SQ3R
SUPER STUDY STRATEGY

There are many exercises in this packet that must be self-corrected. Indicate with a red pen your answers that are different from the key. Be sure to put a score wherever indicated, wherever indicated. You will not get full credit for doing the work if you have not done this.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points Possible</th>
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<tbody>
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<td>![Survey, Question, and Read Lesson Applications]</td>
<td>10</td>
</tr>
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<td>![Highlighting Practice]</td>
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<td>![“The Passionate Palate: Smart Food Choices” (in SSU)]</td>
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<td><strong>Total Points Possible</strong></td>
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SQ3R is a study approach that originated during a wartime crisis when a highly select group of young men had to be rushed through training courses. A learning psychologist designed the SQ3R system to help students understand difficult material, concentrate better, and remember longer. All students can benefit using the SQ3R study system.

OBJECTIVES
When you complete this unit, you will be able to:
1. Define SQ3R and explain how to complete each step.
2. Use each step of the SQ3R study system—survey, question, read, recite, and review.
3. Apply SQ3R to a text chapter.
4. Adapt SQ3R to your own reading study.

SELF-ASSESSMENT OF STUDY HABITS
Check the items below that apply to you.

1. ____ I cannot concentrate when I read.
2. ____ I study for a test only at the last moment.
3. ____ I read all of my assignments, but can’t remember what I read.
4. ____ I rarely look over an entire reading assignment before I start to read it.
5. ____ I skip all captions under pictures and graphs.
6. ____ I panic when I take a test.
7. ____ I take notes and/or underline, as I read, not after reading.
8. ____ I seldom stop when I am reading an assignment to think about what I have read.
9. ____ I usually do not know the purpose of an assignment, so am not interested and work slowly.
10. _____ When I finish a reading assignment, I close the book rather than look over the chapter to review what I have read.

If you checked only one of the above statements, you can benefit from SQ3R. If you checked most of the statements, you’re not alone! Fifteen hundred freshmen at Harvard were assigned a social studies chapter and told to study the chapter as if they would have two hours to complete it. After 22 minutes, the students were interrupted and asked to make a brief statement telling what the chapter was all about. Only 150 out of 1500 had done any exploration beyond the page on which they were reading—and many of these had looked ahead only to estimate the length of the chapter. Only 15 students—1%—could give a general view of where the chapter was going. Most of these students failed to survey.

SURVEY

The first step to efficient reading is “warm-up” or surveying. If you are going to participate in a sporting event or concert, you must always “warm-up,” prepare yourself physically and mentally. Reading requires the same kind of preparation. Both your understanding and, recall of detail will improve if you survey first.

S=SURVEY

Surveying materials is acquainting yourself with this content you will be reading. Survey before you begin to read carefully.

Surveying should be done with all reading materials. When you begin a course, you can quickly gain an idea of its contents by surveying the text.

To survey a text, you should:

1. Check the publication date.
2. Look over the Table of Contents.
3. Read the introduction.
4. Look at the pictures, maps, and/or graphs.
5. Become acquainted with the author’s organizational format.
   a. How are the heading and subheadings separated from the text?
      1. With capitals? With another color? With a space? By centering?
   b. Are there chapter summaries and review questions?
6. Look through the index and glossary.

APPLICATION

Ask the teacher or aide for a copy of the text Green Living: The E Magazine Handbook for Living Lightly on the Earth. Survey the text and then answer the following questions.

Questions:
1. When was this book published?
2. How many units are in this text?
3. On what page is the preface? Does the preface have a title?
4. How are the subheadings set apart from the text?
5. How are important vocabulary words made to stand out?
6. How often do each chapter end?
7. On what page is the index?
8. Is there a glossary?

Check your answers:

8. no
7. 311
6. A list(s) of resources
5. Bold font
4. Larger font, underlined
3. X
2. 14
1. 2005

Check below the materials important to survey before reading.

