

AP Seminar: A One Page Guide to Reading With Purpose and Annotations



When scholars read, their purpose is two-fold:

- 1) Read for academic purpose- Why was I assigned this reading? What information should I comprehend, analyze and transmit? When reading fiction, your academic purpose might be to analyze the author's perspective on the human condition. When reading research, you might be reading to gain information, gain insight on different perspectives or solve a problem.
- 2) Read to develop yourself as a scholar and person. Scholars know that most academic readings are valuable, but sometimes you have to process some readings a little more carefully to find that value. Good annotations can help you do that.

The following is a list of recommended annotations to help you get the most from a reading.

Reading for Academic Purpose	Reading for Personal Growth
Underline / highlight and label the author's thesis (T), context (C), and claims (R1, R2).	+ To signal agreement. After completing reading, note WHY
Underline / highlight and label the supporting evidence (E), or when relevant, key information. Consider: E/C when the evidence is also proven to be credible. E/NC with the evidence is not credible E/NR when the evidence is not relevant	- To signal disagreement. After completing reading, note WHY
 Circle unfamiliar words, define those that interfere with understanding	→ : to note connection . This might be a personal connection, or a connection to something else you have learned or read. After completing the reading, explain connection in the margin.
! Surprising info	! Surprising info
* important info	*important info
?- I don't understand this, or I am skeptical of it, or I don't find this credible or valid.	?- I don't understand this, or I am skeptical of it, or I don't find this credible or valid.
OTHER:	OTHER:

When completing an EOC A, you will always be reading for the following **academic** purposes:

1. Identify the author's **argument, main idea, or thesis (T)**.
2. Explain the author's **line of reasoning (R1, R2, etc)** by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the **evidence (E/C vs. E/NC and E/NR)** and the author uses to support the claims made in the argument.