

Working with English Texts

Reading, text structure, taking notes, and skimming

Bridget Palmer, Centre for Language and Communication Studies

Reading

- Reading for academic purposes
- Reading strategies (KWL, SQ3R)

Text Structure

- Differences between Finnish and English
- Signposting
- Tools

Taking notes

Skimming

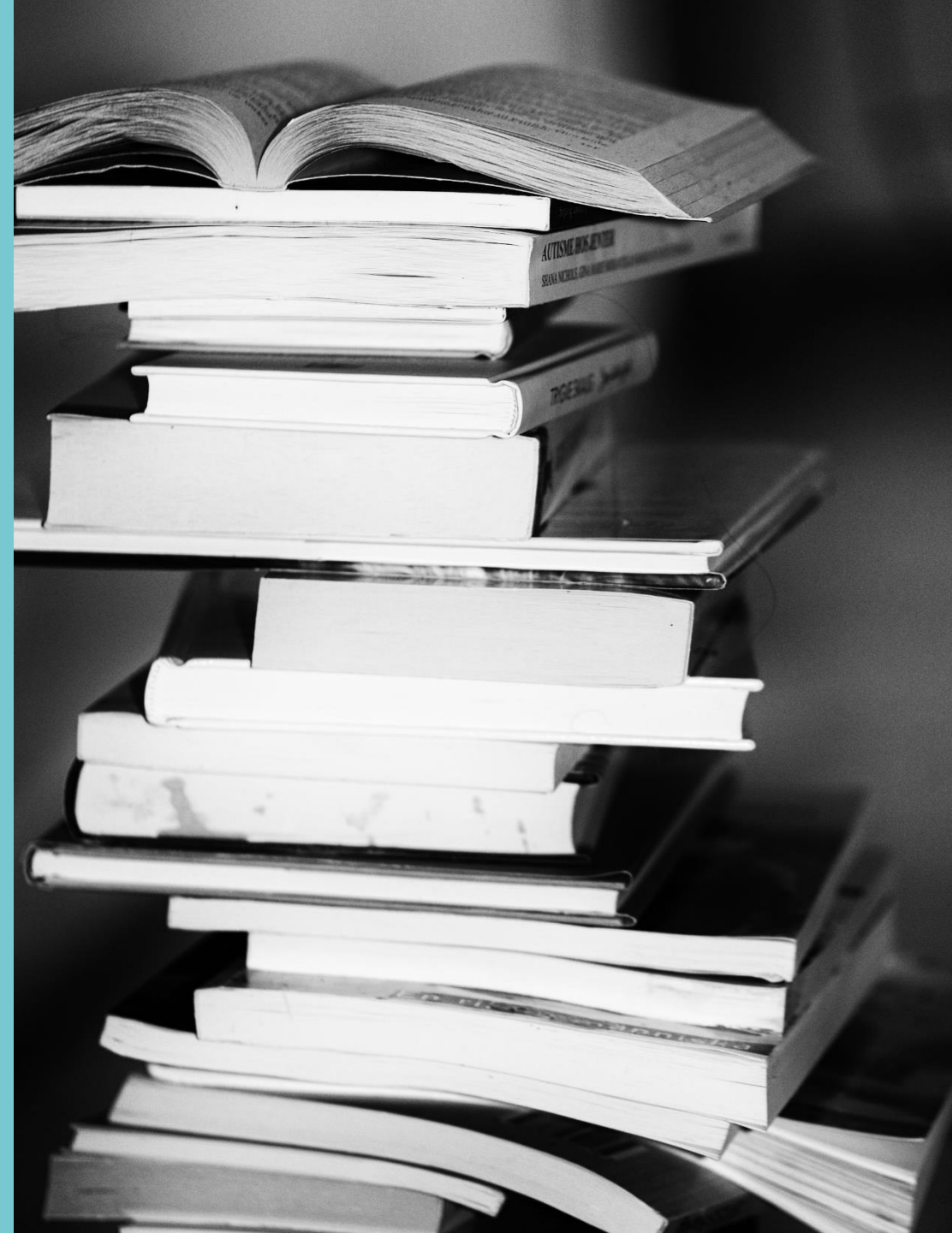
Grab a book!