___ A chapter of a math textbook
___ A magazine article
___ A newly assigned textbook
___ A printed convention program listing and explaining various sessions
___ A college catalog listing course offerings
___ All of the above items should be surveyed.

The time spent surveying is well spent. A group of sophomores at the University of Michigan practiced techniques for surveying a selection in sociology. Matched partners did not receive such practice. When the two groups were tested on their reading selection, the group, which surveyed read twenty-four percent faster than the control group and with the same degree of comprehension. The time spent surveying also resulted in less total time spent on the assignment.

Efficient surveying:
1. Prepares you for reading.
2. Increases your concentration.
3. Introduces main points.
4. Introduces important details.

To survey a CHAPTER you must read:
1. The title
2. The introduction
3. All headings and subheadings
4. The concluding paragraph
5. All captions under pictures, charts, graphs, maps, or illustrations
6. The summary, if there is one
7. Any review questions or teacher-made study guides

APPLICATION
The headings and subheadings of a chapter can be used to predict what a section will cover. The subheadings below were taken from a textbook chapter. Survey these subheadings and answer the questions that follow.

Transportation by Foot
Pack and Draft Animals
The Wheel
Water Transportation

Questions
1. What is the chapter about?

2. Give this chapter a title.

Possible answers include:

Check below the parts of the chapter that it is important to survey.

___ The chapter
___ The bibliography at the end of the chapter
___ All headings and subheadings
___ The captions under pictures, graphs, etc.
___ The first paragraph of each subheading
___ The chapter title

All items should be checked except ‘the bibliography...’ and “the first paragraph of each subheading.” The latter would be too time consuming and the bibliography would not be particularly useful.

**NOTE:** Each time you see a STOP sign, you are asked to apply the SQ3R step that you have just studied to this unit. When you come to a stop sign, carefully read and follow the directions.

You probably opened this unit and began working without surveying. Review the steps for surveying and then use them to survey the rest of this study skills unit packet. When you have finished surveying this unit, answer the questions below.

Questions
1. How is each step of the SQ3R made to stand out?
2. Under what headings are the questions about each step listed?
3. On what page are the overall objectives listed?

Check your answers:

1. Page 1
2. Application

The second step of SQ3R is to Question. The question step is most efficiently done while surveying or immediately after surveying.

Q = QUESTION
Questioning establishes the purpose for reading. Question before you read carefully.

More than 1,000 students took part in an experiment. Those who approached reading selections with questions showed considerable gains in understanding. In another experiment students who approached a reading selection with questions showed better immediate retention on tests and better long-term retention on tests two weeks later.

Efficient questioning:
1. Provides a personal purpose for reading.
2. Helps you decide what is important.
3. Helps you concentrate by focusing your attention on the subject.
4. Provides a tool for independent learning since you will not always have teacher made questions.

An efficient reader formulates questions while surveying or after completing a survey.

When questioning you might:
1. Turn the title into a question.
2. Ask yourself, “What are the important points in the introduction? In the conclusion?”
3. Turn the headings and subheadings into questions.
4. Formulate questions from captions.
5. Read any questions at the end of a chapter or after each subheading.
6. Ask yourself, “What did my instructor say about this chapter or subject when it was assigned?”
7. Ask yourself, “What do I already know about this subject?” “What do I want to know about the subject or this chapter when I am finished reading?”

APPLICATION

The headings and subheadings of a chapter can be used to make questions. Survey the subheadings listed below and then turn each into a question in the table provided.
GREENING YOUR LIVING SPACE

<table>
<thead>
<tr>
<th>Seeing the Light</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping Cool and</td>
</tr>
<tr>
<td>Staying Warm</td>
</tr>
<tr>
<td>Go Solar</td>
</tr>
</tbody>
</table>

Possible questions you may have asked:

- **What is the solar power exactly?**
- **Does this have to do with clothes or some kind of shelter?**
- **What type of light?**

Check below those items, which could be a source of questions.

