Unidad 2
El texto: Estrategias de lectura y organización textual

Estrategias cognitivas y de lectura

Al momento de enfrentarnos a la lectura, debemos tener en cuenta tres estrategias: (a) lectura con hipótesis; (b) lectura rápida); (c) lectura comprensiva.

(a) Lectura con hipótesis

El primer contacto que tiene el lector con el texto es a través de los paratextos. A través de ellos, el lector predice acerca de qué es lo que va a leer: género, campo del saber al que pertenece el libro, tema, etc. Es decir, los paratextos ayudan y guían el abordaje de un texto escrito.

(b) Lectura rápida (scanning and skimming)

La hipótesis de lectura es corroborada luego mediante actividades de lectura rápida o de barrido. Antes de empezar una lectura minuciosa de un texto, se puede recorrer la superficie del texto recogiendo información puntual que salta a la vista (como fechas, nombres de equipos, etc.), esta técnica se denomina scanning. También es posible una lectura global para identificar cuál es el tema y que es lo que, a grandes rasgos, se dice sobre ese tema. Esta técnica se denomina skimming.

(c) Lectura comprensiva (detailed reading)

se tipo de lectura abarca varias etapas de lectura y comprensión del texto que parte de la comprensión del tema, los argumentos que emplea el autor, reconocimiento e identificación del esquema textual, marcas textuales, marcas de cohesión y aspectos léxicos y gramaticales.

- **Lea el siguiente texto**

a. **Indique qué paratextos se incluyen y qué función cumplen.**
b. **Realice una primera lectura rápida global (skimming). ¿Cuál es el tema del texto?**
c. **Realice una segunda lectura rápida (scanning). ¿A qué hacen referencia los siguientes nombres? ¿Por qué?**

Rabbit – ears _____

Tictactoe _____

Cash _____

Pretzel _____

Shark fin _____

Coding Horror

Programming and human factors

12 Jun 2008

ASCII Pronunciation Rules for Programmers

As programmers, we deal with a lot of unusual keyboard characters that typical users rarely need to type, much less think about:

$ # % {} * [] ~ & <>

Even the characters that are fairly regularly used in everyday writing -- such as the humble dash, parens, period, and question mark -- have radically different meaning in programming languages.

This is all well and good, but you'll eventually have to read code out loud to another developer for some reason. And then you're in an awkward position, indeed.

How do you *pronounce* these unusual ASCII characters?

I'm often surprised to hear what other programmers name their ASCII characters. Not that the words I personally use to identify my ASCII characters are any more correct, but there's far more variability than you'd expect considering the rigid, highly literal mindset of most programmers.

Perhaps that's why I was so excited to discover the ASCII entry in The New Hacker's Dictionary, which Phil Glockner turned me on to. It's a fairly exhaustive catalog of the common names, rare names, and occasionally downright *weird* names that programmers associate with the ASCII characters sprinkled throughout their code.

How many of these ASCII pronunciations do you recognize? Which ones are the "correct" ones in your shop?

	Common Names	Rare Names
!	**exclamation mark** bang pling excl not shriek	factorial exclam smash cuss boing yell wow hey wham eureka spark-spot soldier control
"	**quotation marks** quote double quote	literal mark double-glitch dieresis dirk rabbit-ears double prime
#	**hash** pound sign number sign pound sharp crunch hex mesh	grid crosshatch octothorpe flash square pig-pen tictactoe scratchmark thud thump
$	**dollar sign** dollar	currency symbol buck cash string escape ding cache big money
%	**percent sign** mod grapes	double-oh-seven
&	**ampersand** amp amper and and sign	address reference andpersand bitand pretzel
'	**apostrophe** single quote quote	prime glitch tick irk pop spark closing single quotation mark acute accent
( )	**opening / closing parenthesis** left / right paren left / right parenthesis left / right open / close	so/already lparen/rparen opening/closing parenthesis opening/closing round bracket left/right round bracket

