EAP 507/508 Fall 2018

Doetsch-Kidder/Richardson

**Two class sequence focused on critical reading skills**

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| **Topics** | **Objectives** | **Materials** |
| * Reading Academic Articles * de Araujo (2011) * Rhetorical Elements * Annotating Academic Articles | * Practice academic reading strategies * Discuss de Araujo’s synthesis of literature on international students’ adjustment issues * Identify rhetorical elements in a scholarly article * Practice annotating in Adobe Acrobat reader | * *Bb:* homework instructions * *on screen:* Reading Academic Articles slides; de Araujo (2011); Annotation instructions * *handouts:* Rhetorical Elements Defined (color) |

**Class 1 Activities:**

**Reading Academic Articles (slide)** (50 mins)

* Step 1: know your purpose (Annotating for EAP - introduce first annotation assignment)
* Step 2: Understand what you are reading:
  + Download & open de Araujo (2011) in Adobe Reader.
  + *In pairs:* 
    - a scholarly book or article
    - a textbook
    - a paper from a trade journal
    - a news article
    - something else?
  + Take a look at the institution/organization that published it. What do you know about it?
  + Look at the author’s names. Who are they?
* *Individually:* (Step 2 continued): Read abstract, introduction, and conclusion
* *In pairs:*
  + What is this article about?
  + What clues do you see that this is a review of the literature?

*(things you may see in the title: “review of the literature” or “literature review” or “meta-analysis” or “research synthesis”)*

* + What kinds of details do you expect to find when you read the article closely?
* *Individually:* (Step 3): Read abstract, introduction, first sentence of every paragraph, and conclusion
* *In pairs:* Can you answer these questions more clearly/ differently?
  + What is this article about?
  + What clues do you see that this is a review of the literature?
  + What kinds of details do you expect to find when you read the article closely?
  + What are the three most important words/concepts you might need to look up in order to understand this article?
* *Large group:* Harvest responses: what do they understand about the article? What did they learn about the reading process?

*Reinforce:*

* + repetition
  + don’t get stuck when you don’t understand the language or concepts

**Homework due before Class 2:**

* *Read* Annotation Instructions
* *Read (only, don’t annotate)* de Araujo (2011)

**Class 2 Activities:**

1. **Discuss de Araujo (2011) (30** minutes)

* *Individually:* Write in your notebooks for 5 minutes about a place in the article that pulled you in and a place that pushed you out
* *Large Group:* discussion (with article on screen)

1. **Annotating Rhetorical Elements (50** minutes)

* *Small groups:* find examples of Rhetorical Elements and language clues in de Araujo (1 RE per group) - note page # and paragraph in notebook
* *Large group:* report back; instructors model annotating in Adobe Acrobat Reader on screen

**Homework**

* *Read & annotate* de Araujo (2011)