BBI 3420
CRITICAL READING AND THINKING

By:

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Rancangan Pengajaran Mingguan

Program : BABE

SEMESTER 1 2008/2009

Nama dan Kod Kursus : BBI 3420 Critical Reading and Thinking
                        (Pembacaan dan Pernikran Kritikal)

Jam Kredit : 3 (3+0)

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Semester : Pertama 2008/09

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. identify fundamental critical reading and thinking strategies (C2),
2. analyse a variety of selected texts using appropriate critical reading and thinking strategies (C4),
3. demonstrate a high level of competence in raising issues, making decisions and solving problems (P5),
4. work in groups to summarise and resolve issues raised in selected texts and tasks (A5), and
5. make decisions based on credible evidence (CTPS 5).

KANDUNGAN/CONTENT:

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS/ACTIVITIES/REMARKS</th>
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</table>
| 1    | Establishing Reading Purposes: scope of reading: reading processes, type of reading skills and strategies | Overview Refer to notes and Handouts
       |                                             | Chap 1 (Rasool et al)                            |
| 2    | Awareness and use of reading skills and strategies | Refer to notes and handouts Practice activities and guidelines
       |                                             | Chap 1 Continued (Rasool et al)                  |
       |                                             | Chap 2 (Rasool et al)                            |
| 3    | Types of thinking strategies, thinking tools | Lecture notes and handouts
       |                                             | Websites as provided in handouts
<pre><code>   |                                             | Chap 3 (Rasool et al)                            |
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<th>Activity</th>
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<td>4</td>
<td>Application of tools and strategies to critical reading</td>
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<td>5</td>
<td>Critical reading and visualization: Types of visuals and its function in reading and thinking</td>
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<td>Analysing text content and text structure</td>
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<td>Chap 4 &amp; 5 (Rasool et al)</td>
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<td>7</td>
<td>Mid Term Break</td>
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<td>8</td>
<td>Major Assignment to be given out (30%)</td>
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<td>9</td>
<td>Critical reading strategies: Analysis synthesis, evaluation, application, problem solving</td>
<td>Lecture notes</td>
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<td>Chap 4 &amp; 5 (Rasool et al)</td>
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<td>10</td>
<td>Critical reading strategies: Decision making, questioning, reasoning &amp; reflecting critically, annotating, focusing, listing, clustering and summarizing</td>
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<td>Practice activities</td>
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<td>Chap 6, 7 &amp; 8 (Rasool et al)</td>
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<td>11</td>
<td>Introducing elements of Critical Evaluation and discussion of texts content</td>
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<td>Chap 6, 7 &amp; 8 (Rasool et al)</td>
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<td>12</td>
<td>Critical Evaluation and discussion of texts content: summarizing, analyzing, comparing, inferring and evaluating</td>
<td>Lecture notes</td>
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<td>Practice activities</td>
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<td>Chap 8, 9, &amp; 10 (Rasool et al)</td>
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<td></td>
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<td>Submission of major assignment</td>
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<td>13</td>
<td>The thinking, reading and writing connection</td>
<td>Lecture notes</td>
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<td></td>
<td>Chap 8, 9, &amp; 10 (Rasool et al)</td>
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<tr>
<td>14</td>
<td>Discussion and review</td>
<td>Lecture notes</td>
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PENILAIAN/EVALUATION

Mid Term Exam  30%
Assignment  30%
Final examination  40%

NOTE: This course does not have a Mid Term Exam. You will have two in class assignments 15% each; a major assignment 40% and a final 30%. No replacement assignments or exams will be given without a valid reason such as MC, illness or death in a family or other reason deemed valid by the lecturer.

TEXT WAJIB/CLASS TEXT
The text for this course is:


Contact: Mr Cheng of EMO Books 0178798011

Please make sure that you get all lecture notes.

RUJUKAN/REFERENCES


Important Notes/Reminders

• Please ensure that you collect all lecture notes either from PJJ or from me. This is your responsibility.
• Come for all Face to Face lectures
• Plagiarised or copied work will be given a grade of “F”.
• All assignments must be handed in on time.
• Late assignments will be down graded by 10%.
• Due dates for assignments are as noted in the content schedule.
• If you need to contact me please do so via email or on my office extension.
PART 1
CRITICAL READING STRATEGIES

(from Longview Community College, Lee's Summit, Missouri)

These seven critical reading strategies can be learned readily and then applied not only to reading selections in a Literature class, but also to your other college reading. Mastering these strategies will help you handle difficult material with confidence.

- **Annotating:** Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.
  - Most readers annotate in layers, adding further annotations on second and third readings.
  - Annotations can be light or heavy, depending on the reader’s purpose and the difficulty of the material.

- **Previewing:** Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

- **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience.
  - Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place.
  - To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

- **Questioning** to understand and remember: Asking questions about the content. As students, you are accustomed to teachers asking you questions about your reading.
  - Questions are designed to help you understand a reading and respond to it more fully, and often this technique works.
  - When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time.
  - With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section.
  - Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.
• **Reflecting** on challenges to your beliefs and values: Examining your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues.
  o As you read a text for the first time, mark an X in the margin at each point where you fell a personal challenge to your attitudes, beliefs, or status.
  o Make a brief note in the margin about what you feel or about what in the text created the challenge.
  o Now look again at the places you marked in the text where you felt personally challenged.
  o What patterns do you see?

• **Outlining and summarizing**: Identifying the main ideas and restating them in your own words.
  o Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection.
  o Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief.
  o Outlining may be part of the annotating process, or it may be done separately (as it is in this class).
  o The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples.
  o The main ideas form the backbone, the strand that hold the various parts and pieces of the text together.
  o Outlining the main ideas helps you to discover this structure.
  o When you make an outline, don't use the text's exact words.

• **Summarizing** begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in your own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.

• **Evaluating an argument** means testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true.
  o As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated.
  o An argument has two essential parts: a claim and support.
  o The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view - that the writer wants you to accept.
  o The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion.
  o When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing).
  o At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

• **Comparing and contrasting related readings**: Exploring likenesses and differences between texts to understand them better.
ANALYZING TEXT CONTENT AND STRUCTURE

USEFUL STRATEGIES

- Make use of your existing knowledge of the world
- Predict while you read
- Read with a purpose
- Infer word meanings by using context
- Predict text structure and content from genre
- Analyze text structure: comparisons and contrasts, arguments and counter arguments
- Identify narrative point of view
- Predict story direction
- Skim for the main idea of a passage
- Scan for specific information
- Analyze the text structure: find the main parts
- Recognize and analyze tone, style, and atmosphere
- Infer word meaning by using cognates
- Infer word meaning by using prefixes, suffixes, and word families
- Infer word meaning by analyzing compound words
- Look at parts of speech
- Identify words by examining word formation
- Identify the subject of a sentence
- Identify personal and object referents
- Recognize transitional words and phrases
- Recognize story setting

- Make use of visual clues
- Apply textual information to maps and charts
- Relate information from a text to maps or charts
- Recognize and analyze tone, style, and atmosphere
- Recognize chronological organization
- Identify time relationships
- Interpret categorized information
- Recognize argumentative organization
- Recognize descriptive texts
- Recognize the function of a text
- Recognize criticism
- Paraphrase sentences and paragraphs
- Summarize texts
- Distinguish between topic sentences and supporting sentences in a paragraph
- Recognize and follow flashbacks
- Identify the main idea of an article
- Recognize relationships between different elements of a text
- Recognize the author’s perspective
- Recognize the author’s opinion and how it is expressed
- Identify narrative strategies
- Interpret figurative language
- Analyze the text structure: find the main parts
- Recognize and analyze tone, style, and atmosphere
Euthanasia

Medical science is now capable of prolonging the functioning of bodily systems long after the systems would normally have failed. It is not unusual to see patients in institutions living as near-vegetables for months and even years. Such individuals create a definite problem for family members and physicians. Would it not be better to put these patients out of their misery?

On the question of this sort of "mercy killing," or euthanasia, Americans are divided into three groups. One group consists of the people who insist that all possible efforts be made to prolong the life of seriously ill patients. Those who take this stance maintain that any tampering with human life is a form of playing God and that the result is either murder or, if the patient consents, murder combined with suicide.

A majority of Americans, on the other hand, admit to a belief in indirect euthanasia, sometimes referred to as negative euthanasia. In forms of indirect euthanasia, death is not directly caused or induced; rather, it is allowed to take place through the withdrawal of specific treatments. Such indirect euthanasia is not uncommon in medical practice, though it is rarely acknowledged by doctors for fear of legal complications. This position has considerable authoritative backing, including that of the late Pope Pius XII, who declared that no extraordinary means need be taken to prolong human life.

The third—and smallest—group consists of those who believe in direct euthanasia. The number of people who actually practice direct euthanasia is difficult to ascertain. Some physicians admit in private to having done so—either directly, by administering a lethal drug, or indirectly, by allowing the patient, the family, or the support staff to cause the death.

Such life-and-death decisions are far easier to make in the classroom than in the reality of a traumatic situation with a loved one. The primary difficulty does not involve logic so much as the poignancy of the environment in which decisions are made. Decision makers, plagued by long-standing illness, weary and bleary-eyed, emotionally drained, with daily life disrupted for many weeks or months (and perhaps feeling guilty, financially pressured, and involved with unfinished business), do not easily resort to the usual logic. Many a theoretically strong pro-life stance melts into a belief in euthanasia as soon as one is confronted with a loved one who is screaming in agony or lying in a comatose state amid life-sustaining machinery. On the other hand, one who has firmly believed in euthanasia may balk when the patient is one’s own parent or child.
PART 2
Critical Reading and Thinking

(Critical Thinking (CT))

- CT is equally concerned with the analysis of information and the evaluation of sources as potential beliefs, accords, or inferences.
- For example, in the book "To Kill a Mockingbird," Atticus Finch says, "You must never be afraid to be wrong, because fear of being wrong is worse than error."
- How do we know?
- What was the evidence the author used?
- Where are the assumptions about the claim, what evidence is there? Are they relevant or sound?

Skills (evaluation examples) to serve for more than 5 years in any school:
1. What are the arguments for and against?
2. Are there ethical issues involved?
3. If yes, what are they?

These examples illustrate the skill that we think critically:
- Use critical thinking to evaluate an argument or idea as reasonable or reliable.
- Use standards to determine the results of the critical reflection in making decisions.

Seek and gather reliable information to use as evidence or reasons in supporting these judgments.

