



READING AND WRITING FOR CRITICAL ENGAGEMENT

READING TO WRITE: CRITICAL READING
AND NOTE-TAKING

Center for Academic Literacy

AGENDA

Introduction

- Reading an Academic Text
- Using the Ideas of an Academic Text
- Citational Practice

INTRODUCTION

In this first workshop of CAL's Lunch and Learn Series, we will discuss critical reading and note taking as the foundation of academic engagement. This initial engagement will develop into the basis of seminar papers and culminate as theses. This foundation consists of understanding the demands of academic writing as well as the demands of academic synthesis, which first take place in the process of locating the major points of a text and following the development of those arguments over the course of an article or book. Lastly, we will discuss the ways in which to take those arguments and use them for seminar discussions and for writing the seminar paper.

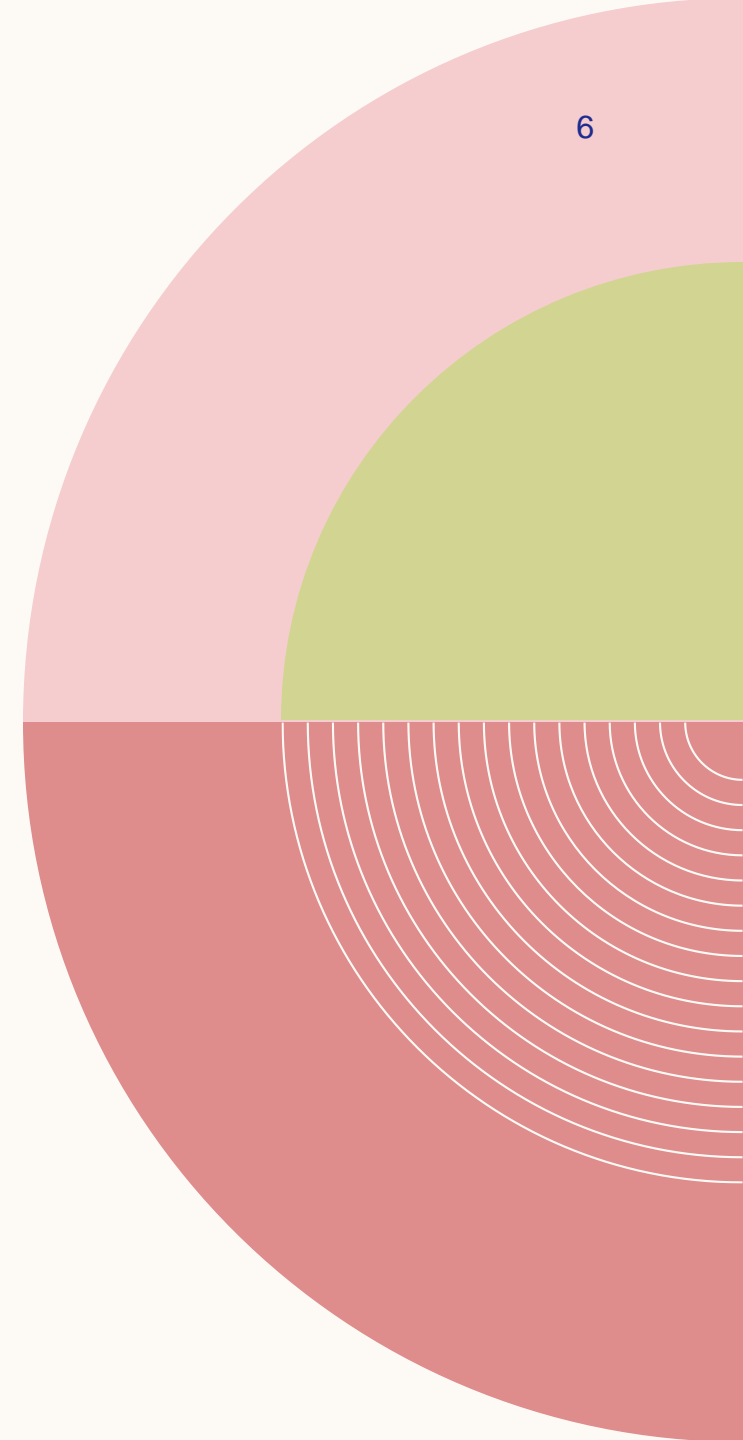
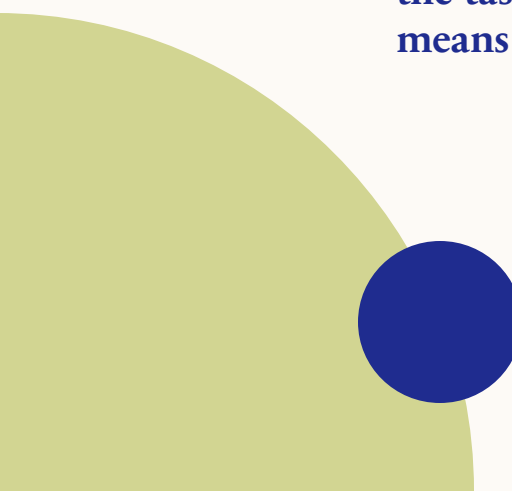
HOW TO READ AN ACADEMIC TEXT

