

Faculty Manual

FOR THE TELECOURSE

Mastering the College Experience

Second Edition

Produced by

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For assistance or additional information, you are invited to contact

Coast Learning Systems
Coastline Community College
11460 Warner Avenue
Fountain Valley, California 92708-2597
800-547-4748 fax: 714-241-6286
e-mail: CoastLearning@ccd.edu
web site: www.CoastLearning.org

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Lesson 7 Muscle Reading

Video Program Notes

“Muscle Reading,” introduces the students to this nine-step approach to textbook reading. Like other study reading techniques, such as SQ3R, this method assists the students with focusing in on important points and recording and recalling these points. Hosts Wayne and Suzette introduce the acronym, POQRUA, for the first six steps of Muscle Reading—Preview, Outline, Questions, Read, Underline, Answer—and add the last three steps—Recite, Review, and Review Again. All of these steps are detailed with references to how students can adapt them to suit different learning styles. The program covers each of the above nine steps by following the primary divisions—before reading, during reading, after reading. Student viewers are invited to join in solving the featured “minute mystery,” which illustrates the importance of understanding context and avoiding assumptions. Professor Beryl Odom and Dr. James McGaugh give expert commentary on study reading and learning from texts. The related concept of changing a habit is another topic explored in this program.

Reading Assignment

Students are encouraged to read pages **112–119** and **121**, then review pages **74–75** in the *Becoming a Master Student* textbook. Students should also read the Learning Objectives, Overview, and Summary for Lesson 7 in the telecourse student guide. Additionally, you may wish your students to complete any or all of the exercises, activities in the online component, and quiz questions associated with this lesson. *We particularly call your attention to exercises 5 and 6 in the student guide on page 63.*

Learning Objectives

After successfully completing the reading assignment in the textbook, doing the exercises in the telecourse student guide, and viewing the video for this lesson, students will be able to:

1. Identify the nine steps of Muscle Reading, and summarize the potential benefits of this strategy.
2. List and describe the Muscle Reading techniques they can use *before* they read, and discuss how they will apply these in an upcoming assignment.
3. List and describe the Muscle Reading techniques they can use *while* they read, and discuss how they will apply these in an upcoming assignment.
4. List and describe the Muscle Reading techniques they can use *after* they read, and discuss how they will apply these in an upcoming assignment.
5. Select appropriate reading techniques according to the type of text, their purpose for reading, their background knowledge, their learning style, and how much time they have.
6. Summarize methods they can use to change their behavior, and describe what they will do to adopt new, more-effective *reading* habits.

Lesson 7 Muscle Reading

Test Items

1. The first step in the Muscle Reading process is to _____.
2. Root Up Answers as the mnemonic device for the middle steps of Muscle Reading refers to what sequence of activities?
 - a. Read, Understand, Answer
 - b. Recite, Underline, Answer
 - c. Read, Underline, Answer
 - d. Recite, Underline, Answer
3. The last step in the Muscle Reading process is to _____.
4. Turning headings into questions can
 - a. get your brain involved in the material.
 - b. help you participate in class discussions.
 - c. lead to a burst of energy as you find an answer.
 - d. accomplish all of the above.
5. Ways to improve your focus and concentration as you read include all **EXCEPT**
 - a. sitting at a desk and maintaining good posture.
 - b. using your imagination to pretend you can feel what is being described.
 - c. distributing your reading sessions to avoid long sessions.
 - d. reading every paragraph at least twice.
6. Reviewing within 24 hours after reading an assignment is the only review you need to build and reinforce the neural pathways for your recall of the material.
True or False
7. Right after you finish a reading assignment, be sure to
 - a. recite main ideas.
 - b. attempt to memorize all the key points.
 - c. avoid material that is too confusing or unclear.
 - d. take at least an hour to perform your review.

8. If you face a reasonably easy reading assignment, you could skip Muscle Reading Step 2: Outline.
True or False
9. All of the following are true of changing a habit **EXCEPT**
- be honest about your habit.
 - berate yourself when you fail or forget.
 - start small.
 - mentally picture yourself applying the new behavior.
10. The Ellis textbook recommends that you underline or highlight about
- 10 percent of what you read.
 - 20 percent of what you read.
 - 30 percent of what you read.
 - 40 percent of what you read.

Exercises

- For a week or another short period of time, have students try out just the first three steps of the muscle reading process: preview, outline, question. Then have the students evaluate how much more effective their reading was by adding these steps to what they already do when reading a textbook. Did they find they had higher concentration or better comprehension? (Objective 2)
- For a similar period of time, have students add the middle three steps of the muscle reading process: read, underline, answer. Again, have them evaluate the results. How much more effective was their underlining than without performing these steps? You may even wish to have them turn in a copy of some of their underlining and other textbook annotations. Help them ascertain whether they are catching the main idea or highlighting/underlining too much or too little. (Objective 3)
- Have students add the last of the three steps to the routine developed in Exercises 1 and 2. Again, have them evaluate the results. Did the recite, review, review steps help them recall material better? Did they have trouble scheduling their review periods? Encourage such regular reviews as an essential new habit. (Objective 4)

Essay Questions

- List in order the steps of the muscle reading process, giving examples of what to do with each step. (Objective 1)

2. Explain what adaptations can be made to muscle reading given a person's particular learning style. Begin with explaining what your learning style is and how the process can be tailored to it. Then make suggestions for at least one other learning style. (Objective 5)
3. Using what you have learned about how to change a habit, explain what you would advise a friend to do in order for your friend to adopt new, more-effective *reading* habits. (Objective 6)

Answer Key

Lesson 7 Muscle Reading

1. preview (Objective 1; page 114–116; video; telecourse student guide, pages 57 and 59)
2. c (Objective 1; page 114)
3. review (Objective 1; pages 114 and 119; video; telecourse student guide, page 60)
4. d (Objective 2; page 116; video; telecourse student guide, page 59)
5. d (Objective 3; page 117; video; telecourse student guide, pages 59–60)
6. False (Objective 4; page 119; video; telecourse student guide, page 60)
7. a (Objective 4; pages 118–119; video; telecourse student guide, page 60)
8. True (Objective 5; page 116; video; telecourse student guide, page 59)
9. b (Objective 6; pages 74–75; video; telecourse student guide, page 60)
10. a (Objective 3; page 118; video program)