



CRITICAL READING

INTERPRETATION: TWO KINDS OF READING

- 📖 Texts remain the same, but readers change, and their reasons for reading those texts vary.
 - 📖 **Efferent reading** – to carry away from the text something readers will put to use
 - 📖 **Aesthetic Reading** – to experience, to enter the world that the text presents, to become immersed in the words, ideas, images, and story within the text
- 📖 Critical reading combines both efferent and aesthetic reading and is a demanding task that requires time and effort.
- 📖 When ...
 - 📖 you must understand new ideas or evaluate complex arguments,
 - 📖 you are reading for class, community, or professional discussion, or
 - 📖 you are reading to prepare for an essay ...you must read more slowly than you do when you read for enjoyment or quick comprehension

INTERPRETATION: RHETORICAL IMPLICATIONS

- 📖 The reader's repertoire determines connection to text.

Repertoire includes...

- 📖 Knowledge about everything (including a text's subject)
- 📖 Knowledge about author
- 📖 Knowledge about forms and genres
- 📖 Past
- 📖 Beliefs
- 📖 Opinions
- 📖 Attained vocabulary
- 📖 Readers call upon what they need for interpretation and recreate the text as they're reading.
- 📖 The more readers know about reading, authors, life, ideas, history, then the richer the repertoires they can draw upon.
- 📖 The broader and deeper the repertoire, the more engaging and satisfying the reading experience.
- 📖 When reading a text for which you don't possess enough of a repertoire to read effectively,
 - 📖 You dislike it, or
 - 📖 Stop reading it.
- 📖 Approach the book later, you may love it.
 - 📖 The book hasn't changed.
 - 📖 Your repertoire has.

ANALYSIS: CLOSE READING

- 📖 When you read closely, you develop understanding of a text in two ways:
 - 📖 First, you understand the words themselves (small details).
 - 📖 Then, you understand the larger ideas those words suggest (meaning).
- 📖 Smile and feel confident! You already know how to do this. You use these same skills in all your interactions with people and situations – unconsciously and instantaneously.
- 📖 When you recount a conversation or describe a situation, you analyze it as you would write about a text you read closely.



READING FOR MEANING

- 📖 Reading for meaning involves looking at a text's ideas and information to understand and respond critically to the author's points.
- 📖 Your repertoire influences how meaningful a text is to you.
- 📖 You must use your repertoire to create meaning. You contribute your own knowledge and perspective while also assimilating the text's new ideas and information.

READING LIKE A WRITER: STEP TO RHETORICAL ANALYSIS

- 📖 Reading like a writer involves shifting your focus from meaning to rhetoric, from what the author is communicating to why and how the author is communicating.
- 📖 You examine the writer's choices and assess their effectiveness in light of the writer's purpose and audience.

PREVIEWING THE TEXT

- 📖 Previewing allows you to gain a sense of what the text is about and how it is organized before close reading.
- 📖 Read head notes, biographical notes, and other introductory material. This may mean looking elsewhere in a book, for example the author index with biographies is usually at end of an anthology.
- 📖 Skim text to give it a quick, selective, superficial reading.
- 📖 Look for time markers, headings, figures, charts, etc.
- 📖 Make a tentative decision about the text's genre by determining *why* the author wrote the piece (purpose) and to *whom* the author addressed it (audience). Purpose and audience constitute the rhetorical situation.
- 📖 Understanding the rhetorical situation allows you to evaluate the points and the writing's quality.

INTERPRETATION, ANALYSIS... : ANNOTATION REQUIRED

- 📖 Annotating means underlining, commenting, questioning, bracketing, joining with arrows, and numbering.
- 📖 Annotating directly on the text page is fundamental before you can interpret, analyze, synthesize, or evaluate (a.k.a. all the higher order thinking skills).
- 📖 Research shows that it doesn't matter exactly what, how, or how much you annotate but that you annotate. The action of marking as you read increases your chances to read closely and attentively.
- 📖 Options for writing directly on the text:
 - 📖 Write in book if you own it. (In college you will purchase all your books, so this is definitely the desirable choice. Consider buying the textbooks and parallel readings for this course. New and used versions of the textbooks are available at Amazon.com.)
 - 📖 Photocopy required reading if you don't own book (especially if textbook).
 - 📖 Use sticky notes directly on the page.

