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READING AND WRITING SKILLS

Quarter 3 – Module 5
(Critical Reading as a Form of Reasoning)



English – Grade 11
Alternative Delivery Mode
Quarter 3 – Module 5 on Critical Reading as a Form of Reasoning)
Second Edition, 2021

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

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WHAT I NEED TO KNOW

Critical Reading as a Form of Reasoning

Information cannot always be trusted.

As a critical reader, you should be able to use textual evidence to support implicit and explicit information presented in the text. This is needed to assess the overall quality of the text.

This lesson helps you to carefully and critically evaluate texts in order to formulate sound judgment that can be supported by valid reasons or proofs. A reader gets an edge in ensuring that information is reliable, true and credible only after validating and crosschecking of the text.

Learning Competency

- Explains critical reading as a form of reasoning. EN 11/12RWS-IVac-8

Learning Objectives:

At the end of this module, you should be able to:

1. explain why critical reading is imperative to sound reasoning;
2. respond to questions asked; and,
3. use critical thinking in accomplishing tasks.



WHAT I KNOW

Task 1

Directions: Analyze the statements below. In your notebook, write whether the statement is FACT or BLUFF.

1. Critical reading requires distinguishing between facts or opinions.
☐ Fact ☐ Bluff
2. It is a must that main arguments be supported by factual information.
☐ Fact ☐ Bluff
3. Always take the author's own statement as true.
☐ Fact ☐ Bluff
4. Academic reading needs concentration and comprehension.
☐ Fact ☐ Bluff

5. Questioning both the text and our own reading of it is reading critically.
o Fact o Bluff
6. Critical reading means criticizing the text.
o Fact o Bluff
7. Opinions are not reliable unless supported by giving evidences and citing sources.
o Fact o Bluff



WHAT'S IN

Task 2

Directions: Write in your notebook your insights on the quotation below.

“Reading is asking questions of printed text.”

-Frank Smith in Reading without Nonsense (1997),

Insights: _____



WHAT'S NEW

Task 3

Directions: Read the short selection carefully and reflect on the ideas presented in the essay. Then, fill out the matrix found below.

This is your teen's brain, growing up
March 05, 2013|By Geoffrey Mohan

Wondering where your teen's mind is?

A study in the Proceedings of the National Academy of Sciences suggests adolescents may be quite busy adding brain cells during puberty, and it might just have to do with sex. "In school we were always taught the cells you're born with are pretty much all you get," said Margaret Mohr, a doctoral candidate in neuroscience at Michigan State University and one of the study's authors.

"We're finding that's not true at all." Adults can add neurons in the hippocampus, an area associated with learning and memory. But enough about your hippocampus. Let's talk about your teen's amygdala, which processes memory and emotional reaction, and "kind of helps teens redirect their social communication," Mohr said. Your amygdala might pick up on someone's sexual interest, perhaps. Or read that someone is spoiling for a chance to prove his dominance. All of that is useful around the time children are about to transition into the tricky social interactions of adulthood. Researchers don't use real teens or 'tweens, even if parents would volunteer them. They used the next best thing: a pubescent male hamster. They injected the rodents with a commonly used substance that helps mark the birth date of cells, then put them in different environments— an "enriched" one with a wheel to run on, another without much to stimulate them. Then researchers gave all the male hamsters, now a few weeks older, a shot at a sexually available female. Then they killed the male hamsters and took a close look at their brain cells. Sure enough, those cells born during puberty showed clear signs of activity. The fact that cells known to have been born in puberty were active during these interactions suggest, that cells had been incorporated into the circuits that drive male sexual behavior. Having a wheel to run around on made a difference too. Those hamsters in such an "enriched" environment were more likely to retain these teen cells into adulthood, the study found. The study and Mohr were silent on the specific parenting issues the study might raise. "In humans, exercise and social interactions are important for your well-being," Mohr said. "We know exercise helps these new cells survive."

Source: <http://articles.latimes.com/2013/mar/05/news/la-sn-teen-brains-20130304>

MATRIX

What does the writer want you to believe?	What reason/supporting evidence does the writer provide? Do they seem credible?	Do you agree with the author's idea? Explain.



WHAT IS IT

To read critically, it is vital that one knows what correct and incorrect reasoning is. “Reasoning is the ability of your mind to think and understand things in a logical way to form a conclusion or judgment” (Padilla, Mely M., et al, 2017). According to Harris and Hodges (1981), —it is the process of making judgments in reading: evaluating relevancy and adequacy of what is read.

