


Different ways to become a critical reader

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Different ways to become a critical reader

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Photos of Dusanpekovic. Whether you are a writer, a business manager, or in any self-improvement field, you are undoubtedly flooded by texts: news articles on the phone, school textbooks, hundreds of pages of a business report. You spend a long relationship after another until they all merge into a cluster of dirt. But what if I told you, as soon as you set up your reading act, will you get full mastery over everything you read with very little extra effort? Mastering your reading is a key skill that allows you to think critically and clearly about the whole object. And to think critically about any topic will lead you from beginner researcher to expert influencers. In «On good writing», William Zinsser says, «The clear thought becomes clear writing; one cannot exist without the other». To become clear thinkers, we must also be strong readers. A strategy established for critical reading can take your critical thinking to the next level and help you accomplish your goals. Clear thought + critical thought = powerful clear writing. Since 1986, when I started teaching the composition of university and English, I introduced thousands of students to the SQ3R method of critical reading. I have seen the beginning and development students bloom in top-notch scholars and thinkers using this method. I've always been a slow and methodical reader myself. There is some validity in reading literary texts slowly and closely, paying attention to the particular language of literature. But the great theoretical texts were my enemies. I could tear up a novel, but when I finished, I forgot a lot about what I read. Reading a long textbook, I couldn't understand the difference between the main points and support ideas. I needed a strategy that was more than highlight important steps. When I started using the SQ3R method myself, I saw the results within a few weeks. The SQ3R method helped me to systematize my heavy reading load and improved my understanding and memory. Now, I read quickly with a solid understanding. At the beginning of my teaching career, I knew that helping my students meant teaching them a critical reading strategy. But the SQ3R method has applications beyond the university. This is an effective method for anyone who is dealing with complex texts. Using the SQ3R method, you can master any reading material to advance your career or to understand the nuances of the most difficult texts. We build new knowledge in the world based on pre-existing knowledge of the past. Critical thought means that one does not accept only what an author presents. Reading critically, we read skeptical, questioning the author against his own and his own vision of the world. Sometimes your ideas will align with those of an author. But often, your vision of the world and the authors collide. Reading is a process of discovery. We are not just empty vessels that get they get for the cup of knowledge. When we read, we are in a symbiotic relationship with the author and we create new meanings and new knowledge. By following a critical reading strategy, you can identify the strengths and weaknesses of a topic or approach and develop a new way of doing things. The vision of the author more your leads to new knowledge. The SQ3R method will help you identify the areas of a text with which you can discuss to create a new understanding of the world. When we read, if we just took a point from the author and then put it back, we would find ourselves hopelessly presenting a worldview as if it were a fourth-class news story or a book report: so the author said. This passive reading strategy is important for young children as beginner readers, but as we grow up, we need to read much more actively not only to understand what the authors are saying, but also to develop our ideas about the world. This is where SQ3R comes in. You already know how to read. SQ3R will systematize your reading to maximize your understanding and make reading efficient. SQ3R stands for Survey, Question, Read, Recite, Review. SQ3R was developed by Francis Pleasant Robinson, an educational psychologist in his 1946 book "Effective Study", to improve the reading skills of military personnel. The strategy is very useful for highly structured texts, but it can be used equally effectively with fiction and shorter works. Following the five-part structure, you can become an active reader and improve your critical thinking skills. Step 1: Survey: Look before you jump. Survey: The first step is to examine the text quite literally look at the material. If you have a 1000-page text to read, you have to understand what you're dealing with first. Look at the book without reading it. Look at the front and back covers and inside the front and back covers. Browse the index. Then page by page, browse through the pages, all of them, from start to finish. If you are working with an e-book, of course, you may need to make some changes to this step. However, you can browse the index, note the length of the book, how it is structured, and (if possible) scroll through the pages. I read and teach using physical books, and this article is based on applying the SQ3R method to them. You will have to find the best way to apply these techniques to e-books. Don't read the text yet. A pattern will emerge. You will see a systematic presentation of ideas in the structure of the book. You will see chapter titles, subtitles and subtitles. In academic textbooks, you can see the new vocabulary presented in bold or italic. You can see illustrations or graphs or lists of activities at the end of the chapters. Examples can be seen. Browse the whole. Examine your text is an important step, the basis for the rest of the strategy. strategy. much less time. Take an essay, for instance. What is the title and the author? Are there any subtitles? How many paragraphs are there? Is there white space? Is there a message? Whatever the reading, note the structure of the piece as it probes it. The human brain is a miraculous organ. It discerns patterns in everything it sees. Through investigation into the text, you are setting your brain to unconsciously understand the patterns you are presenting to it. In short, your brain makes sense from those patterns. You're creating the framework for your brain to understand the material. This skeletal profile provides the structure for the contents of the book, as much as the skeleton helps you stand. Without this structure, the content would be a loose jelly, difficult to understand in any structured way. Step 2: Question: Create a Discovery Plan. The second step is to write questions for each subtitle in the text. Write questions based on chapter titles and subtitles. For example, in a textbook on writing, there may be a section on Prewriting. One of the sub-items can be Freewriting. On a piece of paper, write "What is Freewriting?" Go through the entire reading and write questions for each chapter title and subtitle. Right now, you may be tempted to write answers to those questions, especially as those answers swim into the text in front of you. For now, it is best to write down all the