- Teacher’s directions
- Captions under pictures
- Headings and subheadings
- The chapter title
- Review questions at the end of the chapter

Too many students begin to read an assignment without any preparation. The results are usually poor comprehension, mind wandering, and lots of rereading of parts that don’t make sense. Surveying and questioning prior to reading will result in increased reading efficiency. Apply the second step to this study skills unit. Below list at least three questions to which you hope to find answers to by the end of this study skills unit.

- 
- 
- 

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The third step of the SQ3R is READ.

Reading is a complex task that we often take for granted. We rely upon it daily, yet often we do it poorly. Reading is much more than seeing letters and words for there is no meaning on the page, only ink. In order for “reading” to occur, we must react to these letters and words; our reaction depends on what we bring to the printed page and on the questions we ask. If you have surveyed and questioned before you begin to read, your reading will be more effective, you’ll understand and remember better, and it will be more efficient; you’ll be able to do it faster!

R=READ
Keep questions in mind while reading. Adjust your rate (reading speed) to the difficulty of the assignment.
To read effectively and efficiently:

1. Look for answers to the questions you raised while surveying and questioning.
2. Look for answers to the questions provided at the beginning or the end of the chapter or from teacher-made study guides.
3. Reread all captions under pictures, graphs, tables, and other illustrations.
4. Carefully read all the underlined, italicize, or bold printed words or phrases.
5. Carefully study graphic aids.
6. Reduce your speed for difficult passages.
7. Stop and reread parts that are not clear.

APPLICATION

Varying your rate according to purpose is an important aspect of reading. Listed below are several different types of printed material. Put an “S” in front of those which must be read slowly and an “F” in front of those which could probably be read somewhat faster.

- Newspaper
- Biology textbook
- Novel titled The Cat Ate My Gym Suit
- Math chapter
- Mad magazine article
- Apartment lease

APPLICATION
Put a “T” in front of those statements which are true and an “F” in front of those statements that are false.

1. _____ It is not necessary to reread (captions under pictures, graphs, tables, and other illustrations since this was done during the question step.
2. _____ It is never necessary to reread parts of a chapter.
3. ____ It is important to keep questions clearly in mind while reading.
4. ____ It is important to adjust your reading speed according to the difficulty of material.
5. ____ Reading can be done prior to questioning.

Recite

Recite means going over what you read. Recite immediately after reading.

Studies reveal that students tend to forget as much as 80% of what they learned from reading within two weeks after studying. On the other hand, when students recite immediately after reading, they forget only 20% during the same time period. In repeated experiments, when college students at Cornell spent one minute recalling the content of a passage just read, they doubled retention.

Private recitation can take at least three forms:
1. Oral recitation
2. Taking notes
3. Underlining important parts (if the book is yours, of course)

Oral recitation means ‘talking to yourself.’ Ask yourself, “What have I learned?” Then try to recall the important details as you page through the assignment. You might want to use a 3 x 5 card to conceal parts of your text as you attempt to remember significant facts. Oral recitation involves seeing, saying, and hearing—triple strength learning.

Making marginal notes or notes on a sheet of paper is a second method of recitation. Too often note taking amounts to labored and absentminded copying, actually interfering with learning. How many times have you copied the teacher’s outline from the board or overhead without even reading what is said or asking what is meant? You will learn a note-taking format later in this course that should eliminate mindless copying. The important thing is that notes should be made usually AFTER reading. Only when you have encountered all the ideas in the section can you see their relationship, and only then can you judge their importance. The exception to this rule is when you find very specific answers to questions you asked in step 2. You may want to stop and jot these down before continuing to read.

Underlining is probably the method used most by college students. Everywhere on college campuses you can see students with yellow highlighters practically highlighting everything in the book as they read. This is a very ineffective way to study. Highlighting or underlining should usually be done AFTER reading since only then can you recognize the important points of a section. Again, the exception to this rule is when you find very specific answers to questions you asked in step 2.
Be very selective and underline only words and phrases that specifically answer earlier questions.