WHAT IS AN ARGUMENT?

- Argument is a statement or claim supported by evidence or a logical sequence reasons. In academic writing, an argument is usually the main idea, often called a “claim” or “thesis statement,” backed up with evidence that supports the idea.
- In the majority of academic texts, you will need to make some sort of claim and use evidence to support it, and your ability to do this well will separate your critical reading practice from those of students who see texts as mere accumulations of fact and detail. In other words, gone are the happy days of passive reading. You are now responsible for *responding* to texts.

HERE'S AN EXAMPLE

- Here's an example of an argument you may find during your studies: Theologian James Cone writes, "While the gospel itself does not change, every generation is confronted with new problems, and the gospel must be brought to bear on them. **Thus, the task of theology is to show what the changeless gospel means in each new situation.**"



HOW TO FIND THE ARGUMENT

- **Context:** Often, arguments are embedded in historical, theological, intellectual, Context: political, personal, and literary discussions. Thus, it is important to distinguish what is enabling the reader to understand the argument and **what the actual argument is.**

For example, Cone writes the following:

- “On the American scene today, as yesterday, one problem stan out: The enslavement of black Americans. But as we examine what contemporary theologians are saying, **we find that they are silent about the enslaved conditions of black people. Evidently, they see no relationship between black slavery and the Christian gospel.**”

In this quotation, Cone offers the historical and political contexts in which contemporary, American theologians maintain an oppressive silence on the conditions of black people in the United States. This context allows readers to understand the social, historical, and political significance of the argument *in addition* to its to its theological significance.



OTHER WAYS TO IDENTIFY AN ARGUMENT



VALUE STATEMENTS

- Words like **must**, **should**, **ought**, etc. illuminate what the author is *values*—or *finds important*.



ADVERBS AND ADVERBIAL PHRASES

- Words like **thus**, **therefore**, **however**, **consequently**, **finally**, **overall**, etc., and phrases such as “**On the other had**” or “**Due to the increasing housing crisis**” signal to the reader that there is **at least one argument** that is about to be made.



REPETITION

- Words that are repeated often. Those repeated words offer insight not only to what the author’s argument—but *also to what they privilege*.

IDENTIFYING THE ARGUMENT

QUOTATION

Theologian James Cone writes, "While the gospel itself does not change, every generation is confronted with new problems, and the gospel must be brought to bear on them. Thus, the task of theology is to show what the changeless gospel means in each new situation."

ARGUMENT IDENTIFICATION

- In this quotation, Cone makes two arguments: One implicit and one explicit. The implicit argument finds its root in the previous sentence: "the gospel does not change" while the explicit argument takes place in the final sentence, which advocates for an active gospel of making. Therefore, Cone is insisting both that the gospel is eternal and that its eternal nature informs the contingent (new) circumstance of each era.

YOU TRY!

Read the handout and with a partner, identify not only the argument but how the argument is made, using the four key terms **context**, **value statements**, **repetition**, and **adverbial phrases** that we have just discussed.

TAKING THE ARGUMENT

DOWN IN YOUR NOTES

I have identified the argument.
What now?



After you have discovered the argument, it is important to **write it down**, either summarizing the argument or paraphrasing it.



This will enable you to start the process of *synthesis*—which is just an elegant term for learning something and from that something creating something *new*.

