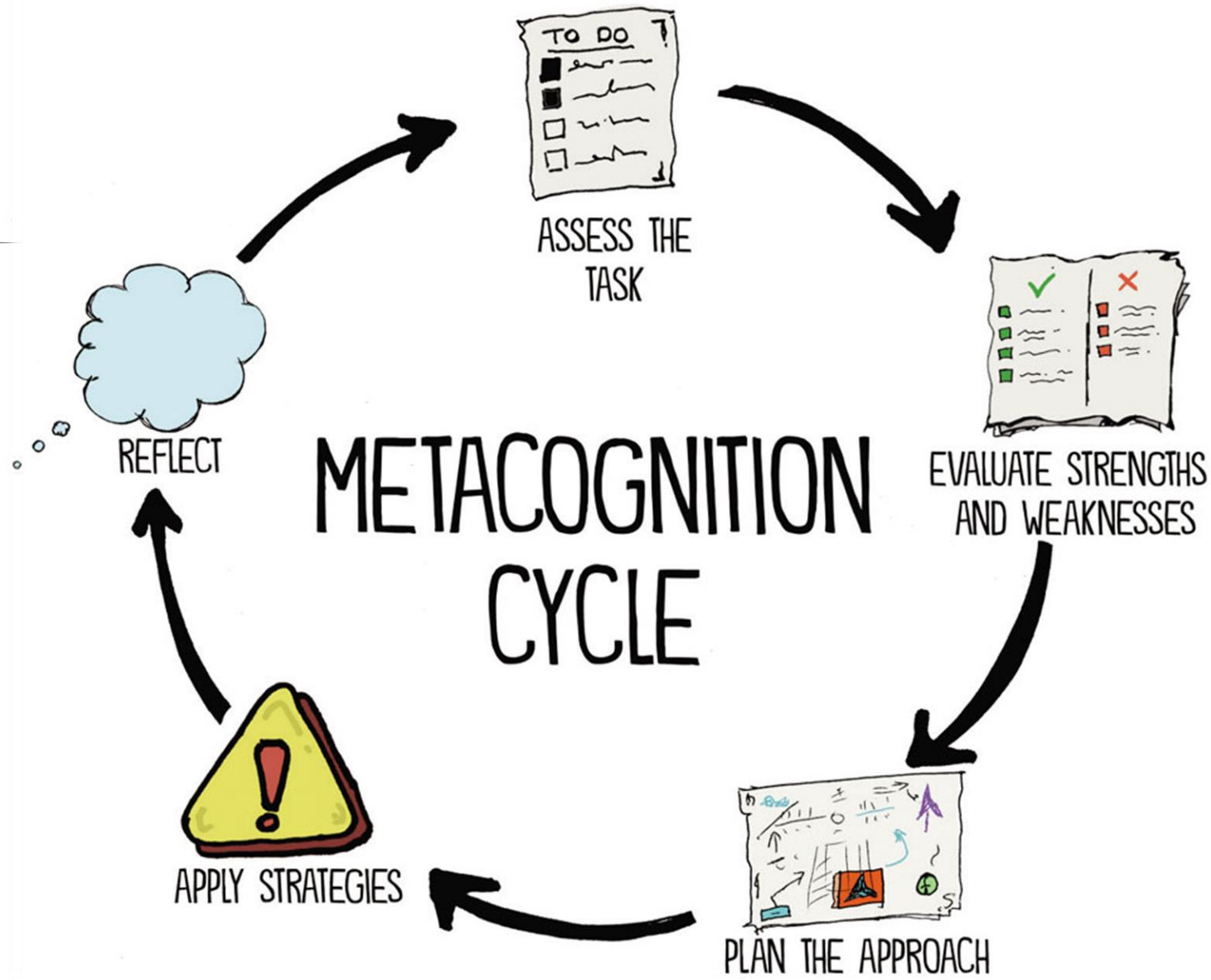

ENGLISH COMPOSITION & COMPREHENSION - LAB

MUHAMMAD WASIF KHAN



Metacognitive Reading Strategies



Reading Techniques

Skimming

Scanning

S

1. Survey

Scan the text and pay attention to:

- Layout;
- Chapters;
- Sections;
- Graphs;
- Pictures;
- Highlighted words;

Q

2. Question

Ask yourself questions about the text.

Ask yourself what you already know about the text and what your goal is.

Try to understand what it is that the author wants to convey.

3

3. Read

Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.