Some underlining hints:
1. Underline only words or phrases essential to understanding the ideas, important details or definitions.
2. Star, circle, or box key concepts.
3. Use brackets around long sentences you want to remember.
4. **Write summary notes, clues, or insights in the margin in your own words.**
5. Use underlining as part of not instead of SQ3R.

Underlining Sample:

**Kids and Commercialism**

- Expose kids to other media besides TV: intelligent films, art exhibits (carefully selected), and gatherings of interesting adult friends with non-mainstream stories to tell.
- Remove logos from clothes-theirs and yours. Talk with kids about why you’re doing this. **Suggest kids design their own, personal logos.**
- Teach children to be **doers and creators rather than shoppers and buyers.**
- Talk about where things come from, who made them and what they’re made of
- **Teach kids empathy for others.** Instead of buying toys, suggest they spend the money bringing some groceries to the local food bank.

Your question is, “What are the advantages of surveying?” Go back to page 2 of this unit and find the paragraph which talks about a study done at the University of Michigan, After you have read this paragraph, underline the answer to the question, “What are the advantages to surveying?”

Check your answers:
You should have underlined, “read 24% faster,” “same degree of comprehension,” and “less total time spent.”

Some recitation don’ts:

1. Don’t stop to recite after every paragraph, but don’t read too much material without reciting. Recitation after reading all the material under a subheading seems most effective.
2. Don’t underline or take notes during reading. Be selective and write down key ideas and terms after reading.
3. Don’t delay the recitation step for maximum effectiveness; this must be done immediately after reading.
4. Don’t hesitate to experiment with all three or combinations of all three-recitation methods until you find the one(s) that work best for you.

APPLICATION

Though the previous applications you have been asked to write answers on paper, actual study using SQ3R does not necessarily require any writing; however, efficient use of this study method requires structured practice.

List below the first four steps of SQ3R:

Step 1 of SQ3R is ____________________________________________
Step 2 of SQ3R is ____________________________________________
Step 3 of SQ3R is ____________________________________________
Step 4 of SQ3R is ____________________________________________

The selection for which you wrote questions on page 3 is reprinted on the next pages. Practice the first four steps of SQ3R on this selection. You may want to look back to the bottom of page 3 and review the questions you wrote for this section. Keep these questions in mind while you read. After you have finished reading, complete the recite step by underlining the important details and writing marginal notes. Study the underlining sample on page 5 before you begin.

REMEMBER—Read all of the material under a subheading and then go back and underline. All three forms of recitation are done after reading a section, not as you read material for the first time.

UNDERLINE AFTER READING A SECTION NOT WHILE READING!

The Passionate Palate: Smart Food Choices

When federal scientist Jim Bohnsack is in the mood for seafood, he asks the restaurant server: Do you have turtle-safe shrimp? Some look at him as if he landed from Mars. Others understand and, if all goes well present him with a heaping plate of hot boiled shrimp caught with nets that don’t ensnare and kill sea turtles’ thanks to turtle escape hatches Shrimp fishing trawlers are a major killer of turtles. Yet foreign fleets’ unlike U.S.-based ships, don’t use Turtle-Excluder Devices. Bohnsack has good reason to be sensitive about what he eats. He researches snapper, grouper, and other popular dinner-plate fish for a living for the NOAA Fisheries, and what he and scientists around the world are discovering about fish isn’t reassuring. More than 90 percent of the worlds’ swordfish, marlin, giant tuna, and other large predatory fishes have been caught by far-roaming industrial fishing fleets-- making a collapse of those stocks possible, according to a newsmaking study published in the journal Nature in 2003. At
Biscayne National Park south of Miami, scientist Jerry Ault dove twenty-eight times in 2002 before he saw his first grouper or snapper large enough to reproduce. "I was really in shock," says Ault, of University of Miami’s Rosenstiel School of Marine and Atmospheric Science, who was co-leading an underwater census of fish in the Florida Keys with Bohnsack. "What it’s really saying to you is I’m having trouble finding reproductive fish out there. That is really scary for the future."