	open / close paren paren / thesis	wax/wane left/right ear
[ ]	**opening / closing bracket** left / right bracket left / right square bracket bracket / unbracket	square / unsquare u turn / u turn back
{ }	**opening / closing brace** open / close brace left / right brace left / right squiggly left / right squiggly bracket/brace left / right curly bracket/brace	brace / unbrace curly / uncurly leftit / rytit left / right squirrelly embrace / bracelet
< **>**	**less / greater than** bra / ket left / right angle left / right angle bracket left / right broket	from / into (or towards) read from / write to comes-from / in / out tic / tac angle / right angle
*****	**asterisk** star splat	wildcard aster gear times dingle twinkle mult spider
+	**plus** add	cross intersection
,	**comma**	cedilla tail
-	**dash** hyphen minus	worm option
.	**period** dot point decimal point	radix point full stop spot
/	**slash** stroke slant forward slash	diagonal solidus over virgule slat

\	**backslash** slosh hack backslant whack backwhack escape reverse slash	bash reverse slant reversed virgule backslat
:	**colon**	dots two-spot
;	**semicolon** semi	weenie hybrid
=	**equals** gets takes	quadrathorpe half-mesh
?	**question mark** query ques	quiz huh whatmark hook what buttonhook wildchar hunchback
@	**at sign** at strudel	each snail vortex ape whorl cat whirlpool rose cyclone commercial at
^	**circumflex** caret hat control uparrow	xor sign chevron shark (or shark-fin) to the fang pointer
_	**underline** underscore underbar under	score backarrow skid flatworm
`	**grave accent** backquote left quote left single quote open quote grave	backprime back tick backspark back glitch unapostrophe push birk opening single quote blugle quasiquote
|	**bar** or	vertical line gozinta

	or-bar v-bar pipe vertical bar	thru pipesinta spike
~	**tilde** squiggle twiddle not	approx wiggle swung dash enyay

If you're curious about the derivation of some of the odder names here, there are an extensive set of footnotes (and even *more* possible pronunciations) at the ascii-table.com pronunciation guide.

So, the next time a programmer walks up to you and says, "oh, it's easy! Just type *wax bang at hash buck grapes circumflex and splat wane*", you'll know what they mean.

Maybe.

Adaptado para propósitos pedagógicos de:
https://blog.codinghorror.com/ascii-pronunciation-rules-for-programmers/

Distribución de la información en un texto

El texto funciona como una unidad lingüística que demuestra la intención de un emisor en comunicar algo en un determinado contexto. Para lograrlo, éste debe tener una estructura básica para cumplir su propósito. La misma idealmente incluye:

- Una introducción en la cual se explicita el tema central o las ideas principales que se desarrollarán posteriormente en el texto.

- Un desarrollo en el cual se discute, explica o argumenta el tema central del texto que fue presentado en el párrafo introductorio. De acuerdo al formato el texto, en el desarrollo se pueden incluir información detallada (opiniones, razonamientos, argumentaciones lógicas, etc.) y / o explicaciones acerca del tema o tópico principal.

- Una recapitulación en el párrafo final en el cual las ideas principales desarrolladas en el texto son resumidas de forma breve. Este final también puede (de acuerdo al tipo de texto) incluir comentarios generales, opiniones o bien retomar la idea principal de la introducción con algún comentario o reflexión por parte del autor.

Como se sabe, dentro de los textos no hay solamente un tópico que es desarrollado, sino que hay una cantidad de subtópicos que se explican en el texto. Para que estos subtópicos estén organizados apropiadamente, estos necesitan un tópico general, que delimita totalmente los límites temáticos que serán tratados en el texto.

Organización de la información en un párrafo

Un párrafo es un conjunto de oraciones que posee un tema central. Más allá de que un párrafo concluya con un punto y aparte, lo que realmente determina el límite de un párrafo es la extensión del tema central tratado en él. Los temas del párrafo son en realidad subtópicos del tópico general. En ellos se trata el tópico general desde un punto de vista, o un aspecto específico del mismo.

La oración es la unidad lingüística más pequeña con sentido propio, es decir que posee significado, es autónoma está estructurada para transmitir un mensaje con un sentido completo en sí mismo en un determinado contexto.