How do you feel about reading?

What kinds of strategies are you already using for reading academic texts?

Do you think you need to improve your reading skills?

What kinds of texts are you reading, for what purposes?



How is reading for academic purposes different?



DAVE RAPPAPORT

THE FILLING

SEBASTIAN
SUPERNOOB
SEBASTIAN
SNOWBELLING

PETER
SHADOW THIEVES

DOCK

BRISTON THE

A TITLES

FREDERICK
MARRYAT
EAST

ROGER'S PRODIGAL

ASIMOV'S
ROBOT TRAVEL

ELASCO

PATTERSON DOUBLE CROSS

SPY CATCHER

PICCOLI

ANGEL
INSIDE KAHOO

ALL SUMMER NIGHT'S DREAM

WATERS LIABILITY



ER
WANT
new

Star

CBB'S LEE: Most deluded TV love rat ever?

28 JANUARY 2014
ISSUE 5 89p
Spain £2.50, Canary Islands £2.60

Hello

Lisa's SHOCK weight gain

VF left me with a broken

INSIDE MICHELLE HEATON'S STAR-STUDDED BABY SHOWER AT HER HOME
EXCLUSIVE INTERVIEW AND PICTURES



WHY IS SLAGGING OFF JORDAN... AND PETE

is social unacceptable! SAYS HIS ATOMIC KITTEN EX

"Oli wa be

Heat
This week's **hottest** celebrity news
Issue 766 25 - 31 JANUARY 2014
www.heatworld.com

KIM & KANYE

OK!
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ISSUE 914 • JAN 28 2014 • £2.50

'W OUT

CELEBRITY BIG BROTHER'S JASMINE
EXCLUSIVE INTERVIEW AND PICTURES

'MY FEELINGS FOR LEE ARE GENUINE'



THE WEDDING ON HOLD

She's had enough of 'G
Kanye's violent outbursts
refuses to be a pre

KRIS JENNER SPEAKS
"I'LL A
T IC

SW 24 St & 87 Ave	SW 24 St & 82 Ave	SW 8 St & 87 Ave	SW 8 St & 57 Ave	SW 8 St & 42 Ave	SW 8 St & 27 Ave	SW 8 St & 12 Ave	Brickell Station	SW 1 St & Miami Ave
:	:	04:47AM	04:57AM	05:02AM	05:08AM	05:15AM	05:20AM	05:25AM
05:13AM	05:14AM	:	05:26AM	05:31AM	05:37AM	05:44AM	05:49AM	05:54AM
:	:	05:30AM	05:40AM	05:45AM	05:51AM	06:00AM	06:07AM	06:14AM
05:44AM	05:45AM	:	05:57AM	06:03AM	06:11AM	06:20AM	06:27AM	06:34AM
:	:	05:55AM	06:07AM	06:13AM	06:21AM	06:30AM	06:37AM	06:44AM
06:01AM	06:03AM	:	06:17AM	06:23AM	06:31AM	06:40AM	06:47AM	06:54AM
06:10AM	06:12AM	:	06:26AM	06:32AM	06:40AM	06:49AM	06:56AM	07:04AM
:	:	06:23AM	06:35AM	06:41AM	06:49AM	06:58AM	07:06AM	07:14AM
06:28AM	06:30AM	:	06:44AM	06:50AM	06:58AM	07:08AM	07:16AM	07:24AM
06:35AM	06:37AM	:	06:51AM	06:57AM	07:08AM	07:18AM	07:26AM	07:34AM
		06:45AM	06:56AM	07:02AM	07:10AM	07:20AM	07:28AM	07:36AM