Plummeting fisheries help illustrate the quandary facing health conscious Earthwise consumers in aisle after supermarket aisle. The choices at the seafood counter—some easy on the Earth, many others destructive—are so dizzying that several conservation groups have issued little cheat sheets in the form of wallet-sized cards. And even they aren’t necessarily complete.

At the meat and poultry counter—most packages are silent about hormones, antibiotics, and feed that may include ground-up animals or animal waste. Five thousand people die each year from food poisoning, often due to meat and poultry; beyond that, 76 million cases of food-borne illness sicken people each year, according to Consumer Federation of America Hamburger raises the specter of an E. coli outbreaks which, while still rare, can produce lingering doubts for a shopper. As few as two or three E. coli bacteria can be enough to kill someone."

Even the produce section can give you pause as many fruits and vegetables grow with the aid of synthetic fertilizers, pesticides, and in some cases even sewage sludge. Some grow with the help of fertilizers that legally contain lead, arsenic, and cadmium from "recycled" toxic waste. Fertilizer is so poorly regulated that industry, power-plant, and mining wastes can be mixed with plant food according to Duff Wilson, an investigative reporter with the New York Times and author of Fateful Harvest: The True Story of Small Town, a Global Industry, and a Toxic Secret. Wilson discovered forty-six states have no limits on—or public disclosure about—arsenic, beryllium, cadmium, lead, mercury, and dioxins that lace some fertilizers.

Choice At the Checkout
And if that’s not enough, consider the baffling decisions facing you in the supermarket interior. Six out of ten processed foods you could choose to drop into your cart contain genetically modified ingredients, such as pesticide ( Bacillus thuringiensis) in every cell. Some other corn and 81 percent of all soybeans grown in the United States are engineered for another purpose-to thrive after being doused with a chemical weed-killer.

Coca-Cola, Sprite, Pepsi, Hershey’s bars, M&Ms, Campbell’s soups, Progresso soups, Cereals by the big-name companies: Kellogg’s, Post, Quaker, and General Mills. Even Harvest Burgers by Morningstar and black bean burgers from Natural Touch. They’re among hundreds of products found to contain genetically modified organisms’ according to tests conducted for the True Food Shopping List originated by Greenpeace and managed by the Genetic Engineering Action Network—a umbrella organization of activists, scientists, and academy ( who work to address the potential risks poised by genetic manipulation. Yet, labels don’t say— and Congress doesn’t require them to say—anything about genetically engineered ingredients.

All of this has driven discriminating consumers into the arms of the burgeoning organic foods industry. But even there, consumers have to be careful. Not all "organic" labels are created equal. Only “certified organic” are certified to be 100 percent organic. Those labeled ““made with organic ingredients”” are something less— they’re 70 to 94 percent organic.

While organic food remains a solid choice for green consumers, there is a growing belief that another strategy makes even more sense while providing more fresh-from-the-farm flavor: Buy local food. Support local produce, local farms, local distinction. Especially when you shop at a farmers’ market, your fruits and vegetables stand a good chance of having been grown with minimal pesticide, if any. You get a chance to shake hands with the people who raised your produce, and your conversations and purchases may influence how they grow crops next year.

With local produce, you’re also going easy on global warming: The food traveled twenty miles from the field to your kitchen, not two thousand miles. A "transcontinental strawberry," as writer Michael Pollan termed in the New York Times Magazine, provides five calories of food energy but
takes 435 calories of fossil-fuel energy to deliver to my door.” A careful consumers Pollux has taken to buying food and unpasteurized milk from area farmers’ even if they’re not certified organic. Fans of local and organic foods are adamant: They want healthy, sustainably produced, flavorful food like the juice-dripping-down-the-chin peaches of their childhood and sun-ripened sugary tomatoes that taste like they were plucked off the vine moments ago.

**Slow Down**

Enough with tasteless tomatoes and enough with homogenous fast food. Bring on the opposite, or “Slow Food” the movement founded in Italy by Carlo Petrini in 1986 is called. Now spread into the United States, the movement gives a voice to small-scale producers and encourages a market for foods left endangered by industrial standardization or environmental damage.

