Critical & Strategic Reading

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Learning Specialist
Outline

Introductions
Purposes for Reading
Reading Journal Articles
  Efficiently
  Critically
Reading & Note-Taking
- Purposes for Reading
  
  Reading for Information
  
  Reading as Scholars
Reading Efficiently

Know your purpose
Pre-read
Beware of burnout
Know the purpose of your notes
Remember that reading is cyclical
Pre-Reading

Why are you reading?
Why has your professor chosen this text?
What do you already know?
How does this text fit with other course readings?
How does this text fit within the scholarly conversation(s)?
Who is the author?
Who is the publisher?
What kind of reading is it?
While Reading

Content
What are the author’s assumptions, beliefs, values?
How does the text contribute to scholarly conversations?
What is the evidence? How strong is it?
What are the author’s conclusions?
Are the conclusions reasonable in light of the evidence presented?

Critical ≠ criticize

Use
How will this text contribute to class discussions or assignments?
What other uses do you have for this reading?
Note-Taking as a student & scholar
Two-Sided Notes (1 text)

Knowledge/Facts

Author’s perspective on Theme A is... (p. x)

Examples... (p. y)

Supporting information... (p. z)

Reflection/Analysis

Do I agree with the author’s perspective of Theme A? Why/why not?

What potential problems do I see in the authors’ definitions?

What issues or viewpoints has the author ignored?
## Concept Analysis Chart (1 text)

<table>
<thead>
<tr>
<th></th>
<th>Concept #1</th>
<th>Concept #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s argument</td>
<td></td>
<td></td>
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<tr>
<td>How arg. is developed</td>
<td></td>
<td></td>
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<tr>
<td>Strength of arg.</td>
<td></td>
<td></td>
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<tr>
<td>Contributes to my understanding</td>
<td></td>
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<tr>
<td>Gaps</td>
<td></td>
<td></td>
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<tr>
<td>Thesis/Claim about my issue</td>
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<td>-----------------------------</td>
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<td></td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td></td>
<td></td>
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<tr>
<td>Connections</td>
<td></td>
<td></td>
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<tr>
<td>Assumptions</td>
<td></td>
<td></td>
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<tr>
<td>Other…</td>
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<td></td>
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</tbody>
</table>
## Concept Sorting (2+ texts)

<table>
<thead>
<tr>
<th>Authors</th>
<th>Year</th>
<th>Point A</th>
<th>Evidence</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee &amp; Zhang</td>
<td>2016</td>
<td></td>
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</tbody>
</table>
Karatekin, C. (2017) • Good definition of… (p. 24) • Data indicates… (p. 7)

Johnson & Smith (2014) • Supports idea that… (pp. 710-712) • Used method X, which… (p. 713)

Muir, Baker & Gerrard (2010) • Disputes… (p. 342)
For appointments and resources

- Library website > Get Assistance > Studying
600+ Appointments in 2015-16
98% of survey respondents would recommend this service to others

STUDYING & TIME MANAGEMENT
APPOINTMENTS

I have too much to do and not enough time.
We can help you learn to be efficient and effective as a student.

I have to do a presentation and I’m really nervous.
We can watch your presentation and give you feedback.

I’m leaving things to the last minute.
We can help you make a plan and find anti-procrastination strategies.

How can I do better on my next exam?
We can help you interpret and learn from test or exam feedback.

All I do is read and write notes.
We can help you learn different ways to study to make the most of your study time.

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Thanks!

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