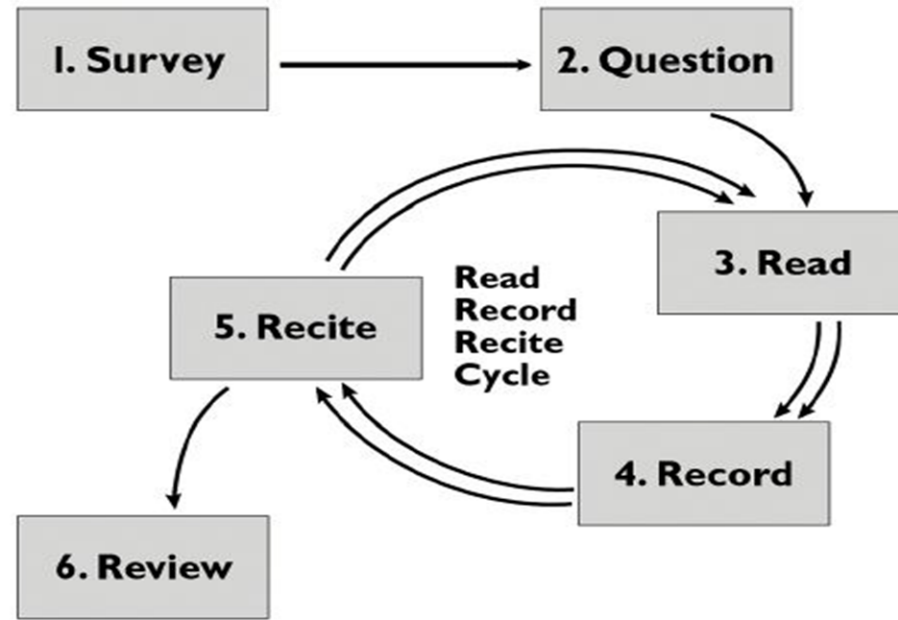
R

4. Recite

Repeat (aloud) in your own words what you have read. Ask your self questions about the text, explain to someone what you have read and try to write a summary.

5. Review

Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the parts you find difficult.



THE STEPS OF SQ4R

1. *Survey* the chapter.
2. Write *Questions* for each heading and subheading.
3. *Read* the information one paragraph at a time.
4. Select a form of notetaking to *Record* information.
5. *Recite* the important information from the paragraph.
6. *Review* the information learned in the chapter.

theory and to assess critically the contribution of the theory to the major issues in the field: the formation of movements, the process of mobilization, the organization of social movements, and the outcome of challenges.

SOURCES OF CONTENTION: RESOURCE MOBILIZATION VS. TRADITIONAL APPROACHES

The clash between resource mobilization theory and traditional approaches, especially collective behavior theories, has stemmed in large part from different conceptions of social movements. Traditional definitions have included any set of noninstitutionalized collective actions consciously oriented towards social change (or resisting such changes) and possessing a minimum of organization (Wilkinson 1971:27; Turner & Killian 1972:246). Social movements are traditionally seen as extensions of more elementary forms of collective behavior and as encompassing both movements of personal change (e.g. religious sects, cults, and communes) and those focused on institutional changes (e.g. legal reforms and changes in political power). Resource mobilization theorists have, in contrast, seen social movements as extensions of institutionalized actions and have restricted their focus to movements of institutional change that attempt to alter "elements of social structure and/or the reward distribution of society" (McCarthy & Zald 1977:1218), organize previously unorganized groups against institutional elites (Gamson 1975:16-18), or represent the interests of groups excluded from the polity (Jenkins & Perrow 1977; Tilly 1978, 1979).

Most of the disputes in the field flow from this difference. Institutional change movements tend to conform to the basic resource mobilization model: rational actions oriented towards clearly defined, fixed goals with centralized organizational control over resources and clearly demarcated outcomes that can be evaluated in terms of tangible gains. The premise that social movements are extensions of institutionalized actions is also plausible. The problem arises, however, in applying this model to movements of personal change in which expressive actions are intertwined with rational-instrumental actions. In such movements, goals tend to arise out of interaction; centralized control is tied to a charismatic leader or is weak; outcomes are diffuse. Continuities between these movements and elementary collective behavior are more apparent.

