

Effective Reading Strategies

EAP SPRING 2013

Graduate School Professional Development Activities Checklist

	Department and Discipline	Research	Teaching	Career	Ethics
Early Stage (coursework; pre-doctoral)	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about programs and resources <input type="checkbox"/> Synch to the professional development calendar <input type="checkbox"/> Develop a strategic plan with your academic adviser <input type="checkbox"/> Meet with your subject librarian 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore resources for internal and external grants and fellowships <input type="checkbox"/> Sign up for COS and register professional profile <input type="checkbox"/> Apply for grants and fellowships 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore Kaneb Center programs and resources <input type="checkbox"/> Attend TA Orientation <input type="checkbox"/> Begin working toward teaching certificates 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore Career Center programs and resources <input type="checkbox"/> Complete a self-assessment <input type="checkbox"/> Build your campus network <input type="checkbox"/> Build your CV <input type="checkbox"/> Attend job talks in your department 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore Office of Research, Riley Center, and Center for Ethics and Culture <input type="checkbox"/> Complete Responsible Conduct of Research (RCR) training <input type="checkbox"/> Complete the required ethics workshop
Mid Stage (master's research; candidacy exams)	<ul style="list-style-type: none"> <input type="checkbox"/> Assess your strategic plan <input type="checkbox"/> Meet departmental milestones <input type="checkbox"/> Develop a network within your department <input type="checkbox"/> Pursue leadership and service options <input type="checkbox"/> Join professional organizations and build your external network 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in academic writing workshops <input type="checkbox"/> Attend and present at conferences <input type="checkbox"/> Apply for grants and fellowships <input type="checkbox"/> Volunteer as a journal reviewer 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a mentored teaching experience <input type="checkbox"/> Take a summer teaching course <input type="checkbox"/> Arrange for teaching observation/consultation <input type="checkbox"/> Start building portfolio 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore career opportunities for your field <input type="checkbox"/> Identify your transferable skills <input type="checkbox"/> Draft application materials <input type="checkbox"/> Seek internship opportunities <input type="checkbox"/> Attend job talks in your department 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the ethical dimensions related to your research <input type="checkbox"/> Attend ethics and compliance lectures
Late Stage (dissertation; job search)	<ul style="list-style-type: none"> <input type="checkbox"/> Request references and identify job opportunities <input type="checkbox"/> Mentor junior students <input type="checkbox"/> Meet all deadlines <input type="checkbox"/> Write and practice your job talk <input type="checkbox"/> Attend a dissertation defense <input type="checkbox"/> Report placement to Graduate School 	<ul style="list-style-type: none"> <input type="checkbox"/> Form a dissertation reading/writing group <input type="checkbox"/> Build international and interdisciplinary network <input type="checkbox"/> Publish your research <input type="checkbox"/> Devise a 5-year research plan <input type="checkbox"/> Apply for dissertation fellowships <input type="checkbox"/> Identify funding sources for continued research 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply for advanced teaching certificate <input type="checkbox"/> Pursue "Instructor of Record" opportunities <input type="checkbox"/> Finalize portfolio <input type="checkbox"/> Develop teaching demonstration for academic interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Finalize job application materials <input type="checkbox"/> Tap into your professional network for job opportunities <input type="checkbox"/> Learn how to interview and negotiate <input type="checkbox"/> Attend job talks in your department 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in an ethics class <input type="checkbox"/> Serve as a role model for junior graduate students on negotiating ethical issues in your research <input type="checkbox"/> Attend ethics and compliance lectures

Professional Development

- Check out a list of upcoming workshops on the Graduate School's website:

www.nd.edu

Introductions

Before You Begin Reading...

- Never Read in Bed!
- Find a “Reading Spot” at Home and Stick to It

- Read Before Class
 - Goes without saying?!
- Make More Than One Pass
 - Reading articles and textbooks often requires more than one pass. It usually takes two, three, or even more readings to grasp difficult concepts.

- Think about what you need to gain from the reading
 - The author's argument?
 - Information for your own argument?
 - Support for your own argument?
- Decide if you only need to scan, skim, or read the article:
 - Looking for one detail or the main idea? Scan.
 - Do you need to read quickly for key words and sentences to give a general idea? Skim.
 - Do you need to understand all or most of the text?
Carefully read and reread.

Read the “Extraneous” Material

- Read the preface
 - The preface provides information about the author's objective, the organizational plan of the book, how the book is different from others on the market, and the author's background and qualifications.
- Read the introduction
 - The introduction lays the foundation for the rest of the text in the form of an overview and background information that will make it easier to digest information in the subsequent chapters.

- Preview the article or chapter
 - Look at title and section headings to gauge main idea and get a general idea of the content and the organization

During...

- Take Notes!
(briefly while you are reading; extensively afterwards)
 - WRITE in your book
 - DON'T over-highlight (I prefer underlining, and ONLY underlining key ideas or arguments)
 - Put key words or phrases near paragraphs so you can easily find them again
- Develop Your Own Shorthand
 - A certain symbol for the author's thesis, another for points relevant to your dissertation, etc.

Words or Phrases You Don't Know

- It is not efficient to use dictionary or ask another person for help every time you don't understand a word or phrase
 - Can you figure it out from context clues?
 - Is there a definition in the article or its footnotes, etc.?
 - Is it pivotal to understanding the author's argument?
 - No. Move On.
 - Yes. Look it up.

- In a complicated article, you might need to stop after each paragraph and check to see if you understood what you just read. If you can't sum it up, read the passage again.
- Paraphrase ideas or write down your thoughts after finishing a chapter or article section—or even after a complicated paragraph

After...

- Paraphrase most important ideas
- Explain the main ideas to another person

- Ask yourself:
 - Why did the writer write this?
 - What is the writer's methodology?
 - Theoretical thrust?
 - What are the main or most important ideas that the writer wants to communicate?
 - What are the major details related to these main ideas?

- Evaluate the author's motivations, ideas, and examples
 - Do you agree or disagree? Why?
 - Would other scholars you have read agree or disagree? Why?
- Connect Scholars/Readings to One Another as You Read
 - Scholarship is an ongoing conversation and typically texts assigned in a course are meant to be speaking to each other

- If you can't do these things, you probably need to read some or all of the text a second or third time

Practice Activity #1

- Read Zack Shapiro’s “How to Translate ‘I Wish I could’ Into Actual Results”
- Get with a partner and answer these questions:
 1. What does Shapiro want to learn to do?
 2. What does he say is “the best way to learn something”?
 3. Why should you “Make an Intention Statement”?
 4. What does Shapiro paraphrase Plato as saying?

Practice Activity #2

- Read Sean Latham's "Affordance and Emergence: Magazine as New Media"
- See if you can fill out the "Reading Worksheet"

Upcoming EAP Workshops

- “Email Etiquette”
 - Monday, February 11
 - 303 DeBartolo, 6:30

- “Forms and Structures for Clearer Writing”
 - Tuesday, February 19
 - 303 DeBartolo, 6:30

Bibliography

- “Reading Strategies for Graduate Students”
By [Meagan Kittle Autry](http://www.meagankittleautry.com/2010/09/21/reading-strategies-for-graduate-students/)
<http://www.meagankittleautry.com/2010/09/21/reading-strategies-for-graduate-students/>
- “Reading: Improve Your Comprehension and Efficiency”
By Tara Kuther, Ph.D.
<http://gradschool.about.com/cs/reading/a/read.html>
- *Building Understanding*
By Joan Baker-Gonzalez and Eileen K. Blau