Louisiana heritage strawberries number among the foods promoted by the Slow Food Foundation’s Ark of Taste projects as is a corn variety that seemed destined for extinction - Tuscarora White Corn, given by the Iroquois Indians to George Washington and his starving troops at Valley Forge. E. Others have intensely local identities, such as the Delaware chicken; Vermont’s mild-taste Gilfeather turnip; the Crane melons, developed by the Crane family of California’s Sonoma County; and Washington’s native Olympia oysters originally walloped by pulp-mill pollution and overharvesting. It now has dwindled to almost token status in Puget Sound due to local producers’ preference to grow harder Asian oysters.

To Patrick Martins slow food is sustainable food. “It is about living well”, he said in 2001, “and eating with a mission.”

That mission can be manifold for few things stir passions as much as food. Some people buy local food to keep small farmers afloat and head off hated urban sprawl and its accompanying traffic jams. Steadfast vegetarians about 3 percent of American adults-always avoid meat for intensely personal reasons, including religions health, concerns about pollution from factory farms, or disgust over how animals are raised. Vegans, for similar reasons, go even further to also avoid dairy products, eggs, honey, or any animal products (including silk, cosmetics’ and wool). “Ethical omnivores” are just as passionate about their choice to eat meat and dairy products only if animals are raised humanely.

Virtually all chickens these days are factory raised, with as many as six egg-laying hens living in a wire-floored cage the size of an album cover. Beef cattle have an average of fourteen square feet in their crowded feedlots. Morley Safer reported on the television program 60 Minutes that today’s factory pig is no “Babe”. [They] see no sun in their limited lives with no hay to lie on, no mud to roll in. The soars live in tiny cages, so narrow they not even turn around. They live over metal grates, and their waste is pushed through slats beneath them and pushed into huge pits.”

Eating in short is more than a necessity for life. It has also long been a ritual celebrated with birthday cakes, $20,000 wedding receptions, Easter hams, Passover seders, Hindu holiday samosas, Mothers’ Day brunches, Chinese New Year feasts, Cinco de Mayo celebrations, Thanksgiving turkeys But increasingly eating also is a method of voting.

“Every time we pull out our wallet to buy something, we are casting a vote for the kind of society and economy we want. Whether we fully realize it or not, we vote with our dollars every single day, either for or against sustainability for or against health, for or against justice” asserts Ronnie Cummins, national director of the Organic Consumers Association in Little Marais Minnesota. “There is only one reason for buying organic food, clothing, and other products; for supporting Fair Trade; and giving preference independently owned local-and regional businesses-because it’s the best way to live.

“One of the most encouraging social and political phenomena in the United States and the global North is that more and more consumers are challenging the status quo and starting to put their money where their values lie.”

Spend $10 at a farmers’ market, for instance and that money encourages small regional farmers to grow carpets of lettuce and waist-high sweet corn on land that otherwise might
sprout housing subdivisions. Spend $10 on organic shade-grown coffees and that purchase helps ensure the winter homes of Baltimore Orioles and other songbirds.

But spend $10 on an Atlantic swordfish steak, and it’ll have an entirely different effect. Allen Susser of Chef Allen’s restaurant in Miami stopped serving swordfish some years ago because filets now come from fish that average ninety pounds-down from 400 pounds a century ago. Ninety pounds sounds big for a fish til you hear that females can’t reproduce until they weigh at least 150 pounds. If fish are caught before they reproduce where will future swordfish come from? “The swordfish used to be a big, humongous fish, says. “To see that adult population be whittled down like that . . . really sends the message home. So I’m not serving swordfish.” Fusser votes with his food dollars.

