

SPECIALIZED ENGLISH PROGRAM 1
READER RESPONSE FORM

Name: Geronimo, Matt Gabriel A. Section: AVII-25 Date: Nov. 27, 2024 Score:/50

Title of Reading Selection: Handwriting but not Typewriting Leads to Widespread Brain Connectivity...

Summary

Direction: Write a one-paragraph (approximately 10 sentences) summary of the reading selection. It should include the title of the reading selection, the author’s name, author’s thesis, and supporting points.

In "Handwriting but not Typewriting Leads to Widespread Brain Connectivity" by F. R. Van der Weel and Audrey L. H. Van der Meer, the authors argue that handwriting provides significant cognitive benefits compared to typewriting, primarily through enhanced brain connectivity. The study, conducted using high-density EEG, found that handwriting activates more complex theta and alpha connectivity patterns in the brain’s parietal and central regions, which are crucial for memory formation and learning. This increased activity is attributed to the sensory and motor feedback involved in handwriting, which engages multiple neural networks. In contrast, typing involves repetitive, less intricate motions that fail to stimulate the brain as effectively. The authors highlight that handwriting fosters sensorimotor integration, enhancing attention, memory retention, and cognitive processing. They caution against the increasing replacement of handwriting with typing in educational settings, as this shift could negatively impact learning outcomes. Although they acknowledge the growing role of digital tools in modern classrooms, they emphasize that handwriting remains vital for optimal brain development. The article concludes with a call for balanced educational practices, where both handwriting and typing are used appropriately to maximize learning benefits. Through their research, the authors make a strong case for preserving handwriting in schools to support cognitive growth.

Response

Direction: Write a one-paragraph (approximately 10 sentences) response to the reading selection. It should include your reaction to the author’s thesis, and assessment of author’s achievement of the text’s purpose, clarity, and objectivity.

The authors' work in "Handwriting but not Typewriting Leads to Widespread Brain Connectivity" is both interesting and thought-provoking, as it highlights the cognitive and neurological advantages of handwriting over typing. While I agree that handwriting seems to engage the brain more deeply, especially in terms of memory and learning, as someone who spends a lot of time online, I don't tend to handwrite very often outside of schoolworks. Still, I find this perspective eye-opening. Personally, using a keyboard feels second nature to me, and the speed and efficiency it provides are essential in the digital world. Despite that, the study's findings make me question whether relying so heavily on typing may limit my ability to retain information in the long term. The authors effectively achieve their purpose of demonstrating handwriting's benefits, using clear and detailed explanations supported by researched data. However, their argument lacks a balanced acknowledgment of typing's advantages, particularly in professional and fast-paced environments. The writing is accessible and well-organized, but their emphasis on handwriting may reflect a bias toward traditional practices, which could narrow the scope of their conclusions. Overall, the article challenges readers such as myself to rethink the value of handwriting, though it leaves room for further exploration of how typing can complement cognitive development in different contexts.

Rubric

This reader response will be evaluated based on the criteria below:

Criteria	6-10 Points	1-5 Points	Score
Comprehension	Summary demonstrates understanding of main idea and supporting points in the source text	Summary contains inaccurate information.	
Critical Reading	Response demonstrates sound reasoning in reacting to author’s thesis and in justifying analysis and assessment of the text’s communicative value	Response contains one or more logical fallacies.	
Clarity	Ideas in sentences are clearly stated. <ul style="list-style-type: none">Provides pertinent details of the text (i.e., title, author’s name, some publication details) in an introductory sentence.Uses transitional devices and accurate words	Ideas in sentences are not clearly stated.	
Completeness	Important ideas/information from the text are quoted to prove reader’s reaction/rhetorical analysis.	Lacks ideas/information from text which is necessary to prove reader’s reaction/rhetorical analysis.	
Conventions	Writing displays correct grammar, spelling, and mechanics.	Writing displays incorrect grammar, spelling, and mechanics.	