(Source: Swartz and Perkins, 1991: 37–38)

BLOOM'S CRITICAL THINKING QUESTIONING STRATEGIES

- Bloom's taxonomy of Educational Objectives (1956) provides 6 levels of thinking and questioning. A close study of the 6 levels indicates that the taxonomy is a good guide for developing and constructing "Critical Thinking." Questioning strategies and the fostering effective teaching and learning.

- It is designed to help you understand the cognitive level at which you must be able to process information and what complex thinking skills would be necessary.
- In short, Bloom's taxonomy is a hierarchical system of ordering thinking skills from lower order to higher order, with the higher levels including all of the cognitive skills from the lower levels.
According to Glencoe (2001, 3), "a critical thinker understands the structure of argument, whether that argument is presented by a politician, a spokesperson, a talk show host, a friend, or a child.

In addition, a critical thinker recognizes the issues under discussion and the varying conclusions about the issue. She goes on to add that a critical thinker must also be able to examine the reasons given to support conclusions."

### Levels of Cognitive Demand

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<th>Bloom's Categories</th>
<th>Definition</th>
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<td>Knowledge</td>
<td>The most basic level of cognitive development and focus is identifying facts and recalling information.</td>
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<td>It involves recalling past experiences, reading lists, names, basic principles, formulas, and answers.</td>
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<td>Tasks involve recognizing names and numbers, making comparisons and identifying relationships.</td>
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<td>2</td>
<td>Comprehension</td>
<td>In the stage where you begin the process of organizing, interpreting, summarizing, evaluating, comparing, giving conclusions, and stating main ideas. It focuses on analyzing information and using skills to determine how to use the information you have in your own words or using examples.</td>
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<td>Application</td>
<td>Critical thinking is the use of abstract concepts in concrete situations. It includes the ability to apply a concept or principle to a problem, to answer a question, or to solve a problem. It requires evaluation of ideas and arguments.</td>
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Bloom's taxonomy is a useful guide for practice in thinking about how to begin developing questioning for effective learning.

For a word of caution, it should not be the only guide for developing critical thinking skills as cultivating critical thinking requires a combination of a multitude of other types of tools or strategies. Bloom's taxonomy is useful at a lower level of thinking.

You will need to also learn to use other strategies as well.
Critical Reading: The What, the Why, and the How

Critical reading is a skill that requires knowledge and control of the language as well as the ability to think and comprehend. People often think they know how to read well yet when faced with various types of reading, the complexity they fall short of comprehending these texts.

This indicates that they are ineffective readers and may perhaps be passive readers. Reading critically involves being able to read between and beyond the lines and making value judgments about what the author is saying, at the same time asking effective questioning techniques and target making devices.

What kind of information are I seeking from you?

How do you prepare or determine your questions based on what you read?

What does a good reader do when a critical reading?

In other words, do you read, find, reflect, question, internalize the text? Do you use an in-depth approach to reading? Or do you just read the text straight through? Then, using the "on the surface" reading strategy.

Definitions

Critical reading involves accepting key information and ideas within a text, discovering and analyzing how they, and others, give meaning, which other topics blending and enhancing information and learning to think ahead and think about possible ideas that the text presents or stimulates.

In short, critical reading involves:

1. Careful analysis, reflection, analysis, and synthesis, or interpreting, evaluating, information and feedback.
2. For example, identifying, analyzing, evaluating, and interpreting information.

What is critical reading?

Critical reading is the ability to read between the lines, interpret and analyze the information presented in the text, and draw conclusions about the information. It involves asking critical questions, identifying key ideas and themes, and evaluating the evidence presented.

How do you prepare for critical reading?

There are several strategies you can use to prepare for critical reading:

1. Preview the text: Read the title, headings, and subheadings to get an overview of the text.
2. Read the introduction: Read the introduction to understand the purpose and main ideas of the text.
3. Read the conclusion: Read the conclusion to understand the summary of the main ideas and conclusions of the text.
4. Take notes: Take notes while reading to help you remember the key points and ideas.
5. Ask questions: Ask yourself questions about the text and the information presented.

What are some common mistakes to avoid when reading critically?

1. Relying too much on surface-level reading: Avoid relying on surface-level reading, as it may not provide a comprehensive understanding of the text.
2. Missing important details: Pay attention to details that are important to the overall meaning of the text.
3. Not taking notes: Taking notes while reading can help you remember the key points and ideas.
4. Avoiding critical thinking: Critical thinking involves evaluating the information presented, questioning assumptions, and drawing conclusions based on the evidence provided.

What are some tips for improving critical reading skills?

1. Practice active reading: Read actively by asking questions, taking notes, and summarizing the text.
2. Develop a critical mindset: Approach the text with a critical mindset, questioning assumptions and challenging ideas.
3. Engage in discussions: Engage in discussions and debates with others to clarify your understanding and challenge your own assumptions.
4. Seek out diverse perspectives: Read works from different authors and perspectives to broaden your understanding of the topic.
DEVELOPING CRITICAL READING SKILLS

This is a guide for developing skills at reading between and beyond the lines. The key approach is reading:

- Understand what you read
- Visualize with the text response
- Relate new information to prior knowledge through association
- Identify and relate concepts to real-life situations and to the context of the text
- Search for main ideas and supporting details
- Reflect through effective questioning strategies
- Make connections and make informed decisions based on evidence
- Reason logically
- Explain the logic of the argument
- Develop logical conclusions
- Make a need to rethinking conclusions

APPROACHES TO CRITICAL READING

I will be exploring 4 approaches/techniques. They are as follows:

- Approach 1: Assessing situation content through questioning
- Approach 2: Recognizing structure of the text (paragraph development
- Approach 3: Locating evidence of Questioning
- Approach 4: Conflict Resolution (The Clues - optional, Andy Elmore, process)

Activity:

PARENTS ARE GIVING THEIR CHILDREN HUGE ALLOWANCES TO DESTROY THEM.

Let us analyze the underlying premise of this statement.
QUOTE:

"THINKING IS THE ULTIMATE HUMAN RESOURCE"

AND YET MOST PEOPLE, CONVINCED THEY
ARE COMPETENT AT THINKING (LIKE HUMOUR AND SEX),
MAKE NO EFFORTS TO IMPROVE.

(De Bono, 1985)

Gardner (1999:24) argues that "questions are more
important than answers; knowledge; and more
important, understanding should evolve from the
constant probing of such questions."
READING FUNDAMENTALS

ACT - Active Critical Thinking
Skill 1 - Understanding the Subject, the Main Ideas & Supporting Ideas
Skill 2 - Understanding Point of View, Argument and Supporting Details

ACT - Active Critical Thinking
(6 step system for reading, thinking & studying)

Step 1 - Pre-read - overview of all major ideas in reading
- activate your background knowledge

Step 2 - Read - able to read actively, interact with the material with increased comprehension

Step 3 - Analyze What You Read - recognizing the author's point of view, arguments and supporting details
- provides a basis for making your own judgments

Step 4 - Retrieve What's Important - decide what you need to remember
- learn techniques to aid your memory

Skill 1 - Understanding the Subject, the Main Ideas & Supporting Details
Identifying the Subject
Paragraph 1
Many and honest in our culture speak different body languages. Men use power cues, such as expanded body posture and assumed facial expressions to gain control, authority, and status. Women, on the other hand, use subtle display, facial gestures and hand gestures, to create an overall impression of attractiveness, submission, low status and passivity.
The subject is ...?
- body language in men & women
- men & women
- power & submission
Paragraph 2
The main idea is that rising prices often result in lower real incomes for buyers who can't buy as much with their dollars. But from a seller's viewpoint, rising prices for their products and services mean higher profits. (Of course, the seller would probably be happy to pay higher prices for the resources they use.) Thus, the central problem with inflation is to identify who wins and who loses.

Understanding the Main Idea
The main idea is the main point the author is making about the subject; the idea the writer intends to prove.

Paragraph 1
Males and females in our culture speak different body language. Males use power cues, such as expanded body postures and various facial expressions to create an overall impression of power, dominance, high status and activity. Females, on the other hand, use affective displays, such as smiles and head nods, to create an overall impression of submissiveness, submission, low status and passivity.

Finding the Supporting Details
The third part of each paragraph is support for the main idea. In paragraph 1 the author gives examples of expressions & postures used by males & females to create different overall expressions.

The paragraph can be outlined as follows:

1. (Main idea) Males & females in our culture speak different body language.
   A. (Supporting examples) Males use power cues, such as expanded body postures and various facial expressions to create an overall impression of power, dominance, high status and activity.
   B. (Supporting examples) Females use affective displays, such as smiles and head nods, to create an overall impression of submissiveness, submission, low status and passivity.
The tricky aspect of inflation is that rising prices often result in lower real income for buyers who can't keep up with their spending. But from a seller's perspective, this means that inflation increases the price of goods and services relative to their production costs and, consequently, raises prices for the consumers they wish to sell to. Thus, the central problem with inflation is to identify who wins and who loses.

1. **Main idea?**
   A. Supporting reason
   B. Supporting Reason

---

**IMPLIED MAIN IDEA**

- Sometimes the main idea is implied rather than stated. You have to infer what the author is saying by reading between the lines.

- Study the following paragraph and identify the implied main idea.

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**Paragraph 3**

To get a clearer idea of what happens, imagine a woman with a family of three young children receiving Aid for Families with Dependent Children (AFDC). The father has disappeared. The mother receives assistance in the form of cash, food stamps, and medical care. If the woman finds a job, for every $100 she earns, she will have to pay $7 in Social Security taxes. Typically she will lose about $53 in AFDC benefits and $25 worth of food stamps. Taxes (assuming no income tax) and lost benefits total $57; for every $100 she earns, she increases her net income by only $33. The marginal tax rate on work is thus 97 percent, a much higher rate than the maximum tax rate paid on earned income. (The maximum federal income tax rate on individuals, excluding Social Security taxes, is 28 percent)

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**Which is the implied main idea?**

- Welfare mothers don't want to work.
- Welfare mothers don't get much for their work.
- Welfare mothers should work.
- Welfare mothers should get a lower income tax rate.
Outlining the Main Idea and Supporting Details

- Outlining gives you a way to visualise the relationship between the main idea and the supporting details and therefore helps you to understand what you have read.
- Outline para 3. Note that there are two levels of supporting details: major and minor (the minor details support the major ones).

