**Reading 091-Cameron**

**Textbook Analysis Project AND Paper – 60 points**

**DUE: Tuesday, March 31**

**The prompt and audience for this paper:**

In a hands-on project, your mission is to demonstrate how to effectively and efficiently read and take notes on an assigned chapter from another college course. In an organized essay, your mission is to demonstrate and explain to a person like yourself how to use your selected textbook to the fullest advantage.

**How to complete the project (25pts):**

1. **Copy one chapter** from a textbook you are currently using in another class. *(See me if you do not have another textbook to use).*
2. **Highlight the EXTERNAL TEXT FEATURES using a YELLOW highlighter. (5pts.)** This will demonstrate that you have completed the survey portion of SQ5R.
3. **Circle the INTERNAL TEXT FEATURES while reading.** **(5pts.)** In the margins, write in your own words what the relationship is between the ideas being presented in the text (compare/contrast, cause/effect, definition, process, problem/solution, etc.). We will work on this in class so bring your copied notes or book to class in order to practice.
4. **ANNOTATE the reading. (5pts.)** Remember that every time you highlight or underline something in the text, you should explain it in your own words in the margins.Use the summary, learning objectives, or practice questions to help you note important ideas. The practice questions can come from your instructor, if provided.
5. **DEFINE unknown words**. **(5pts.)** If the author uses academic language that you are unfamiliar with, you must include a definition of the word that makes sense if you reread it in the passage.
6. **Construct CORNELL NOTES on the chapter (5pts.).** Create Cornell Notes using the information in the text or a from a study guide provided by your instructor.

**How to build the general outline for the paper (35pts.):**

1. **Rationale (1 paragraph- 5pts.):** Introduce the textbook and **give a rationale** for using the textbook to **actively engage** with related course content. That is, explain **why** this student will benefit academically (and personally, if that fits) from using the textbook.
2. **External Text Features (2 paragraphs -10pts.):** Explain the **three strongest** **external structures** of the textbook and how they support learning of the material. Be very **specific** and give examples. **Critique** the quality of these structures; that is explain how useful these structures are to the learner who is trying to use them to learn the content of the textbook. Also, this is the place to **explain three features that are missing**. Identify three external structures that would most benefit a student reading the text, but the textbook publishers didn’t include. When you look at the list of external text features, which three do you think are missing or inadequate in your selected textbook? (At least two paragraphs – one for **the strongest structures**, one for **the missing structures** .)
3. **Internal Text Features (3 paragraphs - 15pts.):** Select a chapter to analyze more fully. Identify **three internal text features [cause/effect, process, definition, compare, contrast, etc.]**  used in the learning objectives, summary, or headings to help the reader understand the author’s point. Write one paragraph for each internal text feature identified. Each paragraph must **identify the internal text feature**, **state where it was located** (objective, summary, underneath or within a heading, etc.), **and explain the important concept the internal text feature is helping the reader to understand**.
4. **Conclusion (1 paragraph- 5pts.):** Write a conclusion to the paper in which you offer your final analysis of how to read the textbook. Include in this section how the textbook facilitates your comprehension of information you need to learn for the course and feel free to comment on how the text could be improved. Integrate in your conclusion reading strategies that you can apply to the various textbook features to understand and remember the information more effectively and efficiently.

**Rubric:** If you follow the outline of content above, check your work against the rubric, and offer specific, supporting examples, you will have the basis for a strong project and paper!

**Final Due Date: Mar. 31 -** Turn in a word-processed paper, copy of the textbook chapter, and your notes at the beginning of the due date class. I will post an MLA formatted Word document that you can download and type your paper into. Make sure you put your own name in the paper!

**Resources:**

* The introductory chapter of many textbooks explains how to benefit from using that textbook. Read and take a few notes from this chapter to help you with your own analysis.
* Consult the slide shows from class that show the list of textbook features.
* Show the textbook to other class members to find out if they think the book would be easy to use and why or why not.
* REVIEW YOUR ALMOST FINAL paper to make final revisions and edits. As always, you can use the FREE tutors in the Writing Center and can come to my office (LC314) for help.

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|  | **5 (100%)****Knowledge +**A 5 is earned if the student demonstrates a superior level of understanding of the course criterion and puts forth additional effort. | **4 (80%)****Knowledge**A 4 is earned if the student demonstrates 80% accuracy in the assigned criterion. Effort is applied and mastery of the course criterion is evident. | **3 (60%)****Not Yet**A 3 is earned if the student puts forth great effort, but has “not yet” demonstrated consistent mastery and is still learning the criterion. | **2 (40%)****No Effort**A 2 is earned if the student attempts the criterion, but is incomplete or makes errors that demonstrate a complete lack of understanding of course content. | **0****No Evidence**The student earns a 0 if the criterion is not completed or attempted. |
| **Highlight the EXTERNAL TEXT FEATURES using a YELLOW highlighter.**  |  |  |  |  |  |
| **Circle the INTERNAL TEXT FEATURES while reading.** |  |  |  |  |  |
| **ANNOTATE the reading.** |  |  |  |  |  |
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| **\_\_\_\_\_/25 POINTS** |

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**Textbook Analysis Project GRADE RUBRIC (page 1)**

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| **Rationale** |  |  |  |  |  |
| **3 BEST External Text Features** |  |  |  |  |  |
| **3 MISSING External Text Features** |  |  |  |  |  |
| **INTERNAL Text Feature 1** |  |  |  |  |  |
| **INTERNAL Text Feature 2** |  |  |  |  |  |
| **INTERNAL Text Feature 3** |  |  |  |  |  |
| **Conclusion** |  |  |  |  |  |
|  **\_\_\_\_\_/35 POINTS** |
| **+** **\_\_\_\_\_/25 POINTS** |
|  **\_\_\_\_\_/60 POINTS = \_\_\_\_\_\_\_\_\_\_\_\_\_%**  |

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**Textbook Analysis Paper GRADE RUBRIC (page 2)**