Given this bifurcation, how can the field develop? One direction is to apply resource mobilization models to the organizational aspects of personal change movements. Recent work by Lofland (1977, 1979), Shupe & Bromley (1979),

1) formation of movements
2) process of mobilization
3) organization of social movement
4) outcomes of challenges
contrast w/ RMT resource mobilization

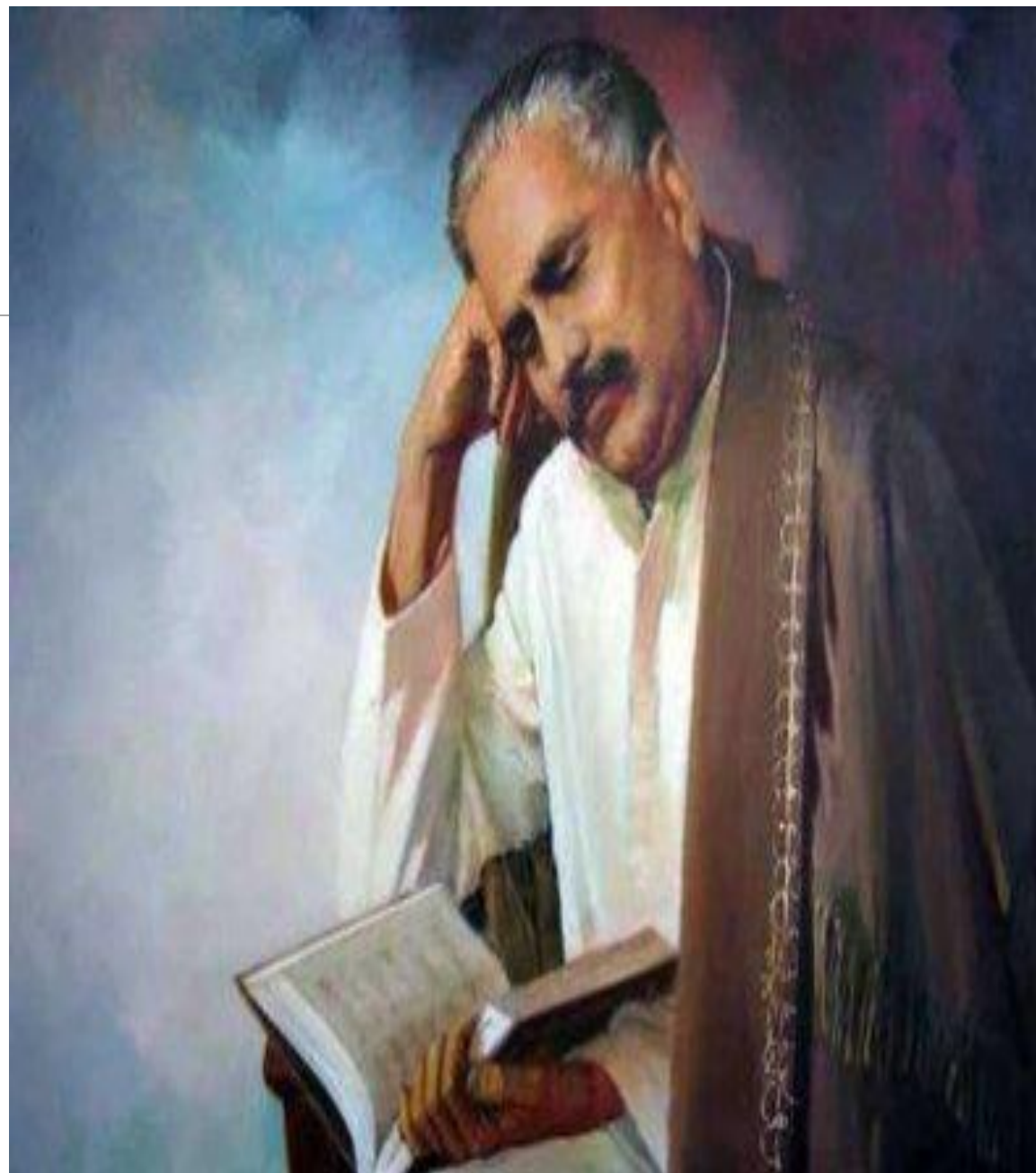
institutional change vs personal change

clash between different ways to define SM
traditionally extension of movements
a) personal + social change
table inst. change vs personal change