Furthermore, this facilitates engagement with what you read. To do this, it is pivotal to ask the following questions:

- *What is the author trying to say?
- *What is the main argument being presented?
- *Does the text use statements or evidences that support its conclusions?
- *Do the evidences include reasons that justify your beliefs?

With all these questions answered, you get to evaluate and assess the veracity/ truthfulness, reliability, credibility of the statements, hence arms you to make your own standpoint about the matter that is discussed.

Characteristics of Critical Readers

Schumm and Post (1997) enumerated the characteristics of critical readers:

1. Spend time reflecting on the reading material
2. Evaluate and solve problems rather than simply compiling certain facts
3. Think logically
4. Seek out the truth
5. Eager to express their thoughts
6. Look at alternative views about a topic.
7. Open to new ideas
8. Base their judgments on evidence
9. Recognize errors and good arguments
10. Willing to take on critical stance on issues
11. Ask pertinent questions
12. Willing to change their ideas whenever new set of information is introduced
13. See connections between topics and use knowledge from other disciplines to enhance their experiences

Ways to become a Critical Reader

1. Annotate what you read- writing on the text
2. Outline the text- identify the main points
3. Summarize the text- Get the main gist or point of the text read.
4. Evaluate the text- use the other 3 ways. Question the purpose, intention, and assumptions. Check if there are pieces of evidence that are valid and credible.

Steps in Critical Reading

1. Before you read

Scan it and look for important information that will give you an idea of its subject as well as the arguments that it presents. Reading the introductions and subheadings can provide insight about the material at hand.

2. While you read

Ensure interaction with the author by taking note of important information or writing annotations on the material. The annotations can be in the form of questions that enter one's mind on the arguments, ideas, or reasoning of the writer. Highlight, mark or circle information or details which are particularly striking, significant, or unclear.

3. After you read

Revisit the annotations placed on the margins to get an over-all idea of the text and summarize the material to fully understand its message.

4. Responding the text

After all the steps, one can now start evaluating and analyzing the arguments as well as the reasoning of the author. He can now develop his own ideas or even write an essay that expresses his opposition or agreement to the author's ideas.



WHAT'S MORE

Task 4

Directions: In your notebook, answer the question below.

Excerpt from a speech of Manuel L. Quezon:

The Filipino of today is soft, easy-going. He has tendency towards parasitism. He lacks earnestness. His sense of righteousness is often dulled with his desire for personal gain. He is never courageous. His greatest fear is not to do wrong but of being caught doing wrong. He is inconstant. He lacks perseverance and he easily admits defeat. The patriotism of the Filipino of today is skin-deep, incapable of inspiring heroic deeds.

The Filipino of today is soft, easy-going.

Evidence from the text:

a. _____

b. _____

My evaluation:

My sample evidence:

My reason:



WHAT I HAVE LEARNED

Task 5

Directions: Reflect on what you have learned after taking up this lesson.
Write this in your notebook.

I thought _____

I learned that _____



WHAT I CAN DO

Task 6

Directions: Read the selection found below and answer the questions that follow.

Why Teachers Should Not Be Facebook Friends with Students

Since the times when Facebook and other social media networks gained popularity, the word —friends has evolved. Along with the traditional meaning, it also started to mean people whom you get online updates and messages from, whom you inform about your recent activities, whom you get in touch with virtually, and so on. At the same time, a —friend on Facebook can actually be a random person, a stranger whom you have seen only once or twice. People add new —friends easily; this is related especially to teenagers and students, who tend to —friend everyone they meet, including their teachers. Some people see it as a positive sign, assuming that virtual friendship will help make studying more fun and simple. However, there are strong reasons behind teachers' decisions not to add students as friends on Facebook or other social media platforms. The most significant concern is privacy, and perhaps teachers are more vulnerable in these terms than teenagers. Through Facebook and other social media platforms, students might learn details from the lives of their teachers which they are not supposed to learn: information about intimate relationships, vacations, and so on. This does not mean a teacher has no right to spend time the way he or she wants, and share information about it; it means that before doing this, teachers have to consider the possible effect and the consequences of such sharing (KidsSafe Foundation). This connection works both ways though: a teacher might use Facebook to see the details of their students' most recent party on campus, for example. Needless to say that instead of making relationships between teachers and students easier, such exposure only makes them more intense: both teachers and students become vulnerable, and bear more risks or harassment of different kinds. This problem logically transforms into disciplinary issues. The teacher-student relationship is often built on a hierarchical basis: students recognize their teacher as an outsider imbued with certain authority; this is a natural border helping establish discipline. However, by becoming digital friends with their students, teachers exhaust these borders and may lose authority. It becomes more difficult for them to discipline and reason with students, because they are (kind of) personally acquainted, and have a (sort of) relationship beyond the classroom. Besides, students with personal Facebook relationships with their teachers could be given extra credits or benefits in terms of studying (Patch.com).