Para 3 should be outlined as follows:

1. Welfare mothers don’t get much for their work.

   A. For every $100 they earn, they keep only $33.
      1. They pay $7 in Social Security taxes.
      2. They lose $53 in AFDC benefits.
      3. They lose $25 in food stamps.
      B. Their marginal tax rate is 87%.
PART 3
Primary Elements of Critical Reading

- Analyzing reading requires careful attention to many elements: the writer's ideas, both main and supporting; the structure; the choice of words and their connotations, etc.
- A good reader must develop a critical sense—some of judging an article's worth—in accuracy, fairness, relevance, and significance.
- The primary skills are:
  - Recognizing a responsible author
  - Developing a careful viewpoint
  - Identifying arguments
  - Detecting violated assumptions in arguments
  - Evaluating the rational basis of evidence supporting arguments
  - Distinguishing between types of reasoning

Critical Reading Defined

- The term critical reading does not mean "critical" in the sense of tearing down or finding fault.
- It means evaluating carefully, making sound judgments, and applying our reasoning powers.
- This requires keeping an open mind, not accepting unquestioningly what you read just because it is in print—but also not rejecting ideas simply because they are different from your beliefs.

The structure of Arguments

- Can distinguish between 2 types of arguments:
  - Deductive: when the writer begins with a proposition and musters evidence in support and
  - Inductive: when the writer derives the argument from the evidence.

Conventional arguments includes the following elements:

- Argument (often called the Thesis or Proposition)
- Evidence
- Evidence (and so forth)
- Refutation (often called the concession)
- Conclusion

What criteria can we use to determine whether an argument or piece of writing is good or bad?

- Whether the argument is sound or unsound?
- The main idea or thesis in persuasive or argumentative writing (usually called the argument or sometimes the proposition) should be clearly stated.
- The writer should define key words, especially abstract words open to subjective interpretation or used in a personal way (like honor, responsibility, evil)

- The language should be clear and unambiguous; words should be used consistently to mean the same thing.
- The evidence in support of the argument should be logically arranged, and it should be relevant to the main idea.
- The evidence should appeal to our intelligence and to our reason, not solely to our emotions.
- There should be sufficient evidence to support the point.
• Another important element of an argument is the rebuttal, or a short editorial usually just a paragraph or two in which the writer refutes the opposition, proving why his or her argument is valid and the other is invalid. The writer should use counter arguments and deals with them.

• With any issue, no single position is either all right or all wrong, and the writer who ignores or disregards the other side's opposing arguments runs the risk of having the reader think that he or she is not understanding enough. Yes, but what about...

• A refutation can take several forms:
  - The writer might concede that the opposition’s argument has merit. If truth be told, his or her own position is valid or more significant in the long run.
  - He/she might prove the opposing side in error by offering statistics disproving its claims.
  - He/she can dispel myths associated with the opposing side and so forth.

• In order to be able to see through arguments and to deal with arguments well one needs to develop a world view.

Skill 2 – Understanding Point of View, the Argument & Supporting Details:

- Point of view (POV) or stance is the way you see and write about it.
- 1. Your stance can be subjective or objective.
- 2. When you are writing a subjective stance, it is more personal.
- 3. When you are writing an objective stance, it is more analytical.
- 4. Be clear about your personal stance, which can be supported by evidence.

Read the following article and see if you can tell the point of view, the evidence used, and the support for the argument. Identify the type of support: testimony, example, sources, or facts.

Sports can be good for people depending on how it is handled. For example, adenosine triphosphate (ATP) helps to break down carbohydrates into energy. ATP is formed from ADP and substrates. From this energy source, ATP can provide a good support.

POV:
- Argument 1:
  - Argument 2:
  - Argument 3:
  - Support:
  - Type of support:
CRITICAL READING

Reading between lines is making value judgments about what the author is saying.

CRITICAL THINKING USING ACT

CT involves:
- identifying the author's POV
- proposing the underlying arguments or main ideas
- identifying the supporting details
- evaluating the supporting details

ACT provides a system you can use to accomplish these steps.

- Preview
- Read
- Analyze what you read
- Act on what is important
- Make use of what you read
- Evaluate your own CT skills
WHAT IS CRITICAL READING?
Facts vs Interpretation
- To a non-critical reader, certain facts. Readers gain knowledge by reasserting the statements within a text.
- To the critical reader, one piece of text presents one interpretation of the facts, not the intended "whole" for the intended writer. Critical readers then reorganize and re-argue what a text says, and also show that text portrays the intended "whole," not a critical reader's ways to pieces and re-argue in the unique creation of a unique audience.
- A non-critical reader might read a literary text, ICIC the facts of the text, or a critical reader might use a unique interpretation of theme analysis. A critical reader might read the text as representation: how a particular perspective on the events and a particular selection of facts can lead to particular understandings.

GOALS OF CRITICAL READING
- Textbooks on critical reading cover the following:
  a) to recognize the author's purpose
  b) to provide evidence and perspectives about one's perspective
  c) to recognize bias
- Critical readers see the world differently than the author's, not the intended "whole.
  a) recognition of purpose and perspective (who is the intended writer in the text)
  b) recognition of purpose and perspective (what are the intended meanings of the language)
  c) recognizing bias (who is the intended reader)
- Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence within the text.

WHAT A TEXT SAYS, DOES, AND MEANS:
REACHING FOR AN INTERPRETATION
- Non-critical reading is satisfied with recognizing what a text says and reorganizing the text's results.
- Critical reading goes one step further. Having recognized what a text says, it reflects on what the text means by making such remarks. In different remarks, what one reads is simply a point.
- Finally, critical readers find what the text means, in a whole, reason based on the whole analysis.
  a) What is a text about: a) content
  b) What is the point: description
  c) What is a text means: interpretation
Socratic Questioning

- Socratic questioning is a strong method for exploring ideas or statement in greater depth.
- It is a simple form of questioning which helps to develop a sense of direction in the way one thinks critically.
- Socratic questioning fosters critical thinking, evaluation and knowledge application in learners.

Socratic Questioning

- Remember, thinking is driven by questions and not driven by answers.
- Good questions need to be generated and must be taken seriously in order to ensure the process of effective critical thinking.
- Good questioning techniques should ensure that answers should lead to the generation of other or future questions.

• Thus, you as a learner must learn to generate thought stimulating types of questions because when you ask the right questions, you will succeed as thinkers, for questions (not dead-end questions, though) are the force that powers thinking.

• What are the steps in Socratic questioning?
• What are the elements involved in the reasoning process?

The answers are in the tables below.

Socratic questioning as elaborated from Paul, A. J. V. (1986) with permission and the following help.

Peat's (1982) eight elements of building blocks which are in my model for developing critical thinking skills.

The eight elements are:

- The purpose of the thinking (the goal, objectives)
- Reasoning and evidence (e.g. examples, observations, principles, literature)
- Solutions (including the new, the obvious)
- Points of view (e.g. their reference, perspectives, possibilities, conclusions, implications, assumptions)
- Arguments, evaluation, conclusions, solutions.

The answers are in the tables below.
Socratic Questioning Guidelines/Suggestions Tables:

<table>
<thead>
<tr>
<th>Critical Questions</th>
<th>Questions that Prove Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is wrong with...</td>
<td>Is it always true? Why do you think so?</td>
</tr>
<tr>
<td>What is your Point?</td>
<td>Why do you think so?</td>
</tr>
<tr>
<td>Can you give me an example?</td>
<td>How is that an example?</td>
</tr>
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<td>Can you explain the opposite?</td>
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</tr>
</tbody>
</table>
Socratic Questioning Guidelines/Suggestions Tables:

Questions that Probe Emotions and Evidence
- Could you explain your reasons for this?
- Are these reasons adequate?
- Can you explain how you logically got from ... to ...
- Can you see the difficulty with that argument?
- Why did you say that?
- How does that apply to this case?

Questions about Viewpoints or Perspectives
- Can you or anyone else see this another way?
- What would someone who disagreed say?
- What is different in their viewpoint?
- How are all your responses similar or different?

Socratic Questioning Guidelines/Suggestions Tables:

Questions that Probe Implications and Consequences
- What are you implying by that?
- What is the idea behind this?
- What is the underlying assumption?
- What is the probability of this event?
- What is the significance of that?
- If that is the case, then what else would be true?

Questions about the Questions
- Is the idea the same here?
- Where did you get this idea?
- What evidence do you think this is?
- Can you explain this another way?
- How does that help in the argument?
- Does anyone else have a question to ask?
2. Questions that probe reasons and evidence:
   - Why do you think that ...?
   - How do we know that ...?
   - What are your reasons ...?
   - Do you have evidence ...?
   - Can you give me an example or counterexample ...?

Even though it was his first court appearance and he was scared to death, he claimed that the state had a constitutional responsibility to provide shelter to anyone who requested it. The judge agreed and New York began to turnosomes and other public buildings into shelters with beds, showers, and simple meals. Requests from other states led Hayon to quit his job with a top corporate law firm and to form the National Coalition to persuade municipal officials and private organizations to pool these resources to help homeless.

3. Mitch Snyder also left his well-paying job to take up the cause of the homeless. As passionate and analytic as Hayon was studious and methodical, Snyder typified the label of “activist” by being bothersome to many, particularly the Reagan administration. Losing thirty pounds during a fifty-one-day hunger strike, Snyder prodded President Reagan in 1984 to agree to fund an emergency shelter in Washington, D.C. But one accomplishment simply led to another goal in Snyder’s ongoing battle to “kick in doors where necessary” to help the homeless. Although a laudatory movie about him starring Martin Sheen made him famous, he continued to live in a shelter, and persistently challenged reluctant authorities to act on his recommendations. He persuaded members of Congress to

Homeless Advocates

1. Robert Hayes and Mitch Snyder, although differing in many respects, were both catalysts for change during the early years of homelessness in the early 1980s. Both helped to awaken Americans to the appalling conditions of homelessness and convinced them that something could be done.

2. Robert Hayes saw firsthand the plight of New York City’s homeless and decided to do something about it. In 1979, the recent law school graduate sued the city and the state seeking adequate shelter for his six clients, including one whose residence was a cardboard box on Park Avenue.