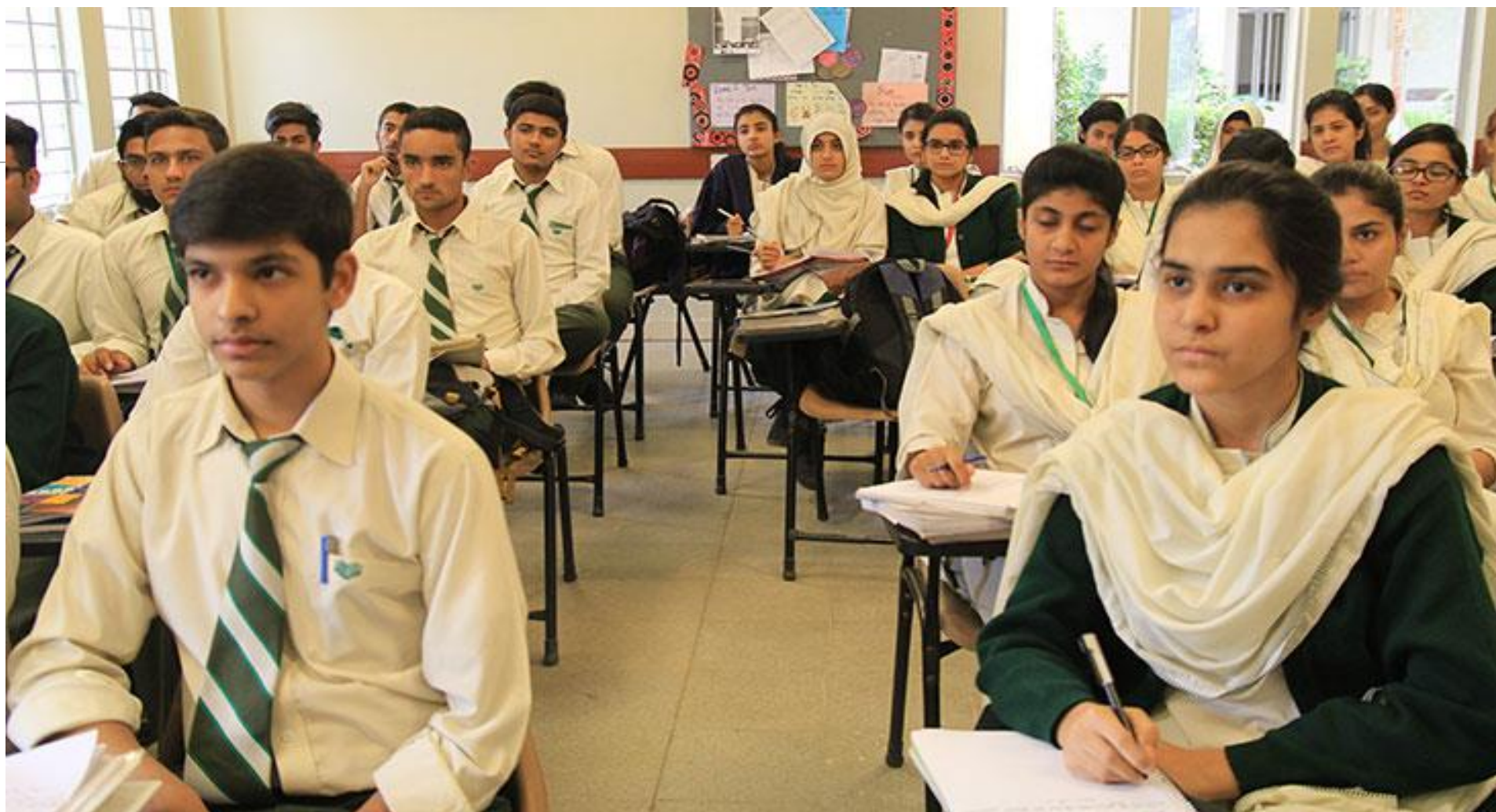
ACTIVITY

Guess the
pictures
!



















Pre-reading strategy: Anticipation guide

Statements	Agree/Disagree	Were you right
1. The man in the picture is a customer.		
2. Lady Finger bananas are easier to grow than other varieties		
3. Cavendish bananas are difficult to grow.		
4. The man in the picture is deterred and unambitious.		
5. Green bananas are low in resistant starches.		
6. Green bananas have vitamins and minerals.		
7. The man in the picture is not suffering from disease.		
8. Bananas can be turned into flour/powder form.		
9. The man in the picture is an entrepreneur.		
10. The setting of the story is in USA.		

While reading strategy: Close Reading

Instructions: Note down important lines and key words in their respective sections. After reading the text mention theme/moral of the story.	Notes
Key words	
Theme/Moral of the story	

Post Reading Strategy

Thank you! 😊