The Challenge of Education and Learning in the Developing World

Michael Kremer,¹ Conner Brannen,¹ Rachel Glennerster^{2*}

Across many different contexts, randomized evaluations find that school participation is sensitive to costs: Reducing out-of-pocket costs, merit scholarships, and conditional cash transfers all increase schooling. Addressing child health and providing information on how earnings rise with education can increase schooling even more cost-effectively. However, among those in school, test scores are remarkably low and unresponsive to more-of-the-same inputs, such as hiring additional teachers, buying more textbooks, or providing flexible grants. In contrast, pedagogical reforms that match teaching to students' learning levels are highly cost effective at increasing learning, as are reforms that improve accountability and incentives for teachers and school administrators. These findings have important implications for policy.

When you are reading an academic text, you need to be active, efficient, and critical.

When you are reading an academic text, you need to be **active, efficient, and critical.**

Reading actively means:

looking for
deep
structure

engaging
with the text

asking
questions

seeking to
understand

Reading efficiently means:

making the
most of your
time

extracting
meaning

moving
through difficult
sections

moving PAST
difficult
sections!

Reading critically means:

making
judgments
about a text

learning to
ask the right
questions

**What are some
reading strategies
to try?**

K-W-L Strategy

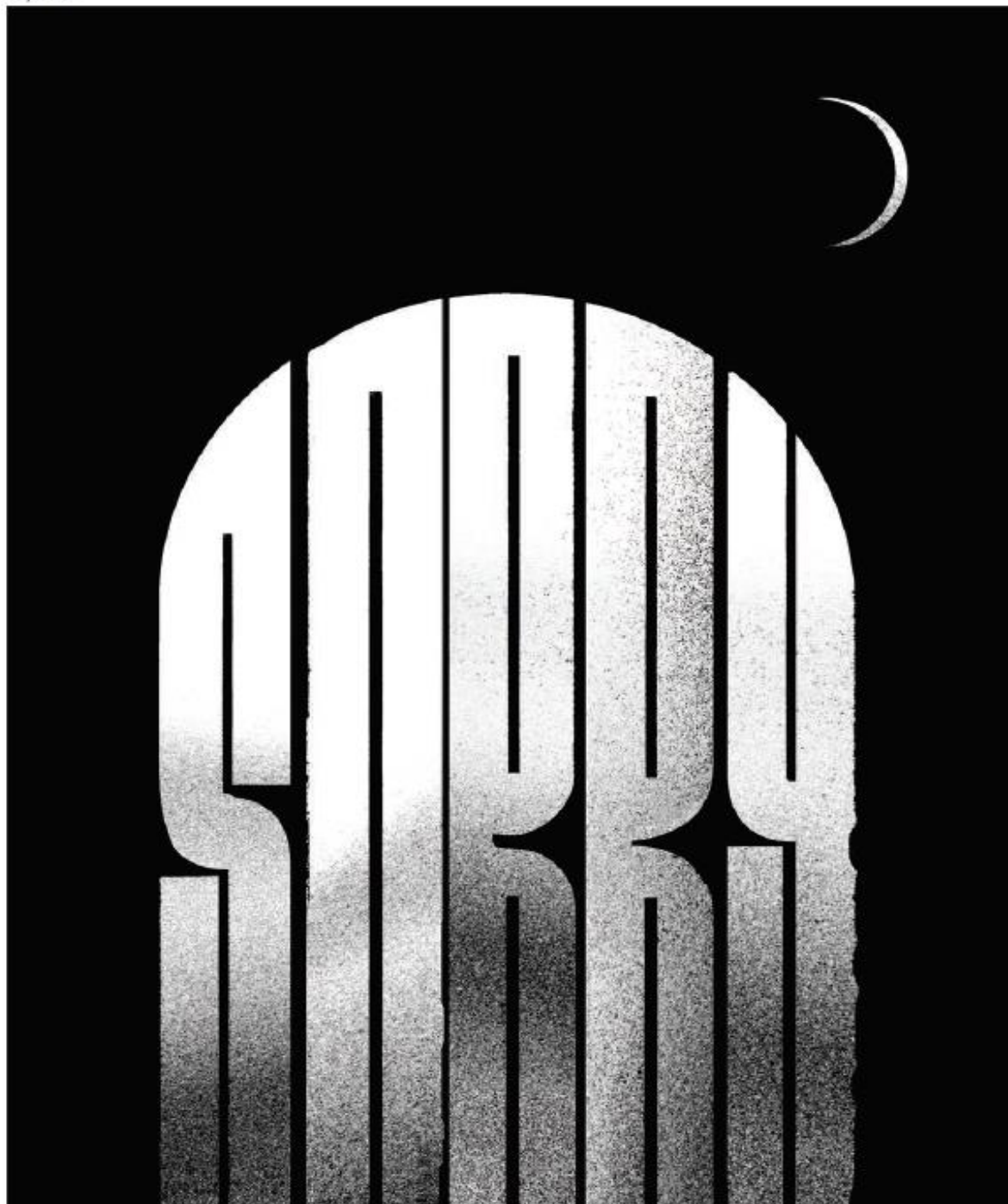
Ogle, D. M. (1986). KWL: A teaching model that develops active reading of expository text. *The reading teacher*, 39(6), 564-570.