ANNOTATION: WHAT TO MARK

- 📖 Number each paragraph for future reference. Use these numbers for your commenting.
- 📖 Mark main ideas:
 - 📖 Thesis
 - 📖 Topic sentences
- 📖 Mark words, phrases, or sentences that appeal to you.
- 📖 Note words, phrases, or sentences that you don't understand.
- 📖 Listen to the voice in your head and write in margins:
 - 📖 Comments about interesting, important, and questionable points
 - 📖 Questions
- 📖 Bracket important sections of the text.
- 📖 Identify interesting writing strategies.
- 📖 Use lines or arrows to join:
 - 📖 Related or repeated ideas
 - 📖 Repeated words/phrases
 - 📖 Number related points in a sequence

ANNOTATION: ONCE FINISHED INITIAL READING

- 📖 Examine your annotations for patterns or repetitions:
 - 📖 Recurring images
 - 📖 Similar stylistic features or techniques
 - 📖 Related words and phrases
 - 📖 Similar examples
 - 📖 Reliance on authorities
 - 📖 Related rhetorical devices or strategies
- 📖 Consider various ways to group these items.
- 📖 Determine what the patterns suggest about the writer's meaning or rhetorical choices.
- 📖 Further mark in margins, add comments and questions.
- 📖 Exploratory writing, the act of composing sentences, after annotating leads to idea clarification and extension. You will discover new insights and raise new questions. Like annotation, it's the act itself not quality and quantity that leads to analysis.
- 📖 Conversing with others who have read the text also extends your understanding.

CRITICAL READING STRATEGIES

📖 Outlining

- 📖 An outline identifies and organizes the text's main ideas.
- 📖 To effectively outline, distinguish between the main ideas and the supporting material such as examples, factual evidence, and explanations. This requires reader judgment.
- 📖 Choose either formal or informal (such as bulleted) formats.
- 📖 You can use your own words, the writer's words, or a combination of the two.









📖 Summarizing

- 📖 Summarizing is one of the most widely used strategies because it helps readers remember what is most important in a text.
- 📖 It creates a condensed version of the ideas and information that you can refer to later.
- 📖 You can add reflections and your own commentary.
- 📖 Summaries must make explicit the logical connections between the ideas.
- 📖 Use mostly your own words because this action confirms that you understand the text.
- 📖 You may use key words and phrases.
- 📖 Cite the title.
- 📖 Refer to the author by name.
- 📖 Use verbs such as *expresses*, *acknowledges*, and *explains* to indicate the writer's purpose and strategy at each point in the argument.







📖 Questioning

- 📖 Write questions as you read a text for the first time.
- 📖 The main idea or ideas in the paragraph must answer the question.
- 📖 When reading difficult texts, you can increase your comprehension and information retention if you write a question for every paragraph or brief section.
- 📖 Research has shown that writing questions during reading enables readers to remember more than they would by reading the selection twice.
- 📖 When comparing those who write a brief summary sentence for each paragraph with those who write a question for each paragraph, researchers have determined that the question-writers learn more and remember the information longer.
- 📖 These researchers believe that question writing involves reviewing or rehearsing information in a way that allows it to enter long-term memory, where it is more easily recalled.
- 📖 You are clarifying and filing the information as you read which allows you to read more confidently because you have more of a repertoire base that allows meaning to develop.
- 📖 You can predict what is coming and add it readily to what you have already learned.








Evaluating the Logic: A, B, C

-  Appropriateness – Is all the evidence relevant to the claim the author wants it to support?
-  Believability – To what degree are you willing to accept the assertions supporting the claims?
-  Believability – Which supports are obviously true? Which require that you share values, beliefs, and assumptions with the writer?
-  Consistency – Do any of the supporting statements contradict other statements?
-  Completeness – Has the author *not* addressed any objections or opposing arguments?
 -  List all claims in columns.
 -  Under each claim, list the evidence.
 -  Note if evidence is appropriate, believable, consistent, and complete and indicate why/not.

Contextualizing




-  All texts you read, even contemporary texts, were written in the past and often embody historical and cultural assumptions, values, and attitudes that differ from your own.
-  Critical reading requires awareness of these differences.
-  Contextualizing involves making inferences about a text's historical and cultural contexts and examining the difference between those contexts and your own.
-  After a first reading, write a few sentences describing your understanding of what it was like at that particular time and place and in those circumstances.
-  Then read the text a second time.
-  Now write a few sentences exploring how the situation has changed. Explore the historical and cultural differences.

Reflecting on Challenges to your Beliefs and Values

-  Texts often present challenges to readers' attitudes, positions on current issues, and both consciously and unconsciously held beliefs.
-  Feelings such as anxiety, irritation, frustration, vulnerability, shame, wariness, and alertness indicate that you are reacting based on personal or family values, religious beliefs, racial or ethnic group, gender, sexual orientation, social class, or regional experience.
-  Intellectual, emotional, and social growth can occur if you are willing to reflect on challenges to your beliefs and values instead of resisting them.
-  You can only become a critical thinker if you learn to question your unexamined assumptions and attitudes.
-  Mark the text where you feel challenged.
-  Then write several sentences reflecting on your responses.
-  Focus on your feelings, but do not defend or justify them. Instead determine where they come from and why they are important to you.

FROM ANALYSIS TO SYNTHESIS

Tri-ircling

-  Once you have achieved reading for meaning and completed one of the above Critical Reading Strategies, you must complete an encircled rhetorical triangle for the selection.
-  Draw the tri=ircle, then label each part including tone, syntax, and diction (label and plot these on the arrows) and voice (label and plot with persona).
-  Using representative colors for each level will help you organize your thoughts and allow you to study it more effectively for a test or develop an outline for an essay.