3. Mitch Snyder also left a well-paying job to take up the cause of the homeless. As passionate and analytic as Hayes was studious and methodical, Snyder typified the label of “activist” by being bothersome to many, particularly the Reagan administration. Losing thirty pounds during a fifty-one-day hunger strike, Snyder prodded President Reagan in 1984 to agree to fund an emergency shelter in Washington, D.C. But one accomplishment simply led to another goal in Snyder’s ongoing battle to “kick in doors where necessary” to help the homeless. Although a laudatory movie about him starring Martin Sheen made him famous, he continued to live in a shelter, and persistently challenged reluctant authorities to act on his recommendations. He persuaded members of Congress to
hold hearings at his Community for Creative Non-Violence shelter, and was instrumental in the creation of the McKinney Homeless Assistance Act of 1988.

Richard Sweezy. One of Place, Homeless in America, pp 98-100.

The heading of the textbook passage lets you know that the subject matter deals with “homeless advocates Robert Hayes and Mitch Snyder.” The two sentences in the first paragraph, which express the main idea of the entire selection, provide the central message: “Robert Hayes and Mitch Snyder, although differing in many respects, were both catalysts for change during the early days of homelessness and convinced them that something could be done.”

The first sentences of the remaining two paragraphs are main ideas that support the central message:

Paragraph 1: “Robert Hayes saw firsthand the plight of New York City’s homeless and decided to do something about it.”

Paragraph 2: “Mitch Snyder also left a well-paying job to take up the cause of the homeless.”

The rest of the selection, which consists of details organized by the comparison and contrast pattern of organization, also lends support to the central message.
8 Elements of Reasoning

1. Purpose, goal, end in view
2. Question at issue
3. Ideas or concept
4. Assumptions
5. Information, data and facts
6. Inferences and interpretations
7. Conclusions
8. Consequences and implications

Elder and Paul'95

Intellectual universal standards
* Elements to evaluate own thinking:

1. Clarify
2. Accuracy
3. Precision
4. Relevance
5. Depth
6. Breath
7. Logic
READING PURPOSE

PURPOSE

• Usually the main purpose behind your reading is to make connections between what you already know and what you need to know.
• Knowing why you are reading will greatly increase your chances of understanding the material.
• There are many reasons why you might be reading some particular text:
  • pleasure and enjoyment
  • practical application
  • to get an overview
  • to locate specific information
  • to identify the central idea of theme
  • to develop a detailed and critical understanding

Pleasure and enjoyment

• This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself.
• Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading you need to do for your subjects at university.

Practical application

• Here the purpose is to gain information that you can apply or use in a practical situation.
• Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that you would consult with the purpose of gaining specific information

To get an overview

• The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author.
• This is likely to be the main purpose behind your reading when you:
  • are given an extensive reading list for an assignment
  • are doing initial library research for an essay, tutorial, research report or similar assignments
  • need to decide which texts are most relevant or useful for your assignment
To locate specific information

Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for:

- a specific quotation
- evidence to support a particular argument
- details about a specific person or event
- a map
- a diagram
- a statistic or table of statistics

To find this sort of information might mean that you have to consult several books or sources. In these circumstances you will be reading with the aim of zeroing in on the information you are looking for.

To identify the central idea of theme

The purpose here is to extract the essence of what the written material is trying to convey. For example, you might want to identify the major finding in an experimental article in a journal, or the core issue of a discussion paper.

To develop a detailed and critical understanding

On many occasions, you will need to master fully the material in a book, journal article or manual so that you can evaluate its arguments, perspective, and/or evidence. This will require you to:

- read the material thoroughly
- make effective and relevant notes
- keep an open mind by being aware of your own ideas and opinions regarding the issues involved
Strategic Thinking and Reading

M: Materials
- The expression "it takes two to tango" in much the critical thinking which a dance depends on two participants. One person concepts, and the other person is information, consists of details; that change from issue to issue. Without information, concepts rely on ideas, they have no meaning. Information, then, interacts with concepts to make your thinking in accurate and beautiful range.
- When two partners perform together consistently, discerning what's true and what's following is often difficult. This same difficulty holds true with the interdependent thinking partners of concepts and information. Knowing the difference between them in practice is another.

I: Inquiry
- A popular supermarket tabloid uses the slogan "inquiring minds want to know." Why? The writers know that people want the scoop on a story; what happened and why.
- Tabloid headlines often arouse your curiosity about the people or events in the story. These assumptions affect your points of view and play a role in your setting a purpose for reading.
- The questions at issue you ask about the tabloid's article result in your achieving purpose. These same factors come into play when you read a textbook or think about subject matter. Understanding the role in your thinking process makes you a more critical thinker.

Critical thinking is the ability to discipline and control thinking so that you can process information more easily.
- MIND is an acronym that stands for the components of the critical thinking process: M (Material), I (Inquiry), N (Intrusion), D (Decision)

For example, what concepts do you associate with the word college? To identify them, you first ask yourself, "What aspects of college remain the same, no matter what schools I consider?" The answer probably includes students, faculty, residence halls, classrooms, books, notebooks, tests, fees, and so forth.
- These are the concepts of college. The details that describe a particular college (e.g., Professor Gates, Ingram Hall, Introduction to Spanish, $3,095 per semester). If you transferred to another school, the information would change, the concepts themselves would remain the same.
- Identifying concepts and information is essential to the thinking process. To paraphrase Lord Byron, "On with the dance, let your concepts and information be confounded!"

Assumptions and Points of View
- Mary Storm of Brooklyn, New York, wrote a humorous story called "A Dog Named Sue," which ran in the New York Times on August 72. 0206. The story tells how a man's dog named Sue is a success story in England.
- For example, when the man wanted to get rid of the dog, he said, "I want a license for Sue." The man implied that Sue was the same thing.
- He told the clerk that he had Sue since he was six years old, and the clerk said, "You must have been quite a kid!"
- When he took the dog to his homes, he told the manager that Sue kept him awake at night, and the manager said the dog was a problem.
- After a number of similar experiences, the writer realized that Sue ran away from home one evening, and he spent several hours looking for him. When he came back, he was happy to find Sue. The story concluded his story by saying that his next case was coming up next Friday.

1
The problem of the preceding story depends on both assumptions and points of view embedded in the concept of sex. Assumptions are the beliefs and expectations you take for granted about situations, people, places, and so forth. They come from actual or vicarious background experiences (e.g., from books), identifying your assumptions helps you analyze your interpretation of a situation.

Your point of view or your perspective is the position from which you view or evaluate things. Just as an astronaut's view of Earth from a space shuttle differs from your view of Earth from your window, your particular perspective affects how you see things.

**Purpose and Question**

**To help you understand the definitions of the terms, consider the following example:** While reading the newspaper, you saw the sports page and began to read an article about your favorite professional basketball team. Your purpose is to know what happened at the game. The primary question is, "What did they win?" Your next question, more specific, might be, "What did the player win?" Your recognition of this question is the primary question you should answer. "What is the winning basket?" Two people can have the same purpose but a slightly different question at issue.

To think or talk critically, you need a reason. What you want to know about the topic, or what you need to know to satisfy your goal of understanding, is the question you use to study a question you want to answer.

**N: Introspection**

**The word introspection comes from the Latin word introspeccionem, meaning to look inward.** To think critically, introspection means using what you already know to think about and process new materials under consideration. This combination of old and new knowledge results in inferences and interpretations.

The process of inferring involves using information of consciousness to make predictions about the present or future results on the basis of previous results or events. Given a situation's or event's details, the process of inferring often poses problems because people who get different information about a topic do not necessarily view or interpret the information in the same way. As a result, people can make completely different predictions using the same information. You form guesses and inferences based on interpreting the information at hand in light of your background knowledge, assumptions, and point of view.
D: Decision

You gathered the information you needed. You identified your purpose and question. You asked for information and references. Here's an example to make a decision. In the words of the American proverb, it's come to fish or cut bait.

Once all critical thinking is done for a purpose, it must come to an end as a decision concerning the solution or solution to the question at issue. In a way, the decision often brings you full circle in your thinking. You may reach some conclusion about the question at issue, but that decision might be to examine another question or gather more information before reaching a question. Decisions do not have to require action. A student might stay in the same place and still reach a conclusion on the perfect major. Instead, that student might eliminate certain majors and begin the thinking process again as new courses and information become available.

In some ways, three people began with the same purpose and question and use the same information, but their individual decisions differ. Perhaps you read the salesperson a sales sheet or talk about the first proposed decision to a person in the same situation. In the same information about the facts; perhaps people come to separate and different conclusions.

Decision-making, implications, and consequences follow. Conclusions and implications that are analogous to events and efforts. They form the basis for decisions. A decision and its implications are often a series of possible outcomes (implications) and specific situations (consequences). For example, the implications of living in an apartment rather than in a house or in a residence hall might include the need for transportation to and from your institution, as well as the cost of utilities, monthly bills, and food for yourself.

Problems occur when conclusions are reached with little or no consideration of logical implications and consequences. Perhaps you rent an apartment within walking distance from the campus because you don't own a car. You expect to get a job to buy the transportation to and from campus. After you move into your apartment, you discover that your job has no transit system. The consequence of your action is that you are left depending on an ordinary or transportation to and from a supermarket and other stores. This results in conclusions or solving a problem requires careful consideration. You must consider the possible outcome of each alternative before making a final decision.

Fortunately, the outcomes of most decision can be rethought. Even decisions that appear irreversible can be altered.

The Concept of Concepts

You might think of concepts as interconnected and organized systems of information. For example, each concept organizes typical information and examples that relate to it (e.g., dogs have four legs, dogs bark, a baboon is a dog). It also contains specific, unusual examples (e.g., a baboon is a breed of dog that yelps but cannot bark).
A concept includes functions (Some dogs are pets. Some dogs bark.) and integrates these functions to create rules for future use (Use case when approaching a dog: see if it is friendly or if it barks.)

According to British author Edward de Bono, a memory is what remains when something happens and does not completely disappear. You may have specific memories, such as the taste of your first sandwich or the way your teacher's hair smelled. Or you may have a whole movie, your address, and what your family looks like.

You also retain experiences generally rather than exactly. Similar or repetitive information is forgotten. For example, what you see a new dog on the street, you do not see that same dog again. In memory, unless the dog becomes a symbol (if it is a dog, you store it for future use), you organize the memory as part of your overall concept of a dog (e.g., it has fur, legs, they bark, they are pets).

Concepts provide ways to process and think about new information. For example, repeated and organized experiences contribute to our ability to make decisions. In addition, concepts from models of past experience which help you make predictions or inferences, about current situations.