Go back and read over the parts you underlined and your marginal notes to be sure you grasp the main idea without rereading the entire assignment. If you can’t, perhaps you have not underlined enough. Ask yourself these questions:

1. Did I underline only the important points?
2. Did I do most of my underlining after reading a section rather than while I was reading?
3. Did my marginal notes clearly direct my attention to the important ideas?
4. Do I have clear misunderstanding of content?

Now compare your underlining on the second page of the article with the sample below. Since there are many ways to highlight important points. The notation system is not important. The important thing is whether or not you were able to pick out the important ideas.

To Patrick Martins slow food is sustainable food. “It is about living well”, he said in 2001, “and eating with a mission.”

That mission can be manifold for few things stir passions as much as food. Some people buy local food to keep small farmers afloat and head off hated urban sprawl and its accompanying traffic jams.

Steadfast vegetarians about 3 percent of American adults-always avoid meat for intensely personal reasons, including religions, health, concerns about pollution from factory farms, or disgust over how animals are raised.

Vegans, for similar reasons, go even further to also avoid dairy products, eggs, honey, or any animal products (including silk, cosmetics’ and wool). “Ethical omnivores” are just as passionate about their choice to eat meat and dairy products only if animals are raised humanely.

How did your recitation compare with the sample on the previous page?
APPLICATION

Apply the recite step to this SQ3R unit. Since recitation did not follow immediately after reading, you may find this more difficult than the exercise you just completed. Try to use a combination of underlining, marginal notes, and stars or circles for key ideas.

REVIEW

The final step of SQ3R method is REVIEW.

Through most students do some form of review before a test, too often they wait to go over material until “review” becomes “rereading.” Re reading isn’t only time consuming, and therefore, necessitates cramming, but also results in short-term learning. Once the test is over, students who cram at the last moment remember very little. The scheduling of periodic reviews throughout a quarter will eliminate the need for all night study sessions” and result in higher test scores and better retention.

R=Review

Reviewing transforms new information into learned information.

Research shows that forgetting takes its major toll within one day. Therefore, the first review should be scheduled either immediately or from 12 to 24 hours after studying. In addition, research on the curse of forgetting proves the power of review. One student studied one hour on September 30 and six weeks later retained very little. A second student studied only 30 minutes on September 30 but spaced out reviews 15 minutes on October 1 and ten minutes more on October 8. On November 8 the second student needed just a five-minute review to bring back the vital information with one hundred percent mastery.

To effectively review you should:

1. Page through the chapter and reacquaint yourself with its overall structure and important sub-points.
2. Read and underline portions and marginal notes.
3. Read the written notes or outline you have made.
4. Periodically review the information so that at test time you do not need to cram.
   You might want to make a review schedule.
APPLICATION

Carefully review the article “The Passionate Palate: Smart Food Choices” which you read. When you have finished your review, answer the following questions without looking back.

1. More than 90 percent of the world’s fish stocks have been caught
   ✔ ______________________________________
   ✔ ______________________________________
   ✔ ______________________________________

2. At the meat and poultry counter—most packages are silent about
   ______________________________________

3. As few as two or three E. coli bacteria can be enough

4. Even the produce section can give you pause as many fruits and vegetables grow with the aid of
   ______________________________________

5. List two celebrations where eating is part of the celebrated ritual
   ✔ ______________________________________
   ✔ ______________________________________

6. “Slow food” is good in what two ways?
   ✔ ______________________________________
   ✔ ______________________________________

7. According to Ronnie Cummins what three purchasing habits are the best way to live
   ✔ ______________________________________
   ✔ ______________________________________
   ✔ ______________________________________

Take your quiz to the instructional aide for correction. Remember SQ3R is not a lock-step method. Modifications are likely from one subject to another and from one student to another. Tailor this approach to your reading and studying needs.

Congreve (1965) stated: “Knowledge is growing and changing so rapidly that much of the education we give students today will go out of date several times within their lifetimes. They will need to update the education we give them for their careers. They will need to reeducate themselves for careers not yet in existence. What can we give them more useful than power in reading?” Efficient use of SQ3R will give you such power.