Erasing borders between teachers and students might lead to unexpected

and inappropriate consequences, including sexual relationships, which is not just illegal, but also considered immoral by many people. Cases of such relationships are numerous; for example, in 2013, a former cheerleader and a high school teacher, Sarah Jones, pleaded guilty to having sex with a 17-year-old student, Cody York, who was careless enough to upload photos of himself and his teacher on Facebook. These photos went viral, causing a scandal and drawing attention to the problem of student-teacher relationships once again (The Current). It does not mean that Facebook relationships usually transform into personal or sexual ones; it means, however, that relationships beyond the borders established by a society might end up in an unexpected and inappropriate way that can hurt both a student and a teacher.

There exist at least several significant reasons why teachers should not add their students as friends on Facebook. One of them is privacy concerns: teachers who share their lives on Facebook—as well as students doing the same—cannot feel safe knowing their posts might be seen by the wrong audience. Also, erasing borders between students and teachers might not only lead to a drop of discipline, but sometimes transform into personal relationships, which usually tends to end up in a scandalous and/or painful way. Therefore, teachers and students should keep a certain distance, and communicate mostly within the limits of studying.

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Courtesy of: <https://academichelp.net/samples/academics/essays/persuasive/teachers-friend.html#sthash.5GJE3PFo.dpuf>

Questions

1. What is the main idea or claim of the text?
2. Which type of claim does this text use?
3. What are the supporting evidences?
4. How valid, reliable and credible are the references used?
5. Do you agree or disagree with the main argument of the writer? Explain your answer.



ASSESSMENT

Task 7

Directions: Fill out the matrix found below based on the short selection.

Laughter is the Medicine

Laughter is one of the greatest healing devices known to man. Laughter is powerful and can help people in many different ways. It has the power to cure something as little as a bad day or to heal the wounds of a terminally ill person. Laughing has helped create the smile which is the universal sign of well-being. Generally, individuals who do not laugh live miserably and have unhappy lives. Dr. Robert Holden found out that smiling and laughing release endorphins in the brain which give people an overall happy well-being. Using comedy, many doctors have stimulated the healing process in manic depressants and fatally ill patients giving them hope and ambition. In many clinics, laughter is being used in replacing anti-depressants and reduces the need for painkillers (Dr. Gael Crystal). Take comedians for example, they usually live long and happy lives. Putting a smile on faces and laughs in souls is what makes life complete. Laughter helps heal people and brightens spirits for a better and healthier life. Laughing is a sign of joy and hope and keeps people normal and the world happy. Using the techniques of laughter and happiness is the best medicine known to man. Laughter is the universal sign of well-being and happiness within health. Laughing brightens the spirit and heals the mind and body of people who allow it to overcome them. So try to smile and laugh to live a longer and happier life with loved ones.

~© Jace Oeleis 2005~

Courtesy: <http://english120.pbworks.com/w/page/19007010/persuasion%20paragraph>

What does the writer want you to believe?	What reason/supporting evidence does the writer provide? Do they seem credible?	Do you agree with the author's idea?

GLOSSARY

Burgeoning. Growing, expanding, or developing rapidly.

Novice. A person new or inexperienced in a field or situation.

Obstacles. Thing that blocks one's way or prevents or hinders progress

Satire. The use of humor, irony, exaggeration, or ridicule to explore and criticize people.

Skeptics. Persons who question the validity of something.

Synthesize. Combination of parts or elements to form a whole.

Answer Key	
Task 1	1. Fact- 2. Fact
	3. Bluff 4. Fact 5. Fact 6. Bluff 7. Fact
Task 6	1. Teachers have strong reasons for not adding students on Facebook and other social media platforms. 2. Claim of Value 3-5. Answers may vary
Task 7 - Answers may vary	
Task 2 - Answers may vary	
Task 3 - Answers may vary	
Task 4 - Answers may vary	
Task 5 - Answers may vary	

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