USING AND ENGAGING WITH AN ACADEMIC TEXT

THE CASE OF THE INTEGRATION ESSAY: (CHRISTIAN THEOLOGY I AND II)

- Engaging with an academic text(s) requires a written expose of an argument or belief that you wish to illustrate and support. You, the writer, are taking responsibility to clarify your points in a manner that indicates to the reader (the audience):
 - **Task Awareness:** Are you responding to the prompt or the assignment as stated?
 - **Coherence and Cohesion:** Is your argumentation clear/logical/unified? Does your argument flow with appropriate transitioning?
 - **Lexical Resource:** Is the use of terminology accurately used and clearly supported?
 - **Grammatical Accuracy:** Are there grammatical issues that interfere with comprehensibility?

THE MOVES



Know your assignment/instructions. Read carefully and ask for assistance if necessary.



Preliminary Logistics

Keep the question(s) in front of you. Write it down so that you can consistently view the purpose of your writing. You need to keep your blinders on. Focus on the task at hand and do not get distracted.



Ask yourself if the sentence that you are writing is relevant, coherent and cohesive with the rest of your thoughts.

THE INTRODUCTION

- Prepare the conversation, lay the groundwork, capture the reader's attention

Background Information

- What is your stand? (The thesis statement)
- Ask yourself if you have provided a clear position about your topic or question at the very beginning. Does the reader know your take on the topic.

SUPPORTING PARAGRAPHS (THE BULK OF THE WRITING)



Elaboration of your thesis



Evidence/Support provided for each element of thesis



Paragraph Topic sentence



Cohesive and Coherent Supporting details (confirming or disconfirming)



Concluding Statement/Transition



Paragraph Topic sentence



Cohesive and Coherent Supporting details (confirming or disconfirming)



Concluding Statement/Transition

CONCLUSION (CLOSURE)



CONCISE ARTICULATION OF YOUR
ARGUMENT /REVIEW OF MAIN POINTS

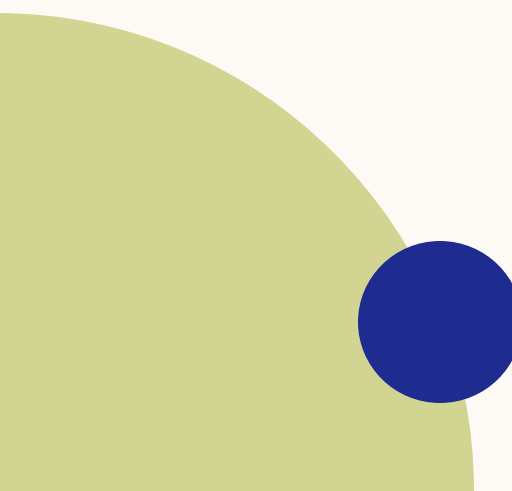
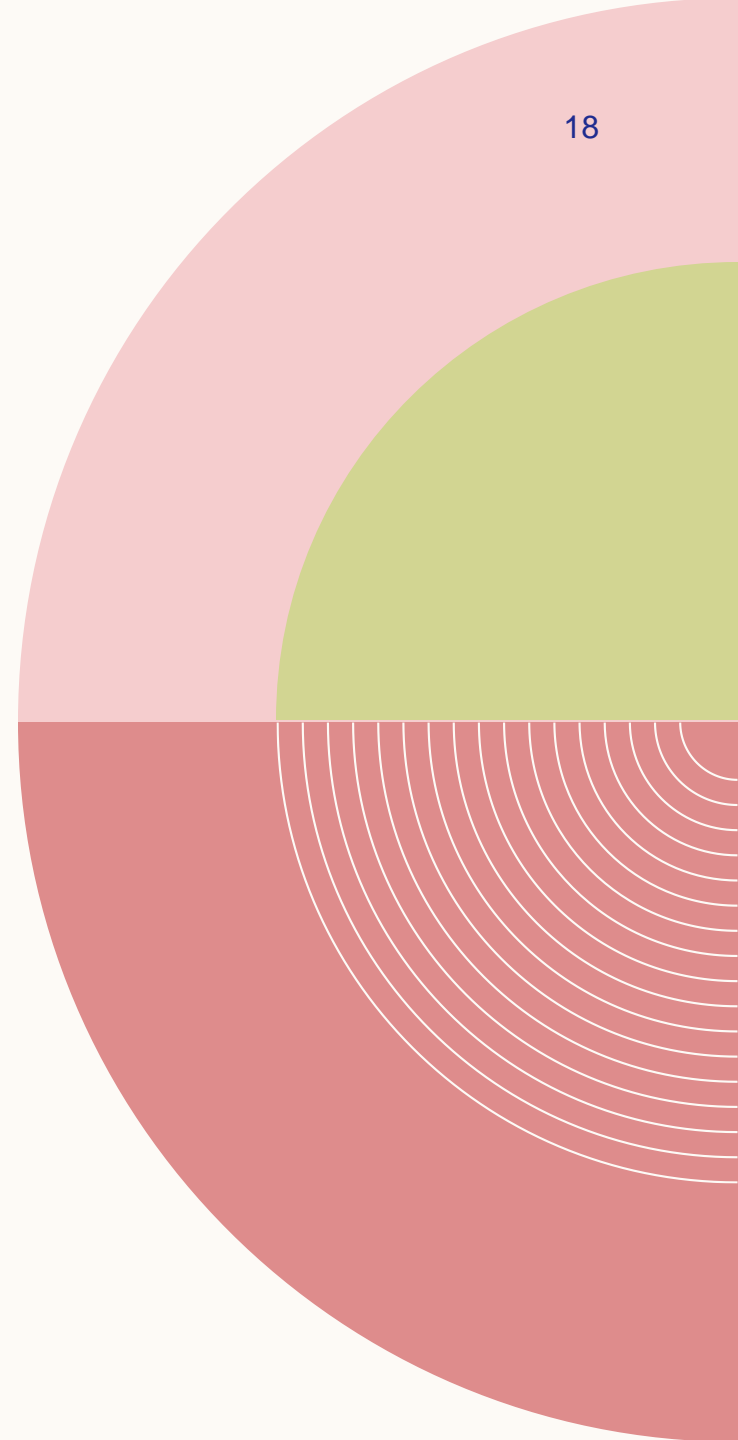


