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Critical reading exercises pdf

Page 2 This exercise is adapted (by Keridiana Chez with Kate Jenkins, Writing Fellows 2010) from R.M. Howard's Writing Matters: A Handbook for Writing and Research (New York: McGraw-Hill, 2010). Each text needs to be read a few times (as many times as necessary) for a thorough understanding, and every time you read, you will discover new connections in the text itself and with your own developing ideas. Reflection refers to the important transition between getting the essence of a text and fully coming to terms with a text. Steps that reflect on text can include annotating it, which this tutorial guides you to do. An announcement a first step in reflecting on text is to reread it with a pencil or pencil in your hand (or with a computer at your fingertips). As you annotate, focus on some or all of the following: Definitions. Look up and note the definitions of unknown words. Concepts. Point out what you think are the most important, interesting or difficult concepts. Tone. Note the writer's tone-sarcastic, sincere, witty, shrill. Biases. Look for writer's bias and undeclared assumptions (and yours). Responses. Ask questions and write down your own reactions and information. Connections. Make connections to other texts you've read or with your own experiences. You can see an example of annotated text here. The annotations in this model reflect a number of ways to answer and interact with a text: to note questions, to argue, to agree, to reflect, to comment and to make connections. Because annotation is a deeply personal experience, your annotations to any text will likely differ. To do using the skills modeled here, annotate a text assigned by the instructor. Note Definitions and Concepts Note Identify parts of text that suggest tone or bias Ask questions and note your own reactions and statistics Make connections with other texts you've read or your own NEXT experiences: Double-entry notebook These mini-lessons are organized into four sections: An overview, a reading for comprehension, evaluation and response, and additional study skills. Because learning best occurs when students are first given a picture of the whole and then attention to smaller pieces, the first lessons begin with a general description of the text and the entire reading process. The smaller tasks involved in reading are then arranged from the smallest to the largest within the larger quasi-sequential step scheme. Even if in practice we cannot easily separate the understanding of the assessment or interpretation of words, arguments and feelings, these separations are convenient divisions when training outbreaks are organized. Lessons should not be in the order in which they appear, but can be independently selected and, if necessary, to best meet the needs of the students who consult them. Consult. Follow each short training module; then the mastery tests at the end of the first three main sections allow students to analyze the texts that integrate all the strategies they have learned. Teachers can certainly supplement these exercises, using these instructional materials to supplement classroom work, or have students work through relevant mini-lessons, in addition to regular course syllabus. Overview (Lessons 1 - 4) Dictionary (Lessons 5 - 8) Structure - Syntax Common Figures of Speech Thesis Attack Structure - Paragraph Structure - Essay, Poem, Narrative of Reading Strategies Argumentation Strategies Argumentation Strategies Reading Fiction and Poetry Reading to choose a Response/Evaluation Study Skills Structure AIDS Memory Improving Memory Some useful study skills Read the full selection of Douglass's Narrative, or use another text that you have chosen or that has been provided by the instructor, and answer in writing to some or all critical reading questions asked in the previous section. You can do this exercise individually or with a group. Write down a few sentences for each of the five critical reading strategies. For convenience's sake, list them again here: 1. Reading the main claims. What does the text argue? What statements are presented as truth or facts? Are the text's statements specific or very general? Are the text's statements well accepted? Are supported? 2. Reading unknown. Are there concepts in the text that you don't understand? Are there any references in the text that you're not familiar with? Are the words in the text you're not familiar with? 3. Reading for context. What basic information would help you better understand this text? Does the writer refer to events that are not fully explained? Does her writer's core/ideas or claims on the works of other writers and researchers? 4. Reading what is absent What ideas are assumed in the text? What are his assumptions? Are there great ideas or ideologies on which this text seems to be based? What are these ideas or ideologies? What is involved by the text that is not all the way written? As you list the main statements of the text, ask yourself for each, what else must be true for each statement as true? Do you feel an attitude in the text? A certain prejudice or worldview, perhaps unspoken, seems present? 5. Reading from the intestine. Are you interested in what you're reading? Do you feel resistant to it? Bored? Surprised? Intrigued? What other emotional reactions do you have? Reading it, do you feel angry? Sad? Amused? Cheerful? Frustrated? What is your immediate reaction to the main statements of the text? You agree, you don't agree? How strong? In short, say why. Sometimes, the tone or a piece of writing makes us react. would you describe the tone of the text? Her voice? Her? Critical Reading as research working through critical-reading questions in this last section, writes 250-500 words about one of the sources you have discovered in research. Don't worry about organizing this writing in an essay. It is good to leave you numbered answers 1-5, each numbering corresponding to a set of critical reading questions. Just answer as many questions as you can, generating a critical reading recording. If you assign summary and reply in your course, you'll probably be able to use the writing you're doing here. Save your work! Here are critical reading questions. 1. Reading the main statements. What does the text argue? What statements are presented as truth or fact? Are the text's statements specific or very general? Are the text's statements well accepted? Are supported? 2. Reading unknown. Are there concepts in the text that you don't understand? Are there any references in the text that you're not familiar with? Are the words in the text you're not familiar with? 3. Reading for context. What basic information would help you better understand this text? Does the writer refer to events that are not fully explained? Does her basic writing/ideas or statements on the works of other writers and researchers? 4. Reading what is absent What ideas, facts, or understandings are assumed in the text? What do the writer or writers seem to take for granted? What are the assumptions of the text? Are there ideologies or belief systems on which this text seems to be based? What are these? What statements or statements are implicit in text that is not written to the end? As you list the main statements of the text, ask yourself for each, what else must be true for each statement as true? Do you feel an attitude in the text? A certain prejudice or worldview, perhaps unspoken, seems present? 5. Reading from the intestine. Are you interested in what you're reading? Do you feel resistant to it? Bored? Surprised? Intrigued? What other emotional reactions do you have? Reading it, do you feel angry? Sad? Amused? Cheerful? Frustrated? What is your immediate reaction to the main statements of the text? You agree, you don't agree? How strong? Why is that? Sometimes the tone or voice of a song makes us react. would you describe the tone of the text? Her voice? We recommend that you annotate a paper version of the text, but if you're working with text online, you can make notes on a separate sheet or sheets of paper or by tracking changes or other editing programs. If you make your annotations on the separate sheet of paper, be sure to record page numbers so that you can find the portion of text again when you need to.