The K-W-L Reading Strategy

Know Now

Want to
Know

Learned



NO APOLOGIES

Why public figures stopped saying "I'm sorry"

BY MEGAN GARBER

In November 2017, Louis C.K. wrote an apology. Its four paragraphs, published in *The New York Times*, were a matter of expediency: The paper had just confirmed long-standing rumors that the comedian had, on several occasions, masturbated in front of unwilling female colleagues. But the apology was notable because—compared with those offered by other celebrities who'd been caught in the #MeToo movement's accountabilities—it was a relatively good one. It clearly admitted wrongdoing. It acknowledged the women C.K. had harassed. It suggested that he would find ways to atone. "The hardest regret to live with is what you've done to hurt someone else," C.K. wrote. "And I can hardly wrap my head around the scope of hurt I brought on them."

A year later, however, a very different Louis C.K. emerged. In a December 2018 stand-up set that leaked to YouTube, the formerly apologetic comedian was now apoplectic: He raged at political correctness; at the student survivor-activists of Parkland, Florida; at the way his career had met the business end of #MeToo. What-

give a shit," he fumed. "You can—you can be offended; it's okay. You can get mad at me. Anyway..."

Louis C.K.'s devolution was at once baffling and predictable. There was a time in American public life when atonement was seen as a form of strength—a way not only to own up to one's missteps, but also to do that classic work of crisis management: control the narrative. ("I'm the responsible officer of the government," John F. Kennedy said of the Bay of Pigs. "This happened on my watch," Ronald Reagan said of Iran-Contra. "I take full responsibility for the federal government's response," George W. Bush said of Hurricane Katrina.) Bucks stopped. Power came with responsibility.

Apologetic Louis C.K. operated within that old paradigm. Apoplectic Louis C.K., however, occupies a newer one—in which the true sign of power is not responsibility but impunity.

"I WILL BEGIN my presidency with a jobs tour," Mitt Romney said, accepting the Republican presidential nomination in 2012. "President Obama began with an apology tour."

things: an apologizer—for American history, for American values, for America itself. The mild-mannered Romney was seeking the presidency at a time when American politics was manifesting, ever more eagerly, as blood sport; mocking the sitting president as sorry in every sense was one of the concessions he made to the moment. Romney named his 2010 book *No Apology: The Case*

"A SINCERE APOLOGY IS A WAY TO THE TRUTH, AND WE'RE SORT OF IN THAT POST-TRUTH MOMENT."

for *American Greatness*. This was a slightly subtler version of a title on a Heritage Foundation report the year before: "Barack Obama's Top 10 Apologies: How the President Has Humiliated a Superpower."