Universal Concept versus Personal Concepts

Although concept formation is a personal and individualized process, some concepts (e.g., dog) lack universal acceptance. For example, although a dog might be considered a symbol in one culture, it might be different in another. However, concepts such as dog, cat, and person are generally accepted as symbols in most cultures. Using these universal concepts facilitates communication and understanding. Without them you may think you understand something when you don't.

Concept Development

Your ability to create concepts begins at birth, even before you understand the meanings of words. You understand the meanings of concepts, such as, 'hot', 'cold', 'hungry', 'uncomfortable', 'love', 'soft.' As you grow, you learn words and images for the concepts. Unconsciously, but essentially, you refine and add to your understanding of these concepts (for example, hot, not differs from hot awake).

You continue to develop your understanding of the world as you gather and use information. For example, you have developed systems of organization such as principles that may make the concepts organized. They may be communicated in the form of stories or proverbs. The language and culture in which language, which forms from memories of actual or vicarious experiences.
The Purpose Of Newspeak

- The purpose of newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the régime of Ingsoc (English Socialism), but to make all other modes of thought impossible.
- It was intended that when newspeak had been adopted once and for all and Olugbepi forgotten, a pronoun such as 'he' or 'she' would generally be inadmissible, at least so far as thought was dependent on words.
- Its vocabulary was an artificial one, to give exact and often very subtle expression to every meaning that a Party member could properly wish to express, while excluding all other meanings and also the possibility of arriving at them by indirect means.

Information Source of Concepts

- According to the Oxford Companion to the English Language (Oxford 1992), information is a commodity that can be shared or retained, pur or altered, bought, sold, or given away, or obtained from a source or source of future use. Information comes from reading, seeing and listening, as well as experiencing life. Thus, information is a way of thinking in a variety of ways. The source of the concepts you develop.
- How can you best use information? As Samuel Johnson said in 1773, "Knowledge is not of two kinds. We know a subject ourselves or we know we can find information on it.

Context

- Ideally, precise understanding of universal concepts precedes a clear understanding of all and universals. Universalism.
- Many words differ in meaning depending on the situation. Or context, in which you find them. The context you take and the experiences you have inform contexts for words you encounter. Each different subject, job, location, or activity involves a different set of words that apply to them.
- Each set contains three kinds of words. General vocabulary words, such as words with a dictionary definition, apply to a variety of contexts and have consistent meanings in all of them.
- Technical vocabulary words, such as electron, amino acid, and protein synthesis, contain terms specific to a particular subject. Specialized vocabulary words, such as in set, discipline, and field, are general vocabulary words that also have specific meanings in subject areas.
Critical Reading and Thinking: Learning to do a Critical Analysis of a Text

Issue

- Must determine 1st what is at issue or what the issue is.
- There could be more than one issue.
- Look out for main (major) issues i.e. The primary issue but look out also for secondary issue(s). That is those that are highlighted.

How to determine what is at issue?

- First identify the topic of the message by answering the question “What is this about?”
- As we have discussed in class, the topic can usually be stated in one word or a phrase and often you would have noticed it is the title or part of the title.
- It is the subject matter of most, if not all, of the sentences in a given text, and most of the time it is indeed the issue, that is only in a very general sense.

Euthanasia

- Topic is “Euthanasia” or “Mercy killing.”
  - It is easy to identify because of the title and the fact that the entire article deals with the subject.
  - Notice how the surrounding words define the terms for you.
  - Context helps you to uncover meanings of words.
- After determining the topic, you should identify the central message of the text by answering the question “What is the central message that the writer is communicating about the topic.”

Central Message

- The central message represents the specific aspect of the topic that the writer wishes to discuss.
- Often it can be found in one or more sentences in the text.
- If it is not explicitly stated, it can be determined by a careful reading of the sentences in the passage, many of which generally provide direct support for the central message.

- In the text on "Euthanasia" the central message is provided in the sentences - "On the question of this sort of "mercy killing".

Or euthanasia, Americans are divided into three groups.

- The central message always tips you off the major issue discussed in the passage. Hence based on the information from the central message, the most accurate statement of the issue is?

- "Americans have three different viewpoints regarding euthanasia." – to allow or not to allow mercy killing.

- If you study the text carefully-this text has no secondary issue(s).

- You should keep in mind that the central message often reveals the writers point of view, which will help you identify at least one opposing viewpoint and perhaps the reasons for it.

**Distinguishing Opposing Viewpoints.**

- In order to state the differences among the opposing viewpoints you will need to ensure that you have identified the correct central message and issue:

- So, to identify the opposing viewpoints and to state the differences you’ll have to learn to identify viewpoints and to provide the rationale, or specific reasons, that support each of them.

- For instance, if the issue has to do with whether capital punishment deters or prevents murder, you would provide the reasons offered in support of the viewpoint that says no.

- However, sometimes a complete explanation for each of the opposing viewpoints is not provided. In those instances, you may have to use your knowledge or perhaps do some research to help you / use your general knowledge/ experiences etc., to help you come up with the missing information.

- As a critical thinker, you should be aware of not only the writer’s bias but your own feelings toward the issues and the various viewpoints that you will be dealing with as you deal with more articles.

- You need to consider carefully all opposing viewpoints and the reasons behind them no matter what your personal feelings are.

- You must be thorough and objective in presenting the viewpoints you do not support.

- How, then, do you determine the opposing viewpoints and the reasons for them?
• By focusing on the information that lends direct support to the central message.

• As you recall the central message of the text we are presently analyzing is "On the question of this sort of 'mercy killing,' or euthanasia, Americans are divided into 2 groups.

  • The text then proceeds to define and explain the 3 viewpoints, including some of the rationale for each. Did you notice how some of the details are organized in a simple-listing-of-facts pattern of organization?

  • The 1st viewpoint is held by individuals who oppose euthanasia. Americans who support it 'insist that all possible efforts be made to prolong the life of seriously ill patients.'

    - Their rationale is 'that any tampering with human life is a form of playing God and that the result is either murder or, if the patient concurs, murder combined with suicide.'

    - We can use our knowledge of this issue to add here that miracles do occur, particularly with modern medicine, and therefore patients should be given every opportunity to survive.

  • The 2nd viewpoint is favoured by people who believe in indirect or negative euthanasia, in which 'death is not directly caused or induced; rather, it is allowed to take place through the withdrawal of specific treatments.'

    - This point of view, according to the text, has 'considerable authoritative backing, including that of the late Pope Pius XII.'

    - Apparently this 'backing' is an important reason for the Americans who favour this particular position.

    - If we have some background knowledge of this issue, we might add here that this viewpoint has the general support of the medical community and the courts, which is not the case with regard to direct euthanasia.

  • The 3rd viewpoint is supported by people who believe in direct euthanasia, which involve a doctor's 'administering a lethal drug' or 'allowing the patient, the family, or the support staff to cause death.'

    - Although the text gives no specific rationale for those who support euthanasia, it does provide some additional reasons for the people who favour both kinds of euthanasia: guilt, disruption of daily life, or the emotional, physical, and financial burden that go along with prolonged illness of a loved one.

    - Thus we could guess that a possible rationale on the part of those favouring direct euthanasia would involve a quicker end to a terrible situation.

• You would now have come to realize that in order to identify the opposing viewpoints you would need to be able to identify the central message correctly.
Expressing a Personal Viewpoint

- After determining what is at issue and distinguishing opposing viewpoint, you can then express your personal viewpoint regarding the issue.

- Undoubtedly, you have your own opinions regarding many of the contemporary issues of the day.

- It is important as a critical thinker that you be aware of your initial opinions and not permit them to interfere with careful consideration of all viewpoints.

- You have to consistently keep an open mind when distinguishing among viewpoints, give careful thought to each of them, and at least consider the possibility that you might change your initial feelings after reading and thinking about the rationale for all viewpoints.

- Having done that, you are in a better position to express your personal viewpoint even if it has not changed, because you have opened yourself up to other possibilities.

- When discussing your viewpoint, be sure to provide the reasons why you favour it over the others.

- For example, suppose that you support indirect euthanasia because you do not believe that extraordinary measures, such as a feeding tube, or a ventilator, should be taken to keep a person alive.

- Furthermore, in answer to those who do not favour any form of euthanasia, you believe that by using extraordinary measures, they are indeed playing God by preventing nature from taking its course.

- In addition, by doing so, they are perhaps prolonging a hopeless situation indefinitely, thereby placing loved ones under a tremendous physical, emotional, and financial burden.

- To those who support direct euthanasia, you respond that you do not favour that course of action because you believe it is playing God by deliberately bringing about certain death, to say nothing of the fact that it is both illegal and morally wrong.

- Thus you have given your personal viewpoint regarding euthanasia and the reasons why you support it over the other. Some of these reasons were mentioned in the text and some of the others were not.

- It is always permissible to use your knowledge of an issue to supply additional rationale for your viewpoint.

Now you can move on to do the rest of the analysis based on the questions given, as you have already been able to respond to the most important questions.
PART 5
## ELEMENTS OF CRITICAL EVALUATION

### Questions that Probe Reasons and Evidence

<table>
<thead>
<tr>
<th>Questions of Clarification</th>
<th>Questions that Probe Assumptions</th>
<th>Questions that Probe Reasons and Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you mean by _____?</td>
<td>What are you assuming?</td>
<td>What would be an example?</td>
</tr>
<tr>
<td>What is your main point?</td>
<td>What is Jenny assuming?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>How does _____ relate to</td>
<td>What could we assume instead?</td>
<td>Why do you think that is true?</td>
</tr>
<tr>
<td>_____?</td>
<td>You seem to be assuming _____. Do I</td>
<td>Do you have any evidence for that?</td>
</tr>
<tr>
<td>Could you put that another way?</td>
<td>understand you correctly?</td>
<td>What difference does that make?</td>
</tr>
<tr>
<td>Is your basic point ____ or ____?</td>
<td>All of your reasoning</td>
<td>What are your reasons for saying that?</td>
</tr>
<tr>
<td>What do you think is the main issue here?</td>
<td>depends on the idea that _____. Why have you based your reasoning on ____? instead of ____?</td>
<td>What other information do you need?</td>
</tr>
<tr>
<td>Let me see if I understand you; do you mean ____ or ____?</td>
<td>You seem to be assuming _____. How do you justify taking that for granted?</td>
<td>Could you explain your reasons to us?</td>
</tr>
<tr>
<td>How does this relate to our problem/discussion/issue?</td>
<td>Is that always the case?</td>
<td>Are these reasons adequate?</td>
</tr>
<tr>
<td>What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?</td>
<td>Why do you think the assumption holds here?</td>
<td>Why do you say that?</td>
</tr>
<tr>
<td>Jane, can you summarize in your own words what Richard said? ... Richard, is this what you meant?</td>
<td>Why would someone make that assumption?</td>
<td>What led you to that belief?</td>
</tr>
<tr>
<td>Could you give me an example?</td>
<td>How does that apply to this case?</td>
<td>What would change your mind?</td>
</tr>
<tr>
<td>Would this be an example, ____?</td>
<td>What would be an example?</td>
<td>But, is that good evidence for that belief?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there a reason to doubt</td>
</tr>
</tbody>
</table>
Example...?