ROUNDING OUT STATEMENT..

APPLICATION: THE CASE OF THE INTEGRATION ESSAY (PAIR WORK: PROVIDE SAMPLES OF A STRONG AND WEAK RESPONSE)

Color Code the moves of this Sample Integration Essay

- Assignment Instructions
- Preliminary Logistics
- Introduction
- Supporting Paragraphs
- Conclusion



EVALUATION



Task Awareness



Coherence and
Cohesion

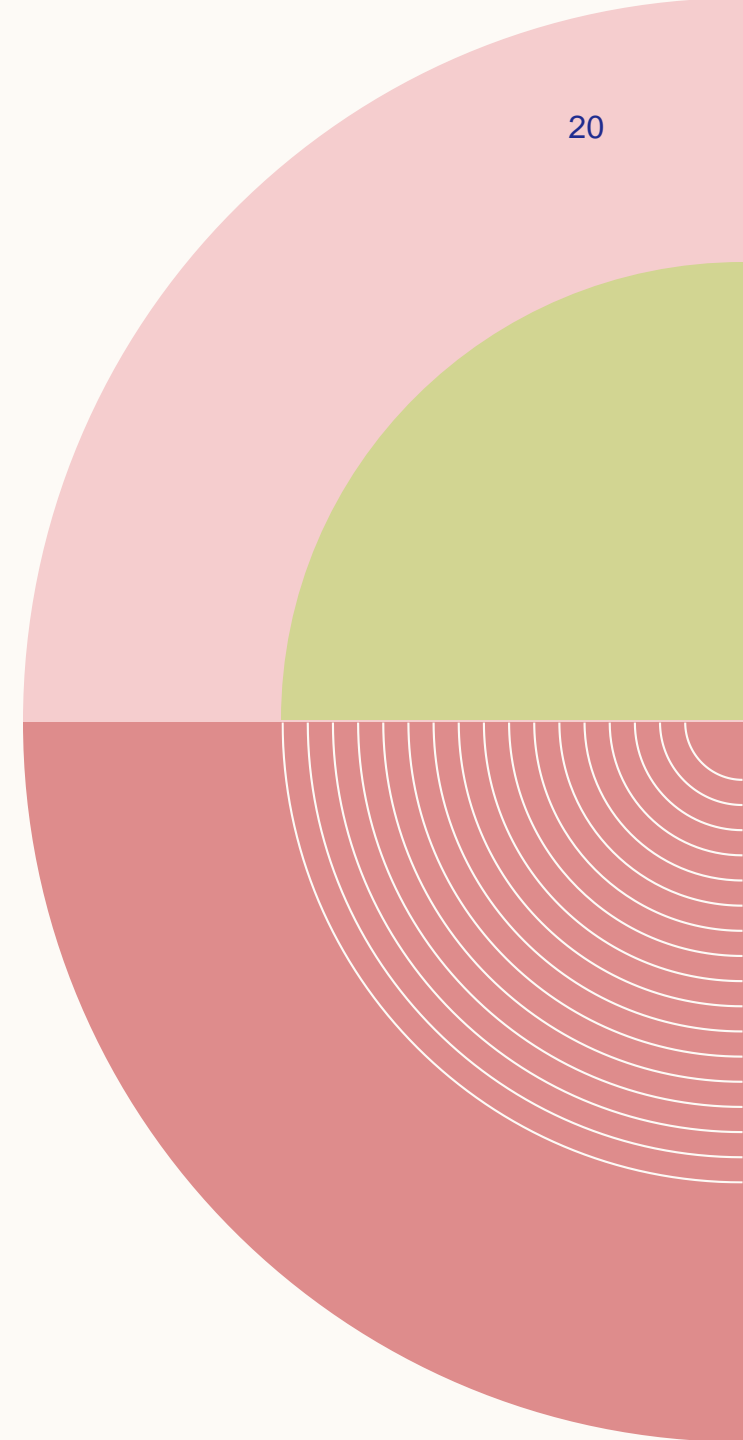
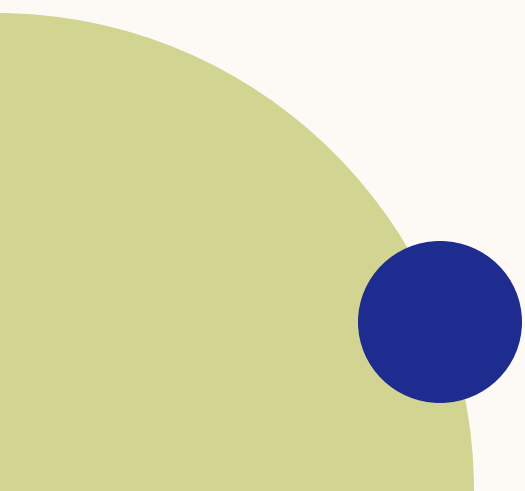


Lexical Resource



Grammatical
Accuracy

CITATIONS AND CRITICAL READING



CHICAGO STYLE

Bibliography

Bird, Kai, and Martin J. Sherwin. "Building the Bomb." *Smithsonian* 36, no. 5 (August 2005): 88-96. Accessed December 15, 2015. <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17714723&site=ehost-live>.

Groves, Leslie R. "The Work at Los Alamos and Alamogordo." In *Making and Using the Atomic Bomb*, by Mark McKain, 95-104. San Diego, CA: Greenhaven Press, 2003.

Hijiyah, James A. "The 'Gita' of J. Robert Oppenheimer." *Proceedings of the American Philosophical Society* 144, no. 2 (June 01, 2000): 123-67. Accessed December 15, 2015. <http://www.jstor.org/stable/1515629>.

Isaacson, Walter. *Einstein: His Life and His Universe*. New York, N. Y.: Simon & Schuster, 2007.

Rhodes, Richard. *The Making of the Atomic Bomb*. New York: Simon & Schuster, 1986.

Szasz, Ferenc Morton. *The Day the Sun Rose Twice: The Story of the Trinity Site Nuclear Explosion, July 16, 1945*. Albuquerque: University of New Mexico Press, 1984.

Chicago Style formatting is widely used in theological and religious studies, and in the humanities more broadly. It is important to note that **Chicago Style and Turabian Style are the same citation style**. Still, Chicago can be contrasted with other styles like MLA or APA, which are also accepted in academia broadly. However, as mentioned earlier, Chicago Style is the most universal style in academia.

It is important to use Chicago Style citations—not only to enhance professional, academic writing but also to use as a tool for critical reading practices.

HOW DO CITATIONS ENHANCE READING?

Citations impact readings in two major ways:

- Firstly, citations allow you to not only pull from the text—but to locate specific arguments in the text. This not only allows you to use the text for your own writing purposes but to respond to the text, to facilitate appropriate academic conversation.
- Secondly, citations allow you to keep track of your own writing. By actively taking down page numbers in your personal notes, you will be able to go back to an argument and both recreate your thinking and to re-read and re-engage the argument.

