

READING & WRITING A READER RESPONSE

Objectives

When you have finished this section, you will be able to

- differentiate between reading to comprehend and reading to learn (evaluate);
- apply your learning about summarizing, outlining, and writing a thesis with supports while crafting a reader response

Resource List

- 1) The key focus of a reader response essay:
<http://trccwritingcenter.pbworks.com/w/page/9356011/Reader%20Response%20Papers>
- 2) In detail, the nuances of reader response:
<http://utminers.utep.edu/omwilliamson/engl0310link/readerresponse.htm>

Key Concepts:

- reader response
- critique
- evaluation

Procedure

Before Class

1. Complete the summary of one article from the **Reading Resources**.
2. Survey the websites provided in the Resource List above.
3. Read **websites 1** and scan/skim **website 2** for more information.
4. Review the *Reading Response Rubrics* on the course website.

In Class

1. Do **Task A** (45 minutes).
2. Complete **Task B** (45 minutes).

After Class

1. Look at the **Essay Process** unit, and read the prompt for the upcoming essay.

2. Choose one article from the **Reading Resources** on the website that you believe would be useful as your prepare for your essay. The reader response of this article will be submitted for peer review during the first tutorial of Week 5.

Tasks

A. Recap on Summarizing Strategies

1. After reading a passage (i.e., a sentence, a paragraph, several paragraphs, a chapter, an essay, a report or even a longer piece of writing such as a book), you should break down a passage/article into the following levels and ask yourself the related questions:
 - **Level 1:** Central claims—examine the title. The title gives you an overview of the topic/the writer's main viewpoint. What is the title of this article? Who is the author? What is the author's main idea or thesis?
 - **Level 2:** Main ideas—look for the reasons/points that the writers use to support the central claims. The main ideas are *usually* in topic sentences. What are the key or main points?
 - **Level 3:** Supporting details—there are two elements of supporting details: the first element is the explanations for reasons/points that the writers use to elaborate on the central claims. The second element is the examples (i.e. case studies/statistics/ illustrations) that are used to support the explanations.

Once you have written your summary, identify one particular statement or idea presented in the article that elicits an immediate intellectual reaction or emotional response from you.

2. Share your summary with a partner or group of classmates. While evaluating your partner's summary, see if you can identify the author, the main and supporting ideas.
3. Provide feedback on the summary.
4. Return the summary to the writer.
5. Re-write your own summary.

B. Responding to one part of the summary / to a specific assertion, assumption, value or belief from the article you have read (reader response practice)

1. After refining your summary, write a reaction to the specific statement or idea you want to focus upon. Be sure to do each of the following as you write:
 - (a) Clearly pinpoint the statement or idea described in the article summary that you will focus upon in your response.
 - (b) Write a statement (thesis) of agreement/disagreement or some other specific evaluative reaction in which you give your feelings/opinions about the focal point you had identified in (a).
 - (c) Support your assertion with information from the article, from other information you have read or learned about in other contexts, and from your own experience.
 - (d) Conclude with a very brief restatement of your main idea.

C. Feedback on reader response practice

1. Look at the reader response rubric. Pay attention to the key characteristics.
2. Share this “response” with your partner/group mates, orally and/or in writing.
3. Give feedback on the reader response provided by your peer(s).
4. Look at the feedback you have received and reflect on how you can improve.
5. Rewrite this summary/reader response for submission to your tutor; be sure keep all drafts in your portfolio.