Could you explain this further?

Would you say more about that?

Why do you say that?

How is that evidence?

Who is in a position to know that is true?

What would you say to someone who said that _____?

Can someone else give evidence to support that view?

By what reasoning did you come to that conclusion?

How could we find out if that is true?

<table>
<thead>
<tr>
<th>Questions about Viewpoints or Perspectives</th>
<th>Questions that Probe Implications and Consequences</th>
<th>Questions about the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>The term &quot;imply&quot; will require clarification when used with younger students.</td>
<td>How can we find out?</td>
<td>How can we find out?</td>
</tr>
<tr>
<td>What are you implying by that?</td>
<td>What does this question assume?</td>
<td>What does this question assume?</td>
</tr>
<tr>
<td>When you say _____, are you implying _____?</td>
<td>Would _____ ask this question differently?</td>
<td>Would _____ ask this question differently?</td>
</tr>
<tr>
<td>But, if that happened, what else would happen as a result? Why?</td>
<td>How could someone settle this question?</td>
<td>How could someone settle this question?</td>
</tr>
<tr>
<td>What effect would that have?</td>
<td>Can we break this question down at all?</td>
<td>Can we break this question down at all?</td>
</tr>
<tr>
<td>Would that necessarily happen or only possibly/probably happen?</td>
<td>Is this question clear?</td>
<td>Is this question clear?</td>
</tr>
<tr>
<td>What is an alternative?</td>
<td>Do we understand it?</td>
<td>Do we understand it?</td>
</tr>
<tr>
<td>If _____ and _____ are the case, then what might</td>
<td>Is this question easy or hard to answer? Why?</td>
<td>Is this question easy or hard to answer? Why?</td>
</tr>
<tr>
<td></td>
<td>Does this question ask us to evaluate something? What?</td>
<td>Does this question ask us to evaluate something? What?</td>
</tr>
<tr>
<td></td>
<td>Do we all agree that this is the question?</td>
<td>Do we all agree that this is the question?</td>
</tr>
<tr>
<td>is the question?</td>
<td>To answer this question, what other questions must we answer first?</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would _____ state the issue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is this issue important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this the most important question, or is there an underlying question that is really the issue?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 6
READING SKILLS AND STRATEGIES

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.
# BBI 3420

## CRITICAL READING AND THINKING

### PURPOSES OF READING / EFFICIENT READING SKILLS

#### Part 1: PURPOSES OF READING

**Reading to Be Informed**

<table>
<thead>
<tr>
<th>Before you read:</th>
<th>After you read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Determine what you want to learn or find out from the material.</td>
<td>o Pause during your reading to reflect upon and organize new information and link it to what you already know.</td>
</tr>
<tr>
<td>o Look over what you will read.</td>
<td>o When you don't understand something, review your notes to see where you got off track, reread the passage, talk to another person, or consult such resources as a dictionary.</td>
</tr>
<tr>
<td>o Skim to find out how the author has chosen to present the material.</td>
<td></td>
</tr>
<tr>
<td>o Ask yourself what you already know about the topic(s) the author will cover.</td>
<td></td>
</tr>
<tr>
<td>o Jot some predictions on paper about what you expect to learn from the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>As you read:</td>
<td></td>
</tr>
<tr>
<td>o Underline, highlight, or take notes to help you construct meaning and recall important information.</td>
<td>o Summarize what you have read by restating main ideas from the text.</td>
</tr>
<tr>
<td>o Ask yourself continually, “Do I understand what I just read and do I see how it fits?”</td>
<td>o Evaluate your notes and understanding.</td>
</tr>
<tr>
<td>o Pay attention to titles, chapter, and subheadings.</td>
<td>o Reread any passages that you did not understand.</td>
</tr>
<tr>
<td>o Examine any tables, illustrations, bold-face print, underlining, colored print, captions, glossaries, and other aids the author has provided.</td>
<td>o Apply new ideas from the text to broader situations to extend thinking.</td>
</tr>
<tr>
<td></td>
<td>o Evaluate the ideas presented in the text.</td>
</tr>
<tr>
<td></td>
<td>o Jot down any questions you still have about the topic.</td>
</tr>
<tr>
<td></td>
<td>o Use study strategies for notetaking, locating, and remembering to improve learning in the subject area.</td>
</tr>
</tbody>
</table>
### Reading to Perform a Task

**Before you read:**
- Determine what you want to be able to do.
- Skim to find out how the author has chosen to present the material.
- Determine if the directions are organized in a way that would be easy for you to follow.

**As you read:**
- Read all of the directions once to get a general sense of the task you are being asked to perform.
- Read the materials again to learn the specific directions.
- Summarize each direction on paper in your own words or illustrations.
- Pay close attention to the illustrations or diagrams the author has provided.
- Pause after each direction you read, and make a picture in your mind of what you are supposed to do.
- When you come to something important that you don’t understand, try rereading it, or ask someone else for help if you can.
- Use resources such as a dictionary to look up important words that you don’t understand.
- Think ahead about any difficulty you might have in being able to perform the task.

**After you read:**
- Review your summary of the directions by comparing them to the original materials.
- Revise your ideas as necessary.
- Perform the task.

### Reading for Literary Experience

**Before you read:**
- Set a purpose for reading.
- Preview the material to generate questions you would like answered.
- Think about the title, pictures, and ideas to help you predict what the selection is about.

**As you read:**
- Stop and retell the main events to see if you understand what has happened.
- See if you can answer any of the questions you asked before you started to read.
- Continue to predict the outcome of the reading as you move through the material.
- Reread some parts or read ahead to see if you can figure out what is happening if things aren’t making sense.
- Think about how the author uses special words or phrases to communicate.
- Use context clues or a dictionary to help you determine the meaning of unknown words.
- Think about how your own experience compares to the characters’ experiences.

**After you read:**
- See if you met your purposes for reading.
- Think about what questions you still have about the story.
- Consider whether the plot is
PART 2: EFFICIENT READING SKILLS

Critical Reading

a. Is it important to read critically?

1. First, what does it mean to read critically?
   - To read critically means that you identify strengths and weaknesses of a
text – on a great number of levels. Think of a critic writing in a
newspaper. Their task is to give the reader a good sense of a book, play,
concert or whatever s/he is writing about, and the critic does this by
showing the strengths and weaknesses of the book/play etc.

2. Why read critically?
   - Do you read critically only because it is expected of you? Or is it
necessary to understand a text well?
   - How does critical reading/thinking improve your understanding of what
you read and study? (e.g., think how comparing different texts on the same
issues advances your understanding, think how analysing the reasoning
the text uses to establish its conclusions helps you understand more
clearly how they reach those conclusions, but also helps you evaluate
how successful they are in justifying their conclusions).
   - How can critical reflection be necessary to carry out the tasks you are
set? (e.g., consider what is involved in establishing your research topic;
consider how you need to evaluate ideas you read about as you develop
a position of your own and reach your conclusions on a topic in any of
your assignments.)

3. What is your authority to think and read critically?
   - It is important to recognise that you think critically anyway! (e.g., think about
how you support or resist claims people make. Do you support or resist
opinions because of the authority of the person speaking? [e.g., do you
always accept what your leading politicians say?], or do you form
opinions of your own? If so, on what basis? What is the basis of the
evaluation you make of what is said? What reasons would you give for
supporting or opposing what is said?)
   - On what grounds can you critique an expert or authoritative text? What is
the difference between you and an expert authority? While the expert has
wider experience in the subject and greater familiarity and therefore a
deeper understanding of the issues in the field, the development of
his/her understanding follows the same path as yours. While s/he may
possess more knowledge, the process of understanding – questioning
unclear texts, comparing texts, judging texts on the basis of values,
importance, sound reasoning etc. – is the same for him/her as for you.
Much critical thinking is carried out as part of the process of
understanding. Critical evaluation of a text does not only involve drawing
on expert knowledge in the field to critique the methodology or the
knowledge the writer claims to establish.
It is very important however that you can justify critical comments you make! For example, you must show where you think the argument is unclear, or certain values are assumed that you do not agree with.

4. How do you go about reading critically?
   - Does everything you read need to be subjected to critical scrutiny? When are you more likely to place greater emphasis on critical evaluation?
   - How does your assignment task shape your critical focus? What aspects of your reading do you need to subject to greater critical scrutiny, and what parts of your writing will need to include more critical thinking? Why?

5. What kind of critical discussion do you think is likely to be called for [if any] in different sections of your thesis or research projects?
   - Introduction
   - Literature review
   - Methodology chapter
   - Findings
   - Discussion
   - Conclusion

b. Levels on which we can read critically.

1. We can critically evaluate aspects intrinsic to the text itself.
   - Is the data/information drawn on comprehensive enough for the case the author wants to make?
   - Is the data adequately and systematically analysed and otherwise dealt with?
   - Are the arguments well developed?
   - Are the arguments consistent? Can you spot inconsistencies?
   - Is the methodology used appropriate? Could the study be approached in other ways?
   - Are claims that are made sufficiently supported by the evidence?
   - Are the ideas presented relevant to the issue under discussion?
   - Are the ideas presented clearly?
   - Are there practical uses for the ideas, or are they too theoretical?
   - Is the complexity of the issues under discussion adequately dealt with, or has the writer over-simplified them?
   - Are the conclusions drawn clearly and based on the findings/discussion?

2. The wider context that gives rise to the text.
   - What is the writer’s purpose? (Does it prejudice his/her collection and interpretation of data in obvious ways? Should we be extra cautious of his/her use of evidence, conclusions drawn and so on?)
   - How do the issues raised fit into wider debates in the discipline? Why has the author focused on these issues? Does the author have a political agenda of some sort?
   - Is the methodology the author adopts a universally accepted one in studies dealing with these issues? Could an alternative approach be used? Why? What difference might a different methodology make? Why is this important to note?
o How do his/her conclusions compare with other related texts/studies? What grounds can you use for evaluating them?

o What values underlie the approach or motivate the objectives of the study? Are there moral, socio-cultural or political reasons for questioning those values?

o What social, political, moral, educational or other purposes are these findings/arguments likely to support?