The current steward of American humiliation has taken the logic of *sorry* you're

administration official told *Politico*. "Generally speaking, he's not a big believer in backing down.") This summer, after a rally in which the president mistook a supporter for a detractor and belittled him accordingly, the CNN reporter Kaidan Collins sent a tweet: "President Trump called and left a voicemail apologizing to the man he mocked as overweight, a White House official says. He confused him for a protester last night in New Hampshire. 'That guy's got a serious weight problem,' Trump said. 'Go home. Start exercising.'"

Soon, however, Collins tweeted a follow-up: "Correction: Trump did not apologize, a White House official tells me. He phoned the supporter, left him a message thanking him for his support, but did not use the words 'sorry' or 'apologize.'"

That the official felt the need to issue this clarification was telling. And it warned of an array of anti-atonements to come. In September, Trump tweeted that Hurricane Dorian, the storm then wreaking havoc in the Bahamas, would reach the shores of Alabama. This was incorrect. A different president might have acknowledged the mistake and moved on.

The K-W-L Reading Strategy

Know Now

- apologies are complicated
- public figures have a strange relationship with apologies

Want to Know

- what is behind the change in apology style?
- what are some examples of non-apologies?

Learned

- apologies are seen as a sign of weakness
- apologies are connected to empathy

SQ3R Strategy

Robinson, F. P. (1946). *Effective study* (2nd ed.). New York: Harper & Row.

Survey Question Read Recall Review

Survey Question **Read** Recall Review

Survey

Flip through the text.
Author? Date? Sections?
Headings? Lists?
Visuals? Captions?
Length?

Survey Question

What are you expecting
to learn from this text?
Are there questions you
are trying to answer?

Survey Question **Read** Recall Review

Do something with the information you got out of the text. Present, write, discuss, test, summarize, etc.

Recall Review

Text Structure

Source: Mauraanen, A. (1992). Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing

Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
Information Placement	
Text and Meta-text	

Are Finnish and English academic texts different?

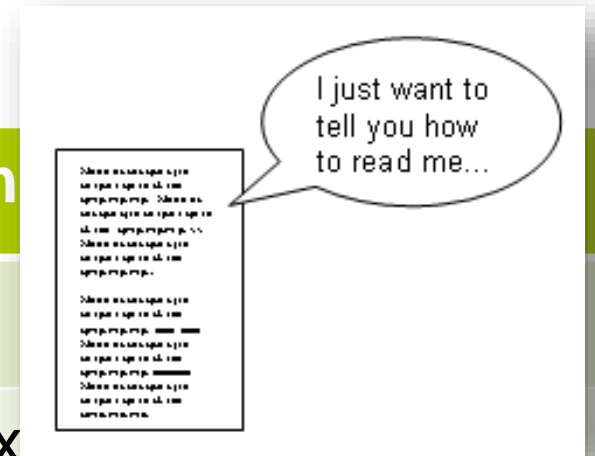
Finnish	English
General Rhetorical Structure	
implicit	explicit
Information Placement	
Text and Meta-text	

Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
implicit	explicit
Information Placement	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
Text and Meta-text	

Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
implicit	explicit
Information Placement	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
Text and Meta-text	
Less text about text	More text about text



(a non-American perspective)

According to Dirk Siepmann, “German texts, by virtue of their digressiveness, are versatile and multi-faceted, whereas Anglo-Saxon writing is repetitive and colourless. Equally, German text structure might be likened metaphorically to that of a ‘staircase’ or ‘spiral’ leading the writer through even more complex stages of reasoning to the conclusion. Viewed from this perspective, English academic style will appear like a walk over a perfectly flat country with no attempt to venture into mountainous territory.”

Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.

(a non-American perspective)

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Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.

Signposting



Signposting

more info

cause/result

example

emphasis

contrast

similarity

time period

summary

conclusion



Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

Although some find that unemployment helps far right parties, ...

What comes next? Go to the next slide for a hint.

Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

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What comes next? Go to the next slide for the answer.

