So... you can read, right?
Quick Task 1: what do you read?

Write down all the kinds of things you read generally every day.

books graphic novels online & print news media
blogs letters emails social media notices
your diary shopping lists promotional material
Quick Task 2: Your academic reading

Write down all sources you might read for your academic studies.

- handouts
- journal articles
- textbook
- blogs
- reports
- data
- written feedback
Quick Task 3: The CHALLENGES of academic reading

Note down what challenges you think you will face with your academic reading.

• Quantity
• Complex Language
• Selective reading
• Maintaining focus
• Retention of ideas
• Critical reading
The CHALLENGES of academic reading: Quantity

- Use the reading lists provided: required vs recommended
- Prioritise: pre-reading vs post-reading
- Adopt appropriate reading strategies: skim vs scan vs focused
- Be systematic with note-taking
- Form a study group
Note-taking Proforma

Amend the questions to suit your purpose.

“Paper Annotation Tool”

Source: Aliotta, M. 2018 Mastering Academic Writing in the Sciences. CRC Press
The CHALLENGES of academic reading: Complex Language

• Complex sentences
  o Break them into sections (clauses): punctuation & connectors
  o Identify the subject (pronoun, noun, noun phrase)
  o Identify reference words: what do they refer to?
• Identify & learn the vocabulary you need to know (technical terms)
• Do I need to know this word?
  o Yes: can I guess the meaning from its context? No? Look it up.
  o No: move on.
• Academic Word List
The CHALLENGES of academic reading: AWL

- AWL 570 word families in 10 frequency-based groups called “sublists”.
- AWL (10%) + GSL* (>2000 headwords/80%) = 90% coverage of words in academic texts.

* General Service List

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse</td>
<td>1</td>
</tr>
<tr>
<td>regulate</td>
<td>2</td>
</tr>
<tr>
<td>emphasis</td>
<td>3</td>
</tr>
<tr>
<td>persist</td>
<td>10</td>
</tr>
</tbody>
</table>
The CHALLENGES of academic reading: Selective reading

• Familiarise yourself with the structure and organisation of journal articles, textbooks and other material you need to read.
• Adopt an approach to reading each genre
• Be clear about your purpose for reading: e.g. assignment question
• Adopt appropriate reading strategies: skim vs scan vs focused
The CHALLENGES of academic reading: Selective reading

Example: Journal article

- IMRaD
- Title; Abstract; Introduction; Methods; Results; Discussion (Conclusions); Appendices; References
- Subheadings; paragraphs; topic sentences
- Tables, graphs, diagrams

Approach
- Purpose for reading: Why am I reading this? What do I want to know?
- Title, abstract, introductory & concluding paragraphs, topic sentences
- Selective focused reading & note-taking
The CHALLENGES of academic reading: Maintaining focus

• Know yourself: when is your focus at its best for reading?
• Take regular breaks
  o Pomodoro technique
    - 25mins/5mins
    - Repeat x3
    - 20mins break
• Change focus
  o Take notes regularly
  o Reflect on what you’ve read
  o Relate that back to your purpose for reading
The CHALLENGES of academic reading: Retention of ideas

• Review the notes you’ve taken regularly as you read.
• Relate them to your purpose for reading.
• Make connections between ideas.
The CHALLENGES of academic reading: Critical reading

• Critical writing begins with critical reading.
• Always be aware of your purpose for reading.
• Relate what you are reading back to that purpose.
• Questions you should ask yourself as you read:
  o **Description**: What? Where? Who? When? How?
  o **Analysis**: Why? What if...? Evidence? Assumptions?
  o **Evaluation**: So what? What next?
• Take notes: distinguish main ideas from supporting detail.
• Make connections.
• Reflect.
SQ3R: a technique to address those challenges

Source: https://usm.maine.edu/agile/sq3r-method
From Reading into Writing

Reading will be strongly connected to your writing. Most of what you write will be linked to what you read. Remember your purpose for reading? You will need to:

• Take notes on what you read.
• Use your own words.
• Compare what you read.
• Comment on and evaluate what you read.
• Differentiate your views and commentary from those of the texts you read (How do you do that?).

Source: adapted from www.uefap.com/reading/
References and further ... reading ...

- http://www.uefap.com/reading/
- https://www.eapfoundation.com/vocab/academic/awlllists/
- https://www.eapfoundation.com/vocab/general/gsl/
- https://www.eapfoundation.com/vocab/general/gsl/frequency/
- https://usm.maine.edu/agile/sq3r-method

- Aliotta, M. 2018 Mastering Academic Writing in the Sciences. CRC Press
Pause for Thought

Why are sources important?
So, why are sources important?

Because you are...

Standing on the shoulders of giants
Why are sources important?

• In UK Higher Education, lecturers are interested in YOUR argument (sometimes called ‘writer’s voice’).

• You must use the literature (sources) to support the points you raise.
How do I know what sources to read?

• What makes a good source?

• Where are you going to look for sources?
Criteria for evaluating internet sites and other electronic resources include:

- Who is the author?
- How current is the information?
- What sort of content is there? Be aware that commercial interests and some politically-motivated sites may not present a balanced view.
- Check which audience the information is aimed at.
Is it OK to use Wikipedia as a source?
Start with DiscoverEd & Google Scholar

https://discovered.ed.ac.uk/primo-explore/search?vid=44U0E_VU2

Use your databases e.g. IEEE, Scopus, Web of Science
Pause for Thought

Think back to that first question I asked at the start of this lecture:

*So, you can read, right?*

What changes – if any – do you need to make to your approach to academic reading?