3. Your own perspective that you bring from your wider world of experience (cultural values and beliefs, political and ideological outlook, and so on)

o Are the ideas in the text relevant to your task/concerns?

o Do the claims made contradict your own experience, understanding or sense of values? If so, can you justify challenging this study, or do you need to change your views?

o Do the ideas and arguments in the study justify or implicitly support certain social relationships? Are they desirable? (Do they justify certain forms of teacher/student, gender, racial, social relationships [eg egalitarian/hierarchical; inferior/superior and so on.])

o Are the issues dealt with important in your view?

o To what social, cultural or political purposes could the findings and conclusions of this study be put? Would you support these findings being used for such purposes? Why/why not?
READING TO LEARN

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.
STRATEGIES FOR
CRITICAL READING

Ask yourself the following questions as you read:

- What is the topic of the book or reading?
  What issues are addressed?
- What conclusion does the author reach about the issue(s)?
- What are the author’s reasons for his or her statements or belief?
  Is the author using facts, theory, or faith?

Facts can be proven
Theory is to be proved and should not be confused with fact
Opinions may or may not be based on sound reasoning
Faith is not subject to proof by its nature

- Has the author used neutral words or emotional words?
  Critical readers look beyond the language to see if the reasons are clear
- Be aware of why you do, or do not, accept arguments of the author

Characteristics of Critical Thinkers

- They are honest with themselves
- They resist manipulation
- They overcome confusion
- They ask questions
- They base judgments on evidence
- They look for connections between subjects
- They are intellectually independent
Text Structure

I have downloaded this for your further reading please read to help you with the course.

Text Structure
Compare and Contrast
Cause and Effect
Sequencing

Text Structure

Reading Trail
Focusing on text structure, this site provides a series of lessons with sample readings about climbing Mt. Everest.
www.everestquest.com/reading.htm

Strengthening Reading and Writing Skills Using the Internet
Scholastic offers a series of lessons focusing on different text organizing strategies, e.g., sequencing, compare-contrast.
teacher.scholastic.com/professional/teachtech/internetreadwrite.htm

Understanding Text Implementation Guide
This site provides an introductory lesson to the concept of text structure and includes sample social studies texts and questions.
go.hrw.com/secure/ss/general/strategies/STRAT02U/PDF

Idea Maps
This site provides very simple graphic organizers for different text structures.
www.iustreadnow.com/training/StrategicReading/menu7e.htm

The Textmapping Project
This site describes the benefits of textmapping, which is an alternative type of graphic organizer that involves the text being reproduced in scroll fashion and a spatially descriptive form of marking text.
www.textmapping.org/index.html

Literacy Matters—Graphic Organizer Page
Go to the Literacy Matters Graphic Organizer page to check out our pre-selected list of graphic organizers.
www.literacymatters.org/content/study/organizers.htm

Compare and Contrast

Comparing and Contrasting
Prentice Hall School provides a web page that uses a science example to teach the compare-contrast structure. It includes a simple exercise for students to do online comparing two different kinds of cells.
www.phschool.com/science/biosurf/superread/unit4/4strategy2.html

Teaching the Compare/Contrast Essay
This is a simple, well-organized lesson plan that provides step-by-step directions for writing a compare-contrast essay and paragraph. It includes a proofreading guide and a compare-contrast
rubric,
www.teiilen.com/cybereng/rubric/c&c.htm

Compare and Contrast
This site offers a simple lesson for 5th graders that uses the example of comparing soccer and basketball. It also provides directions for writing a compare-contrast paper.
www.geocities.com/fifth_grade_tpes/compare_contrast.html

Comparing and Contrasting Journals
This page is an online-mischool level lesson that has students compare journals of two different explorers.
www.everestquest.com/read5.htm

Teachers' Handbook of Lesson Plans
This is a lesson with sample biographical paragraphs to compare and a usable diagram.

Using Graphic Organizers Implementation Guide
This page focuses on using graphic organizers to understand the compare-contrast text structure by citing sample essays that compare Jefferson and Hamilton.
go.how.com/secure/ss/general/strategies/STRAT0301.PDF

Picture This
This is a math lesson that focuses on compare-contrast using variations of shutter speed in photography.
teacher.scholastic.com/lessonpro/lessonplans/picturethis.htm

Reading: How Television has Redefined Americans' Lives
This page uses sample articles and charts to help students write a compare-contrast essay. The students compare their own TV watching habits with a national poll.
www.pasd.com/PSSA/reading/redefine.htm

Compare and Contrast Diagram
Reading Quest offers a printable handout for graphing the compare-contrast text structure. It is especially useful for younger students.
curry.edu/school.virgina.edu/go/readingquest/pdf/compare.pdf

Comparison-Contrast Organizers
This website shows different graphical ways to organize compare-contrast essays. It explains column, matrix, and Venn organizers and gives a general sample and specific example of each.
mushking.edu/~cal/database/organization.html#Comparison

Thinking Maps: Examples
This page has a sample of a double bubble map, which allows for showing both the similarities and differences at the same time.
www.thinkingmaps.com/thinkmap.php3

Cause and Effect

Cause-and-Effect Writing Challenges Students
This article presents three teachers' views on teaching the cause/effect text structure and contains links to five lessons on the Web.
www.education-world.com/a_curr/curr376.shtml
Reading a Cause-and-Effect Article
This lesson for middle school students explores in depth how to infer and analyze cause/effect patterns by reading a news article.
go.hrw.com/hiot/M0030526671/student/ch03/lp1403062_103.pdf

Cause and Effect
This site offers tips for writing a cause/effect essay, including sample outlines, thesis sentences, and transitional words.
virtualparkland.cc.il.us/forman/expository/Causal%20Analysis.html

What and Why (Cause and Effect)
The University of Illinois Extension offers a lesson for teachers to use with science and social studies. It begins by explaining real-life examples of cause and effect and transitions into science examples for the middle grades.
www.urbanext.uiuc.edu/ceistrat130.html

Cause and Effect Reading Lesson Plan
This is an excellent introduction for science teachers to the concept of cause and effect. It offers a chart, chain of events, problem/solution diagram, and Venn diagram to analyze the different aspects of cause and effect.
www.everestquest.com/read2.htm

Seeing Reason: Mindful Mapping of Cause and Effect
Intel provides a free, interactive, online mapping tool that helps students map relationships and construct models of their understanding. This page also includes examples and classroom strategies.
www97.intel.com/scripts-seeingreason/index.asp

Cause and Effect Diagram (Fishbone Diagram)
This site gives a blank fishbone diagram and an example of a filled out diagram.
www.systrma.com/htmtool/cause.html

Sequencing

May I Take Your Order, Please? (A Sequencing Activity)
This lesson plan provides a sequencing activity in which the students narrow down the story’s key events and then create a sequencing quiz to go with the story. It also offers suggestions for use in other content areas.
www.education-world.com/a_lesson03/lp0301-05.shtml

Timelines: Timeless Teaching Tool
This article offers an overview lesson on how to use timelines in your class.
www.education-world.com/a_lesson/lesson044.shtml

Sequencing Fun Page
This site provides manipulative games for putting things in order using pictures of typical student behavior like brushing teeth, making a sandwich, and other everyday activities. This is an excellent site for students who benefit from using a hands-on approach.
www.quia.com/pages/sequencingfun.html

Non-fiction Retelling Rubric
This page by Julie Kendall, MiddleWeb’s language arts expert, shares her rubric for retelling
expository text in order.

**Sequencing Rubric**
This page by Julie Kendall, MiddleWeb's language arts expert, shares her rubric for sequencing.
www.middleweb.com/ReadWrkshp/RWdownld/SeqRubric.pdf

**Sequencing Chart**
Houghton Mifflin offers a simple chart on sequencing for students.

**Sequencing Map**
This site provides a simple sequencing map.
home.att.net/~teaching/graphom/sequmap.pdf

**Printables: Sequencing**
This site provides a simple sequencing map.
webcenter.netscape.teachervision.com/lesson-plans/lesson-2270.html

**Time Line Maker**
This site provides a simple online generator of vertical or horizontal time lines.
www.teach-nology.com/web_tools/materials/timelines/

**TimeLiner 5.0**
This web site offers a free download of a demonstration piece of software. This teacher favorite generates timelines that can be used in all content areas.
www.tomsnyder.com/products/productextras/TIMV50/
EXERCISE
BBI 3420
Socratic Questions

1. What is the topic of the text?

2. What is the central message of the text?

3. What is the purpose of the text?

4. What is the underlying concept?

5. What is the question at issue?

6. What can you infer from the text?

7. What evidence can you find in the text to support the issue?

8. What assumptions can you make?

9. What conclusions can you draw from the information in the text?

10. What are the implications of your conclusions?
BBI 3420
Critical Reading and Thinking
Semester 1 2008/09
Instructor: Prof. Madya Dr Shameem Rafik-Galea

Class Discussion

Read and analyse the content of the text given. Then answer the questions that follow using the Socratic questioning framework to probe the question further. Remember that there are questions within the questions.

1. What is the topic of the text?

2. What is the central message of the text?

3. What is the purpose of the text?

4. What is the underlying concept?

5. What is the question at issue?

6. What can you infer from the text?

7. What evidence can you find in the text to support the issue?

8. What assumptions can you make?

9. What conclusions can you draw from the information in the text?

10. What are the implications of your conclusion?

Note: This is not a reading comprehension exercise.
Why the Poor Became Poorer

In recent years the poor have gotten poorer, particularly in big cities. Again, there are two contrasting explanations. One is sociological, attributing the increase in poverty to forces beyond the control of the individual. Over the last thirty years the middle class has largely left the cities for suburbs, taking much of the tax base with it. Many well-paying, low-skilled jobs in manufacturing industries have also left the cities. As a result, the poor who are left behind, jobless, have become poorer (Wilson, 1996).