Source: Golder, M. (2016). Far Right Parties in Europe. *Annual Review Of Political Science*, 19(1), 477-497.
<http://dx.doi.org/10.1146/annurev-polisci-042814-012441>

Although some find that unemployment helps far right parties, **most find that it either has no effect or hurts them.**

This procedure does not develop a *concept* of a blurg, though. The term 'blurg' does not get associated with any *way of thinking* of the three things. We have simply labeled those things as 'blurg' without attaching any general meaning to the label. Also, even if some procedure like this could assign some concept to an application, the concept thereby applies only to the things that we have singled out. Yet generally our concepts are not restricted in that way. For instance, there are constantly new and previously unknown things to which our concept of blue applies – they are new blue things. Clearly we did not single them out in setting up our concept of blue. So a 'blurg'-like specification of a concept's application would not explain why the concept of blue applies to the new things.

Source: Conee, E., & Sider, T. (2005). *Riddles of Existence*. Oxford: Clarendon Press.

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**What other tools can I
use to help me work
with texts?**

Academic Word List (570 most
common words in academic texts)

Rewordify

Key Word Extractor

[Sample text]

The history of pellagra illustrates the human cost of basing social and economic policy on mistaken inferences from correlational studies. This is not to say that we should never use correlational evidence. Quite the contrary. In many instances, it is all we have to work with, and in some cases, it is all we need (for instance, when prediction, rather than determination of cause, is the goal). Scientists often have to use incomplete knowledge to solve problems. The important thing is that we approach correlational evidence with a certain skepticism. Examples such as the pellagra–sewage case occur with considerable frequency in all areas of psychology. The example illustrates what is sometimes termed the third-variable problem: the fact that the correlation between the two variables—in this case, pellagra incidence and sewage conditions—may not indicate a direct causal path between them but may arise because both variables are related to a third variable that has not even been measured. Pellagra incidence is related to SES (and to diet—the real causal variable) and SES is also related to sewer- age quality. Correlations like that between sewage and pellagra are often termed spurious correlations: correlations that arise not because a causal link exists between the two variables that are measured, but because both variables are related to a third variable. Let's consider a more contemporary example. For decades, debates have raged over the relative efficacy of public and private schools. Some of the conclusions drawn in this debate vividly demonstrate the perils of inferring causation from correlational evidence. The question of the efficacy of private versus public schools is an empirical problem that can be attacked with the investigative methods of the social sciences. This is not to imply that it is an easy problem, only that it is a scientific problem, potentially solvable. All advocates of the superiority of private schools implicitly recognize this, because at the crux of their arguments is an empirical fact: Student achievement in private schools exceeds that in public schools. This fact is not in dispute—educational statistics are plentiful and largely consistent across various studies. The problem is the use of these achievement data to conclude that the education received in private schools causes the superior test scores. The outcome of educational testing is a function of many different variables, all of which are correlated. In order to evaluate the relative efficacy of public schools and private schools, we need more complex statistics than merely the relationship between the type of school attended and school achievement. For example, educational achievement is related to many different indicators of family background, such as parental education, parental occupation, SES, the number of books in the home, and other factors. These characteristics are also related to the probability of sending a child to a private school. Thus, family background is a potential third variable that may affect the relationship between academic achievement and the type of school. In short, the relationship may have nothing to do with the effectiveness of private schools but may be the result of the fact that economically advantaged children do better academically and are more likely to attend private schools.

Source: Conrad, P., & Schneider, J. (1992). *Deviance and Medicalization: From Badness to Sickness*. Philadelphia: Temple University Press.

