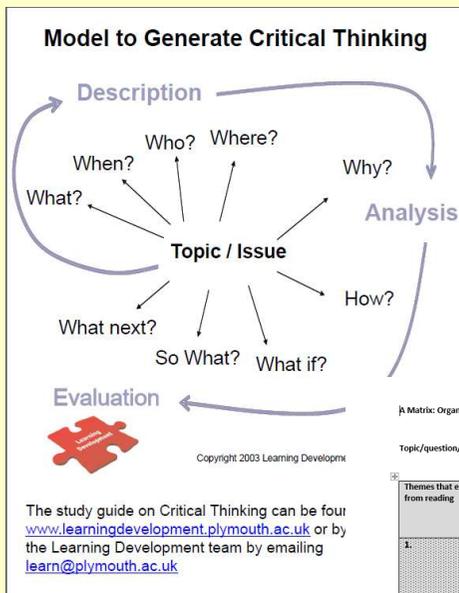
Listen to Learning Enhancement Tutors:

<https://www.youtube.com/watch?v=pGdA4mwy3JA&t=13s>

**What about reading?**

You will be expected to **read more** and to  
read more **quickly, accurately, critically**  
and **selectively**

# Materials to help with reading



Critical reading: text analysis template (Adapted from: Ridley, 2008: 48)

Author:

Title:

Reference details:

- What is the author's main point?



Matrix: Organise your reading, plan your writing...

Topic/question/title/chapter/section: .....

Themes that emerge from reading	Source:	Source:	Source:	Source:	Source:
1.					
2.					
3.					
4.					

SPQ3R Template

What did you read (reference details)?	
Why were you reading it?	
What questions were you trying to answer?	
What information did you get from skim reading?	

## What's SPQ3R?

SURVEY: *why* are you reading?

PREVIEW: index and contents lists, chapter headings

QUESTION: set goals for your reading

READ: skimming and scanning

REPEAT: re-read for comprehension, analysis and note taking

REVIEW: have your questions been answered?

# Skimming

To skim:

1. Look at the conclusion/concluding section
2. Look at abstract or summary, followed by the introduction
3. Read each section heading, then the first sentence in each paragraph
4. Look for key phrases such as: “Firstly...”, “Secondly...”, etc. These are clues to the main points.
5. Finally look at pictures and graphs.

(Davies, 2011:42)

## Reading critically

What is the writer saying?

How are they saying it?

Why do they say it this way?

Who are they saying it to?

What do I think about what they say?

Why am I reading it?

What am I looking for?

What will I use the text for?

What question or problem is the writer addressing?

Are the claims based on good evidence?

Are the claims specific? Can they be generalised?

Is this part of a wider debate?

How does it compare with what other people say?

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# How to improve your reading speed

- Have a **purpose** for your reading.
- Use **headings, subheadings** and **highlighted text** to locate relevant information.
- Don't stop to think about the **meaning** of every word.
- If you find something too difficult to read, try reading a **text book or overview** first.
- **Skim** read first to get the general meaning, then **scan** for the relevant pieces of information.
- Only read analytically **when you are sure** that the book or article is relevant.

## 5 things to remember about academic reading

1. Academic reading takes time
2. Think about your objective – what do you want to learn?
3. Engage with the text – think about what it is saying
4. Practise your reading – train your “reading muscles”
5. Reading helps your writing

(Godfrey, J. (2009) *How to use your reading in your essays* (London and New York: Palgrave Macmillan) p.3-4)

**...Be realistic about what you can and cannot do!**