STOP

Look back through the SSU (study skills unit) and review each part. Before taking the quiz be sure that you can:
Oral Recitation (this can be done individually)
1. Define SQ3R and explain each part.
2. List and use each step in the SQ3R method.

**SQ3R Review**

1. What is SQ3R?

2. In order, what steps are performed in the SQ3R method?

S
Q
R
R
R
R

3. What four parts of a CHAPTER are important to survey?

4. When should each of the following be done—before or after reading?

Recite should be done ___________________________ reading.
Survey should be done ___________________________ reading.
Review should be done ___________________________ reading.
Question should be done ___________________________ reading.

5. What are three forms of recitation?

6. Forgetting takes its greatest toll within ________________ hours.
Application Quiz: SSQ3R Review

Before continuing with this unit, take your complete quiz to the instructor or instructional aide and obtain a copy of Green Living: The E Magazine Handbook for Living Lightly on the Earth. Turn to Chapter 11, page 196. Your assignment is to read from 231-240, stopping at “Keeping Cool and Staying Warm.” Your instructor plans to test you on the details of this chapter, so you’ll need to be very familiar with the material. Using SQ3R, study this material. Since the book is not yours, for the recite step take a few notes or outline important parts in the space given on page 11. Remember to take notes after reading a section. Again, even though SQ3R does not necessarily require writing, systematic practice is important and requires writing.

Steps to follow:

1. Survey and question the material on pages 231-240.
2. List four questions you think will be important to find answers to in this chapter.

<table>
<thead>
<tr>
<th>Question 1</th>
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<tbody>
<tr>
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<tr>
<td>Question 2</td>
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<td>Question 3</td>
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<td>Question 4</td>
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</tbody>
</table>

3. Read the chapter carefully, keeping your questions in mind.
4. After each section, use note taking as your recitation method.

APPLICATION

Use the space below to take notes after reading.

<table>
<thead>
<tr>
<th>Note 1</th>
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<td>Note 2</td>
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<td>Note 5</td>
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<td>Note 10</td>
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</tbody>
</table>
5. Review the notes you took on the material.
6. When you are sure that you have thoroughly learned the information in this chapter, **exchange this packet for a Test from the Instructor.** You may not look back at the text or at your notes. Submit your complete SQ3R quiz.

Now you’re ready to use SQ3R with one of your own textbooks. Using the SQ3R method should not take any more time than your “old” method. Poor study habits or lack of study habits are sometimes difficult to modify, but the more you practice this system, the more efficient learner you will become. As you complete recitation and note taking, **Turn in your notes with this unit.** Try to keep a rough estimate of the time required for each step.

Name of text

Class for which this text is used

Page numbers studied

<table>
<thead>
<tr>
<th>SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you survey? ☐ yes ☐ no</td>
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<tr>
<td>How long did it take? __________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you question? ☐ yes ☐ no</td>
</tr>
<tr>
<td>How long did this step take? __________</td>
</tr>
<tr>
<td>Did you combine survey with question? ☐ yes ☐ no</td>
</tr>
<tr>
<td>Approximately how many questions did you ask? __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READ</th>
</tr>
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<tbody>
<tr>
<td>How long did it take you to read the selection? ____________________</td>
</tr>
<tr>
<td>Did you stop and recite as you read? ☐ yes ☐ no (If yes skip next question)</td>
</tr>
</tbody>
</table>
Did you read without stopping?
○ yes ○ no

Did survey and questioning make reading easier?
○ yes ○ no

**RECITE**
Was the oral recitation method effective? ○ yes ○ no

Was the note taking method of recitation effective?

**REVIEW**
When did you schedule your first review?

---

**Evaluation of SQ3R Method**

Do you feel that studying in this way resulted in better comprehension and understanding of the material?
○ yes ○ no

Did using this system help you on the test of this material?
○ yes ○ no

Do you plan to use this system or some adaptation of this system for future study?
○ yes ○ no

---

Congratulations! You have completed the SQ3R unit and equipped yourself with a valuable learning tool.