

Reading Secondary Source

Seminar Three

Getting started

On your own,

- What were your initial thoughts about the reading?
- How would you summarise this reading?
- What arguments did you identify?

Overviewing the secondary source

- How long is your reading?
- How many sections are there? How long are the sections? Do they have headers? What do these headers tell you? What expectations do you have of your reading from these headers?
- What type of reading is this? (article/ book chapter/ edited chapter) What do you think/ feel you need to consider?
- Who has written this secondary source? Who has published this piece? When was this published? What does this all tell you?

Title/ Abstract

- What does the title tell you this reading is on?
- What information do you get from the abstract? Can you identify the author/s' arguments?

Task

Working in small group we will re-read the secondary reading by going through each of the sections

Mark up your copy of the secondary source by

1. Considering what the paragraph is doing and make a note of its purpose and intent on you the reader. Setting scene/ argument/ context / information.
2. by noting evidence/ argument/ facts/ judgements/ opinions within each individual paragraph. How is the scholar verifying their claims? Think here about what primary and secondary evidence is being used?
3. Make a note of terms, concepts and ideas that appear throughout your reading
4. As you read these sections think about the role and purpose of introductions, middles, and conclusions. What are the roles of the sections in moving forward the argument? Think here about contextual information/ argument/ case study

The Beginning / Introduction

The Middle 1

Group 1

The Middle 2

Group two

The Middle 3

Group three

The End / Conclusion

Look at the footnotes

- What do the footnotes tell you?
- Where is the secondary material discussed?
- Where is the primary material? What type of primary material is there?
- Do the footnotes contain additional information?
- Why do footnotes matter?

Small Group Task

- Write up a summary of the article
- Paraphrase the arguments
- Use one quote* to support your summary

*Remember quotes are for arguments not facts

- How can you bring your voice into this? Think here about how you are being a critical reader.
- Share with the class

Thinking about the intellectual engagement

- [add your prompts]

Finally,

- What have you learnt about your reading method and approach? Did this close reading in the seminar enhance, or develop your understanding of the reading? Did you learn anything from your peers that you would like to try out?
- Think about the lecture prompts:
 - a) How did you approach your reading and notetaking last week?
 - b) What challenges did you face?
 - c) What worked for you?
 - d) What did you consider when reading this week?
- What do you need to do moving forward to help develop your academic reading skills?