

mDifferent Ways of Reading:

- Throughout the whole semester, I want us to be thinking about this question:
what are the different ways of reading that readers can bring to a text?

“Ways of reading” is just one way of phrasing our reading process -- *how* we engage with texts. I don’t want to limit how we think about *ways of reading*, so here are some other terms/phrases that you might prefer::

- Reading approaches
- Reading behaviors
- Reading lenses

Ways of Reading	What It Means/Does (What does a reader actually <i>look for</i> or <i>think about</i> or <i>ask</i> when they do this?)	A Quote From One of Our Articles About It (Include the title of the article and the page #)	Why Someone Might Do This
Skim 1	Skimming a piece entails breezing over it for the general gist. One way to do this is by reading the conclusion and then looking for the key points that build up to it and support the argument.	Reid, p. 2, “SQ3R” -- “surveying” the reading means looking at how it starts and finishes, checking the header of each section, and reading the topic sentences of each paragraph.	To get a quick understanding of the subject. To see key points so you know what you’re reading (i.e., the fgeneral idea) and what questions you’d like to ask.
Scan 2	When a reader scans, he/she looks for something specific.		Someone could scan a text to search for key

			vocabulary.
Ask questions 3			
Doubt and disagree 4	Why should I believe this writer? Why is this particular claim true? What is this based on? Where did this information come from?	Reid lists this in the “believing and doubting” strategy. Doubting and disagreeing is also a component of Reid’s “3 Positions” technique.	Someone could use this reading strategy to demand clear, convincing claims from a writer (to ultimately believe their argument based on the evidence. It could also be used to consider a topic from multiple perspectives.
Read rhetorically 5	How is the writer trying to persuade/appeal to us? Through logos (facts/statistics, logic)? Through pathos (emotions)? Through ethos (trying to establish credibility)?		

Identify the argument, claims, and evidence 6	What is the writer's main point? What is he/she trying to convince us of, and what are they basing that on?		Someone would read this way to fully ensure that they understand each part of the author's claims -- to believe the author.
Read like a writer 7	<p>The goal of RLW is to locate what you believe are the most important or effective writerly choices in a text.</p> <p>Why did the author choose that particular word? Why did the author structure/organize the piece in the way that they did? Why did the author choose that particular "hook" to open up their essay? What compelled the writer to make the various decisions they made?</p>	"Allen Tate's metaphor of reading as if you were an architect is a great way to think about RLW" (___).	RLW requires reading a piece as if you wrote it. This can be an excellent way to develop reading-writing connections -- reading a text from the writer's perspective could help you make similar decisions in your own writing.
Examine "moves" 8, 10	How did the writer get to this place in	"When I started writing this essay, I had some ideas of what I wanted to say. But first, I had to determine what this essay might look like. I've	Writers make "moves" just like athletes, dancers, etc. Analyzing a writer's "moves" can be a way to

	<p>the text?</p>	<p>written a lot—letters, nonfiction pieces, scholarly articles, rants—but this was my first time writing an essay to you, a composition student. What features, I asked myself, should go into this essay? How personal could I get? What rhetorical moves might I use, effectively or ineffectively?” (Dirk 250).</p> <p>“The exaggerated description of IHOP is different than OHOP’s distinguishably dull” menus (Pancakes 2). ~ ~ > While the writer is analyzing the OHOP menus, he reminds the reader of the how these menus compare to the ones he just analyzed in the previous paragraph (the IHOP menus). This “move” is effective because it reminds the reader of how the different sample genres (different menus) compare to each other.</p>	<p>build reading-writing connections. Thinking about “moves” can help you find out how the writer “built” his/her text -- how they got from Point A to Point B (or Point B to Point C). In this way, the act of reading (consciously) can be used as a tool for writing.</p>
<p>Use <i>visual literacy</i> 9</p>	<p>Visual literacy is the ability to interpret, negotiate, and make</p>		

	meaning from information presented in the form of an image -- a photograph, a painting, etc.		
Engage in a <i>close reading</i>			
Summarize			
Paraphrase			