

GUIDE TO THE SQ3R METHOD

The **Survey-Question-Read-Recite-Review** (SQ3R) method is a set of study-strategies aimed at systematically understanding, remembering, and learning from reading material(s). Bear in mind that like all skills, the SQ3R method takes time to perfect. Because SQ3R aims to help you comprehensively retain what you have read, it may seem time consuming—but with frequent practice and refinement, it can become another powerful tool for you to utilize in your studies.

SURVEY (5-10 minutes): Before diving into a text, take some time to get familiar with the author’s style of writing by skimming through some of the introductory sections of the material (e.g. read the preface and introduction to a book or the abstract and introductory paragraphs to a journal article). After reading the introductory sections of the text, scan through the reading. Read all the different headings, examine any diagrams, graphs, or pictures. Also read the conclusion of the text, along with the summary if there is one. Surveying a text in this way gives you a clearer understanding of the purpose of the text and helps you to identify key concepts and main ideas. Having this initial overview of a text gives you a structure to organize the details that you will draw from the text later on in the reading process.

QUESTION (1-2 minutes per heading/title): Now that you’ve surveyed the text, it is time to start asking questions. Generating questions from the text will help you stay focused in your reading and identify key points. Try formulating questions from titles and headings within the text. For example, if you’re reading a section with the heading “Long-Term Effects of Early Stressful Life Experiences”, you can turn that into, “What are the long-term effects of early stressful life experiences?”. Writing the questions in the margin, by the relevant heading, could be a useful strategy in conducting this process.

READ: Having surveyed the text and asked a few initial questions, you are now ready to start reading. Keeping the questions that you created in mind and trying to find answers to them is a good way to stay focused while reading. Read the text in sections! You do not want to read the whole chapter or article all at once. A good way to break your reading up into sections is to take notes inside the margins while reading one subheading at a time. Also, reread sections that are difficult and if you come across large sections, break them down to make them more manageable.

RECITE: Once you’ve read sections of a text, close it and in your own words recall what you’ve just read and try answering your questions. You can do this orally and/or on paper. You may find that the questions you asked need to be rewritten and refined. If you cannot answer your questions or the reading is confusing, try re-reading the section. If you still have difficulty understanding what you have read after re-reading, try reading the next few sections to see if they provide more clarity.

REVIEW: When you have completed the entire chapter or assigned section, re-read your outline and look away and recite main ideas that were included in your questions and annotations. Continue this process until you feel that you understand the material.

ADDITIONAL RESOURCES

Attending your professor’s office hours, signing up for a tutoring appointment, or seeing an Academic Skills Tutor (AST) at THINK TANK are all resources that you can use to help with clarifying the difficulties of reading at the college level. For instructions on how to sign up to meet with an AST, please send THINK TANK an email at thinktank@email.arizona.edu or call the front desk at 520-626-0530.

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Practice Using SQRRR

Scenario:

You are enrolled in a class called “History of Food.” Unit 1 is on “Dessert.” While you’re out at a café, you suddenly remember that your first midterm is tomorrow. Panicked, you can’t even remember what material the test will cover! Luckily, you remember a Disaster Prevention Tip: checking the syllabus on D2L from your mobile device! You see that the test will be on “Ice Cream” and you pull up the reading (*The History of Ice Cream*, shown below). You also remember that you went to your professor’s office hours, and she told you that this exam will focus on American details and individuals, but not on specific dates.

The History of Ice Cream

Origins

The beginning of modern ice cream can be traced back to at least the 4th century B.C. Early references include the Roman emperor Nero (A.D. 37-68) who ordered ice to be brought from the mountains and combined with fruit toppings, and King Tang (A.D. 618-97) of Shang, China who had a method of creating ice and milk concoctions. Ice cream was likely brought from China back to Europe. Over time, recipes for ices, sherbets, and milk ices evolved and served in the fashionable Italian and French royal courts.

The Language of Ice Cream

The meaning of the phrase “ice cream” varies from one country to another. Phrases such as “frozen custard,” “frozen yogurt,” “sorbet,” “gelato,” and others are used to distinguish different varieties and styles. In some countries, such as the United States, the phrase “ice cream” applies only to a specific variety, and most governments regulate the commercial use of the various terms according to the relative quantities of the main ingredients, notably the amount of cream. Products that do not meet the criteria to be called ice cream are labelled “frozen dairy dessert” instead. In other countries, such as Italy and Argentina, one word is used for all variants. Analogues made from dairy alternatives, such as goat’s or sheep’s milk, or milk substitutes (e.g., soy milk or tofu), are available for those who are lactose intolerant, allergic to dairy protein, or vegan.

Ice Cream in the U.S.

Most likely, Quaker colonists introduced ice cream to the United States, bringing their ice cream recipes with them. After the dessert was imported to the United States, it was served by several famous Americans. George Washington and Thomas Jefferson served it to their guests. In 1700, Governor Bladen of Maryland was recorded as having served it to his guests. In 1774, a London caterer named Philip Lenzi announced in a New York newspaper that he would be offering for sale various confections, including ice cream.

Ice Cream by the Numbers

Ice cream can be mass-produced and thus is widely available in developed parts of the world. Ice cream can be purchased in large cartons (vats and squrounds) from supermarkets and grocery stores, in smaller quantities from ice cream shops, convenience stores, and milk bars, and in individual servings from small carts or vans at public events. In 2015, the United States produced nearly 900 million gallons of ice cream. Consumer surveys also show that the most popular flavors of ice cream in North America are vanilla and chocolate.

For an SQ3R template to help you get started, check out: thinktank.arizona.edu/resources

See flipside for more info on the SQ3R →