According to another explanation, a new version of the old ‘blame the victim’ theory, poor people have gotten poorer because they do not want to work. There are still many jobs that match their skills, such as working in sweatshops, in fast-food restaurants and as maids or servants. But poor people today consider these jobs demeaning and prefer to be on welfare instead, not seeing the first jobs as stepping stones from which to advance. Such an attitude is said to scorn the traditional view that almost any honest job, however unpleasant, confers independence and therefore dignity, is the first step on the ladder to better employment, and is better than taking something for nothing (Mead, 1992).
Critical Reading Exercise

In this exercise, you will see a number of quotations from different "interest groups" or "lobbies". A lobby or interest group is a group of people who have a common interest and who work together to publicize and promote their point of view. In the exercise, you will read quotations from five lobbies:

The forestry industry: The forestry industry makes money from cutting down trees. Therefore, they want to be able to continue to cut trees, and they want to discourage any alternative ways of producing pulp and paper.

The environmentalists: The environmental lobby want to protect the forests against logging companies, so they would like to show how destructive logging is, and how valuable the forests are.

The hemp farming lobby: The hemp farmers would like the fiber hemp plant to be legal so that they can grow it. They want to show how useful it is for making paper and other products, and they would like people to understand the difference between the marijuana plant and the fiber hemp plant.

The marijuana legalization lobby: These people would like marijuana to be legal. They are interested in linking the fiber hemp plant with marijuana, because they think it may be possible to legalize BOTH kinds of plant. They want to show how useful industrial hemp is, and at the same time, they want to convince people that marijuana is harmless.

The Canadian government: The Canadian government has just legalized industrial hemp, but they want to keep marijuana illegal, so they want to show that it is dangerous. They also get lots of taxes from the forestry industry, so they do not want to restrict logging too much.
Your task in this exercise is to identify which group each quotation comes from. Click on the answer you think is correct.

1. "The rainforests are quite simply the richest, oldest, most productive and most complex ecosystems on Earth."
   a) the forestry industry
   b) the environmentalists
   c) the hemp farming lobby
   d) the marijuana legalization lobby

2. "Some have calculated that if Canada converted the entire pulp and paper production in Canada to hemp, it would be necessary to plant hemp over 18% of the country."
   a) the forestry industry
   b) the marijuana lobby
   c) the environmentalists
   d) the hemp farming lobby

3. "Farmers... can grow hemp without pesticide or herbicide application because it grows quickly and is not likely to fall to disease."
   a) the Canadian government
   b) the hemp farming lobby
   c) the forestry industry
   d) the marijuana legalization lobby

4. "Each year, forest fires destroy more forests than are used for making pulp and paper."
   a) the environmentalists
   b) the Canadian government
   c) the hemp farming lobby
   d) the forestry industry

5. "Decriminalizing cannabis could well result in a greater use of the drug by Canadians, thereby increasing the health and safety hazards"
associated with it."

a) the marijuana legalization lobby
b) the hemp farming lobby
c) the Canadian government
d) the environmentalists

6. "The government added marijuana in 1923 to The Opium Act of 1908 without any health concerns inherent in the law whatsoever. The Opium Act was introduced as a purely racist measure to deport and jail Chinese-Canadians."

a) the hemp farming lobby
b) the Canadian government
c) the forestry industry
d) the marijuana legalization lobby

7. "67% of the fibre used to make Canadian pulp and paper comes from sawmill residue and recovered paper that used to be disposed of in landfills."

a) the environmentalists
b) the hemp farming lobby
c) the forestry industry
d) the marijuana legalization lobby

8. "Hemp is about business and the environment. Marijuana is a moral question about the government's control of what drugs people consume. These two questions have nothing in common but the shape of the leaf, and we have to separate the issues."

a) the hemp farming lobby
b) the marijuana legalization lobby
c) the forestry industry
d) the Canadian government

9. "In the Vancouver Grasstown Riot of 1971, police attacked and injured hundreds of peaceful marijuana smokers in one day."

a) the marijuana legalization lobby
b) the forestry industry

c) the Canadian government

d) the hemp farming lobby

10. "Logging is still the biggest employer and the single biggest contributor to tax revenue in BC."

a) the hemp farming lobby

b) the forestry industry

c) the Canadian government

d) the hemp farming lobby
Exercise 1: Determining the Main Idea

Read each of the following paragraphs carefully. Look up any unfamiliar words if necessary. Then choose the title that best describes the main idea of each.

1. Universities are a microcosm of society. But they are more than a reflection or mirror; they are a leading indicator. In universities, an environment where students live, eat, and study together, racial and cultural differences come together in the closest possible way. Of all American institutions, perhaps only the military brings people of such different backgrounds into more intimate contact. With coeducation now a reality in colleges, and with the confident emergence of homosexual groups, the American campus is now sexually democratized as well. University leaders see it as a useful laboratory experiment in training young people for a multicultural habitat. Michael Sovern, president of Columbia, observes, "I like to think that we are leading society by grappling earnestly and creatively with the challenges posed by diversity."

--Dinesh D'Souza, Illiberal Education

The best title for this paragraph is
- A. "The University Environment"
- B. "Sexual Democratization on American College Campuses"
- C. "The University vs. the Military"
- D. "The University as a Microcosm of Society"

2. Marriage was not designed as a mechanism for providing friendship, erotic experience, romantic love, personal fulfillment, continuous lay psychotherapy, or recreation. The Western European family was not designed to carry a lifelong load of highly emotional romantic freight. Given its present structure, it simply has to fail when asked to do so. The very idea of an irrevocable contract obligating the parties concerned to a lifetime of romantic effort is utterly absurd.

--Mervyn Cadwallader, "Marriage as a Wretched Institution," Atlantic Monthly

The best title for this paragraph is
- A. "Unrealistic Expectations in Western Marriages"
- B. "The Failure of Romance"
- C. "Why Marriages Are Doomed to Failure"
- D. "Marriage and Romance"

3. The baby mastering the skills that lead to establishment of the upright posture behaves in the same way as the novice skier. He feels compelled to repeat the activity hundreds of times until he has mastered the skill and mastered his anxiety. He often reveals that he is having difficulty in "unwinding" when we put him to bed for his nap or for the night, and if you peek into his room while he is settling down for sleep (or
unsettling down for sleep), you may see him, groggy and cross-eyed with fatigue, still
climbing and pulling himself upright, collapsing momentarily with weariness, then
exerting himself for another climb. He repeats this over and over until finally he cannot
lift himself even once more and succumbs to sleep. One set of parents discovered their
eight-month-old daughter climbing in her sleep on several occasions during this mastery
period. At eleven or twelve at night they could hear soft sounds in the baby's room and
upon entering would find the baby standing in her crib, dazed and dimly conscious, too
sleepy to protest when she was put down in her bed again. When the art of standing was
perfected, the baby gave up practicing in her sleep.
--Selma H. Fraiberg, The Magic Years

The best title for this paragraph is

- A. "Babies' Nighttime Activities"
- B. "How a Baby Masters the Skill of Standing"
- C. "The Sleep Habits of Babies"
- D. "Practice Makes Perfect"

4. Considerable dispute exists about what a pidgin language is, for the simple reason
that so many mistaken notions have been held for so long. Pidgin is not the corrupted
form of a standard language--like the "broken" English spoken by an Italian tourist guide
or that classic example of pseudo-pidgin, Me Tarzan, you Jane. Nor is it a kind of baby
talk spoken by a plantation owner to his slaves, a master to his servants, or a merchant
to his customers. And, finally, it is not a language that patronizingly makes concessions
to the limited intelligence of "natives." A pidgin can best be described as a language
which has been stripped of certain grammatical features. It is a new language that is not
the mother tongue of any of its users, and it usually survives only so long as members of
diverse speech communities are in contact.
--Peter Farb, Word Play: What Happens When People Talk

The best title for this paragraph is

- A. "A Linguistic Dispute"
- B. "Pidgin Languages Around the World"
- C. "Lack of Grammatical Features in Pidgin Languages"
- D. "What a Pidgin Language Is, and Is Not"
Exercise 2

Read each paragraph or passage carefully. Using your own words as much as possible, write a complete sentence stating the main idea of the paragraph.

1. There are three kinds of book owners. The first has all the standard sets and best-sellers—unread, untouched. (This deluded individual owns wood-pulp and ink, not books.) The second has a great many books—a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many—every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in front to back. (This man owns books).

   --Mortimer Adler, "How to Mark a Book," Saturday Review

2. We tend to think of ourselves as the only wholly unique creations in nature, but it is not so. Uniqueness is so commonplace a property of living things that there is really nothing at all unique about it. A phenomenon can’t be unique and universal at the same time. Even individual free-swimming bacteria can be viewed as unique entities, distinguishable from each other even when they are the progeny of a single clone. Spudich and Koshland have recently reported that motile microorganisms of the same species are like solitary eccentrics in their swimming behavior. When they are searching for food, some tumble in one direction for precisely so many seconds before quitting, while others tumble differently and for different, but characteristic periods of time. If you watch them closely, tethered by their flagellae to the surface of an antibody-coated slide, you can tell them from each other by the way they twirl, as accurately as though they had different names.

   --Lewis Thomas, The Medusa and the Snail

3. De gustibus non est disputandum—"There is no arguing about taste"—runs the Latin proverb. But taste did not just happen. Cultural, historical, and ecological events have interacted to cause frogs, for example, to be esteemed as a delicacy in southern China but to be regarded with revulsion in northern China. "Even though much remains unknown, tastes cannot be dismissed as inarguable or illogical; an attempt will be made here to discover why, as Lucretius [a Roman poet and philosopher] put it, "What is food to one man may be fierce poison to others."

   Among the approximately thirty million tribal people of India, a total of 250 animal species are avoided by one group or another. Most of these people will not eat meat from a tiger or any of various snakes, particularly the cobra. Although they say they feel a kinship with these animals, it is obvious that both are highly dangerous and that hunting them systematically would be foolish. Monkeys are avoided, probably because of their close resemblance to human beings; in these tribes, cannibalism is viewed with extreme horror. A reluctance to eat the females
of edible species of animals has been attributed to veneration for the maternal role, but it could also be due to a policy of allowing the females to reproduce and provide more edible young. Many tribes avoid eating any animal that has died of unknown causes, an intelligent attitude in view of the possibility that the animal might have died from an infectious disease that could spread to humans.

--Peter Farb and George Armalagos, *Consuming Passions: The Anthropology of Eating*

**Answers**

1. Book owners can be classified into three types.

2. Uniqueness is a quality universal to all living things.

3. The wide variety of tastes, especially regarding animals that are eaten or avoided, can be attributed to cultural, historical, and ecological factors.