CITATION EXAMPLES

Example 1

informed the Soviet Union that [they] were concerned about a direct invasion of Cuba by the United States and that [they] were thinking about how to step up [their] country's ability to resist an attack".⁴ In response, Soviet President Khrushchev conceived the plan of protecting Cuban sovereignty by "installing missile with nuclear warheads in Cuba without letting the United States find out until it was too late do anything about them."⁵ Castro accepted Khrushchev's proposal⁶ and the Soviet Union began deploying nuclear arms.

For America, the Crisis began in mid October 1962 when American intelligence discovered Russian nuclear missile in Cuba. For most of the world, the Crisis began on 22 October 1962 when American President Kennedy revealed in a televised broadcast that U.S. "surveillance of the Soviet military build-up on the island of Cuba" had uncovered "as series of offensive missile sites" in preparation for no other purpose "than to provide a nuclear strike capability against the Western Hemisphere."⁷ After Kennedy's broadcast, the American President called for a naval blockade of Cuba⁸ and used diplomatic negotiations with Khrushchev to come to an agreement in the removal of the weapons. During negotiations, several incidents occurred which heightened tensions and seemed to bring the world one step closer to nuclear holocaust. One of the incidents is the shooting down of the U.S. U-2 airplane on 27 October 1962 causing the death of Major Rudolf Anderson Jr.⁹ At the time the United States and the Soviet Union believed that it was Castro who ordered Cuban antiaircraft artillery to fire at low-flying U.S. planes on the morning of 27 October.¹⁰ After further analysis, it is clear that it was a Soviet soldier, not Cuban, who shot the plane. Although Castro ordered Cuban antiaircraft artillery to fire, there is no evidence that he ordered Soviet

⁴ Blight, 19.

⁵ Nikita S. Khrushchev, Khrushchev Remembers. Ed. and trans. Strobe Talbott. (Boston: Little Brow, 1970) 493.

⁶ Khrushchev, Glasnost. 171.

⁷ Anatoli I. Gribkov and William Y. Smith, Operation ANADYR: U.S. and Soviet Generals Recount the Cuban Missile Crisis. (Chicago: Edition Q, 1994) 1.

⁸ *Ibid.*, 28.

⁹ *Ibid.*, 66.

¹⁰ *Ibid.*, 67.

BIBLIOGRAPHY CITATION EXAMPLES

In the bibliography, all citations should be alphabetized according to the author's last name.

Books

- Cone, James H. , Black Theology & Black Power (New York: Seabury Press, 1969), 31.

Articles

- Williams, Delores, Sisters in the Wilderness: The Challenge of Womanist God Talk (Maryknoll, New York: Orbis Books, 1993), 17-19.

FOOTNOTE CITATION EXAMPLES

Footnotes

- Footnotes work differently than the bibliography. Instead of being sequenced in alphabetical order, the footnote should be ordered according to author mentioned. It is also important to note that should be shortened after the first use of the citation.
- Satterfield, Suan, “Livy and the Pax Deum,” *Classical Philology* 111, no. 2 (April 2016): 170.

Shortened notes

- Satterfield, “Livy,” 172–73.
- Keng, Lin, and Orazem, “Expanding College Access,” 23.
- LaSalle, “Conundrum,” 101.

CITING QUOTATION EXAMPLE

- "While the gospel itself does not change, every generation is confronted with new problems, and the gospel must be brought to bear on them. Thus, the task of theology is to show what the changeless gospel means in each new situation."¹

^[1] James H. Cone, *Black Theology & Black Power* (New York: Seabury Press, 1969), 31.

USING CITATIONS

In his book *Black Theology & Black Power* James Cone writes, “While the gospel itself does not change, every generation is confronted with new problems, and the gospel must be brought to bear on them. Thus, the task of theology is to show what the changeless gospel means in each new situation.”¹ In the tradition of reformed theologians and Christian fundamentalists before him, Cone argues that the bible is unchanging. However, as a liberation theologian he also mandates that each generation face the task of engaging scripture within their own context, a practice of reclaiming; a practice of making new meaning...

How to incorporate a quote from a text into your paper or “being in conversation with an author.”



THANK YOU FROM THE CENTER OF ACADEMIC LITERACY!

Robert Griffin, Director

Erica Hughes, Academic Coach

Courtney Bowden, Academic Coach