questions beforehand and wait to answer during the reading part of the strategy. A note on writing: Writing material improves memory. When I use SQ3R, I write questions with pen and paper, although I spend most of my time typing. The mechanical ways in which you record information are yours. I encourage you to write or write your questions. You'll use those written questions when you read the material. Step 3: Reading: Turn off all distractions and read. The third step is reading. Reading the text is a two-step process. The first time you read the text, do it without a pencil. Just read quickly to discern the main ideas and structure of the text. The second time through, you will read carefully and write down the text. First, read the text without a pencil. Find a quiet spot and read the material. Turn off distractions, like your phone and TV. I find that having soft music or classical music in the background improves my concentration. Researchers suggest that classical music puts students in an heightened emotional state, making them more receptive to information. If your reading selection is large, preview it first and maybe break it into more than one reading session. Reading is a muscular-memory activity. It takes 5-10 minutes to get into the reading. We can then read comfortably and at peak performance for about 40-60 minutes. After our minds start wandering and we need a break. Take a break for 5-10 minutes to rest your eyes and stretch. Shake your body. Rest your brain for a few minutes. Then continue reading or waiting for the next session. Read the second part: Write down the text. Write down the text will help you understand the text patterns. You are directing your reading to find the main points of the text. How do you understand what is important in a sea of texts? Professional writing is elaborated and organized. Thematic phrases present the main ideas. The central parts of the paragraphs provide information and support examples. The final phrases present takeaway points. Even the phrases themselves are well structured. Good writers present topics such as their main subjects and points as their preached. If the author writes: "The significant point is" or "The main point is" or "The most important point to remember is", then you know that the point is something to be noted or highlighted. Knowing where to find the most important information will help you find the essential points. Search for answers to questions you have written in point 2. When you find an answer, write it down. If an answer is not presented directly, the answer can be implicit. Write all the answers you can deduce from the text. When you write a text, you're actively reading. Write all the text. If you work with paper, you'll develop your system of symbols, like I did. (Even here, for e-books it is necessary to determine what you can do based on the e-reader you use. Due to these limits, it could be useful to work with a printed book, especially for important texts.) I emphasize the main points. I'm looking for words I don't know. I look for the word in a good dictionary and write "def" in margin along with the definition. If I agree with the author's point, I write "Yes!" on the margin. If I am skeptical on the author's point, I write "Hmmm" to indicate that I have to reflect a little more on that point. If I disagree with the author, I will write "B.S!" or something similar in margin. If I see a pattern as "First" I put boxes around those structural elements and draw lines between words. If I have my thoughts or comments on a passage, I write it on the margin. When I finish, my text is marked with all my comments for when I sell the material. Photo: Lee G. Hornbrook / Author / Text is from Simone de Beauvoir, The Ethics of Ambiguity, 1948. In my example, I made many marginal comments trying to follow the thread of the discussion. De Beauvoir has a very wide vocabulary, so, to be precise, I look for every word that can have a meaning even vaguely blurred. I'll look for words that I think I know well, just to find out that I had an imprecise operating meaning of a word. It is important to be honest with yourself and look for words you do not know or you can know more accurately. Develop a system to annotate a text that makes sense to you. What? What? Write on your message. If you don't want to write in your book, make a copy of your reading and write the copy everywhere. Writing down text is a crucial point in making the material your own. On Highlighting: I've seen many students from the beginning highlighting entire pages of text. When everything is highlighted, nothing emerges. It's like not highlighting anything. Use the highlighting sparingly. I reserve the emphasis only for the main point of each chapter, if I will highlight it at all. Step 4: Recite: Speak Your Ideas. The fourth step is to recite the main points of the text aloud to a friend or to yourself. When we verbalize any material, we create a memory of it in our brain. Telling a friend about your reading will help you remember it. It will also help you to deepen any disagreements you may have with the text. Why do you disagree with the author and what is your position? It is not enough to disagree with a point of the author. You should also make an effort to articulate the reason for your disagreement, which will help you articulate your position on the subject. This step in critical thinking is important in making new knowledge for the world. Step 5: Review: Strengthen the whole process to truly make the text your own. The fifth and final step is to review the text. If you look at the text now, you will see the material for the sixth time. After looking and critically at the text six times, I guarantee that if you have been faithful to the SQ3R method, you will have control of most of the material. Your task is not to memorize the text, although there will be parts of it that you know to the letter. Rather, your task has been to master the material, to know the main points and structure of the writing, to know its strengths and weaknesses, and to know your reaction and attitude towards that material. In collaboration with the author, you have become an expert on this material and created new knowledge. You're ready to do something with this new knowledge, whether it's presenting this information to a board of directors, taking a test at school, or writing an article that includes the position of another author within your topic. Write targeted questions and develop a workable annotation scheme. But if you use this strategy consistently, you will achieve significant improvements in your mastery and understanding of your reading. Reading is often the first step to learning new knowledge, but it is also the first step to creating new knowledge. The SQ3R Critical Reading Strategy will help you understand any reading, from the most complex to the most mundane. It will increase your involvement with your reading, helping you think critically about what you read, rather be a passive recipe, which allows you to create new knowledge for the world. We do not discover the world only through reading. We create the world we live in. Now it is your turn to create the beautiful world in which you want to live. live.

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