Current profile	
%	Cumul.
75.99	75.99
3.02	79.01
13.23	92.24
7.75	100.00

the history of pellagra illustrates the human cost of basing social and economic policy on mistaken inferences from correlational studies this is not to say that we should never use correlational evidence quite the contrary in many instances it is all we have to work with and in some cases it is all we need for instance when prediction rather than determination of cause is the goal scientists often have to use incomplete knowledge to solve problems the important thing is that we approach correlational evidence with a certain skepticism examples such as the pellagra sewage case occur with considerable frequency in all areas of psychology the example illustrates what is sometimes termed the third variable problem the fact that the correlation between the two variables in this case pellagra incidence and sewage conditions may not indicate a direct causal path between them but may arise because both variables are related to a third variable that has not even been measured pellegra incidence is related to ses and to diet the real causal variable and ses is also related to sewer age quality correlations like that between sewage and pellagra are often termed spurious correlations correlations that arise not because a causal link exists between the two variables that are measured but because both variables are related to a third variable let consider a more contemporary example for decades debates have raged over the relative efficacy of public and private schools some of the conclusions drawn in this debate vividly demonstrate the perils of inferring causation from correlational evidence the question of the efficacy of private versus public schools is an empirical problem that can be attacked with the investigative methods of the social sciences this is not to imply that it is an easy problem only that it is a scientific problem potentially solvable all advocates of the superiority of private schools implicitly recognize this because at the crux of their arguments is an empirical fact student achievement in private schools exceeds that in public schools this fact is

are **related** to a third variable. Let's consider a more contemporary example. For decades, debates have **raged** over the relative efficacy of public and private schools. Some of the conclusions drawn in this debate **vividly demonstrate** the **perils** of **inferring causation** from correlational evidence. The question of the efficacy of private versus public schools is an empirical problem that can be attacked with the investigative methods of the social sciences. This is not to imply that it is an easy problem, only that it is a scientific problem, potentially solvable. All advocates of the **superiority** of private schools **implicitly** recognize this, because at the **crux of** their arguments is an empirical fact: Student achievement in private schools **exceeds** that in public schools. This fact is not in dispute--educational statistics are **plentiful** and largely consistent across various studies. The problem is the use of these achievement data to conclude that the education received in private schools causes the superior test scores. The outcome of educational testing is a function of many different variables, all of which are correlated. In order to evaluate the relative efficacy of public schools and private schools, we need more complex statistics than merely the relationship between the type of school attended and school achievement. For

raged screamed and acted violently
vividly clearly and colorfully
demonstrate (show or prove)
perils dangers
inferring guessing (based on what was known)
causation (when one thing definitely causes another)
superiority (quality of being better than everything else)
implicitly completely/in a hinting way
crux of most important part of
exceeds goes beyond
plentiful (existing in very large amounts)

Key Word Extractor

- (1) 245614.00 relation
- (2) 3559.61 efficacy
- (3) 1544.74 causal
- (4) 346.32 correlate
- (5) 117.03 achieve
- (6) 104.65 private
- (7) 100.79 vary
- (8) 45.16 evidence
- (9) 43.11 science
- (10) 41.40 educate
- (11) 39.27 school
- (12) 33.43 example
- (13) 26.25 cause

What about taking notes?

(How) Do you take notes?

What language do you use?

How do you choose what to write down/type?

Do you use the exact words from the text/lecture, or your own words?

Do you look at your notes again later?



The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking



Pam A. Mueller¹ and Daniel M. Oppenheimer²

¹Princeton University and ²University of California, Los Angeles

Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

What are the overall implications of this study?

What were the findings regarding factual vs. conceptual recall?

Was taking notes verbatim helpful?

What happened when students were told NOT to take notes verbatim?

Skimming

English texts are structured predictably. By skimming the text, you can find the information you need.



Read only the subheadings so you can focus on the information you need.

Read only the first sentence (or first and last sentences) of each paragraph.

Read only the first and last paragraphs.

Scan the text for a particular word, or words.



A few take-
home
messages



Try out a reading method

- K-W-L? SQ3R?

Let English texts tell you how to read them

- Structure & signposting

Take notes! By hand, even!

Don't be afraid to skim

Remember: reading is a skill and it can be improved with practice.



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Centre for Language and Communication Studies