Be sure to save your work. Read one of the sources that you have discovered in your research or another text your instructor provides for you. Mark all the attribute tags you find. 2. Write or review a summary of a source you discovered in your research into experimenting with the use of attribute tags. As you work through these exercises, remember our list of keywords to write attribute tags. WriteReportsAssertsComsCompesConfirmsDeclaresDuesReasonsProbesProbesRefutesSughesEsEsEsAllegationsAddressesAddressesAddressesAddressesRejections

Follow these steps: Look through the articles, books, chapters, etc. you have gathered in your research. Select a short passage that you think you want to quote in the next write assignment. If you are not yet at the research stage, select a passage to quote from another source relevant to your assignment. If you work in a group, explain to the group members the choice of passages. Decide why the passage is important for your own writing. What purpose will serve? Explain this purpose to group members or, if you work individually, take a moment to write a sentence or two in the explanation. If possible, connect the passage you have selected to your research question (if you have already written one) For example, the passage I chose from Eric Foner's Reconstruction, America's Unfinished Revolution is relevant to my research question about the early history of civil rights: has the political meaning of equality changed over time in the United States? In the passage, Foner summarizes the congressional debates and compromises surrounding the 14th Amendment, which focused in part on its equal language. Now write a paragraph or at least a few sentences in which you quote the passage you selected. Enter the quote and follow with sentences linking the quote to your research question, your thesis, or a point you are trying to make in the assignment that you are working on. Remember, your readers may need the explain or contextualized passage. Use an appropriate hyperlink assignment label to enter the quote. quotation. Be sure to use the appropriate citation style (if you are using the MLA or another style guide). guide).

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