La oración principal: delimita el tema que será tratado en las demás oraciones. También se denomina oración clave. Esta suele -aunque no siempre- estar al comienzo del párrafo. Encontrar las oraciones principales es fundamental para poder elaborar un resumen de un texto.

Las oraciones secundarias o de apoyo: añaden información o explican lo enunciado en la oración principal. Dentro de las oraciones secundarias, se definen como subordinadas a aquellas que adquieren un sentido solamente en relación a otra y coordinadas a las que poseen un sentido propio. Estas oraciones presentan detalles sobre la oración principal en forma de ejemplo, descripción, estadística, opinión de expertos, argumentación lógica, etc.

- **Lea el siguiente texto y luego:**

a. **Marque en el texto la distribución de la información (introducción, desarrollo, recapitulación/ conclusión).**
b. **Identifique el tópico general del texto.**
c. **Escriba el sub tópico de cada párrafo.**
d. **Identifique las oraciones principales y las oraciones secundarias.**
e. **Conteste:**

¿Qué es un "netizen"? ¿Cómo traduciría el término?
¿Por qué no se considera a internet como algo completamente nuevo?
¿Qué límites no aplican en el uso de la internet?
¿Qué implica la ética en línea a nivel empresarial?

f. Elabore un resumen del texto en español utilizando las oraciones principales.

Netiquette and Online Ethics: What Are They?

Netiquette is a combination of the words network and etiquette, and is defined as a set of rules for acceptable online behavior. Similarly, online ethics focuses on the acceptable use of online resources in an online social environment.

Both phrases are frequently interchanged and are often combined with the concept of a 'netizen' which itself is a contraction of the words internet and citizen and refers to both a person who uses the internet to participate in society, and an individual who has accepted the responsibility of using the internet in productive and socially responsible ways.

Underlying this overall concept of socially responsible internet use are a few core pillars, though the details underneath each pillar are still subject to debate.

At a high level using netiquette, applying online ethics, or being a good netizen means:

• Recognizing that the internet is not some new world in which anything goes, but rather a new dimension or extension of our existing society.

• Applying the same standards and values online as we are accustomed to applying in the rest of our lives. In simple terms this means that the values society has in place against such things as hate speech and bigotry, copyright violations and other forms of theft, child exploitation and child pornography, remain intact. As do the values around courtesy, kindness, openness, and treating others with the same respect we wish to receive.

• Accepting that the laws which are currently in place to protect the rights and dignity of citizens apply online, and that where needed, laws are updated to reflect these rights in the extended environment. Theft online is still theft, stalking, bullying, harassing, tormenting online is still abusive, and so on.

• Acknowledging that cultural differences remain, even when national boundaries no longer apply. This requires finding a way to accept that the social values and norms of some netizens will not be the social values and norms of all netizens.

For companies, being a good netizen, applying online ethics, or using netiquette also includes:

• Respecting the rights to privacy assumed and possessed by citizens in their offline interactions.

- Maintaining transparency in their policies and actions so that consumers can easily and quickly understand how that company is using their information, protecting them from harm, and giving users a clear means of ownership and self-determination as to what is, and isn't shared about them.

Most internet users automatically apply the same responsible respectful behavior online as they do in every other environment and by nature apply netiquette an online ethics, and are good netizens. The minority that fail to apply societal values in some or any environment - including the internet - are quickly identified as exceptions to be dealt with on a social, or criminal level.

Adaptado para propósitos pedagógicos de: https://www.webroot.com/ca/en/home/resources/tips/ethics-and-legal/ethics-netiquette-and-online-ethics-what-are-they

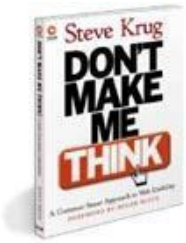
PRÁCTICA EXTRA

- **Lea el siguiente texto. Luego, realice las actividades a continuación:**

a. **Indique qué paratextos se incluyen qué función cumplen.**
b. **Realice una primera lectura rápida global (skimming). ¿Cuál es el tema del texto?**
c. **Realice una segunda lectura rápida (scanning). ¿A qué hacen referencia las frases en negrita?**
d. **Realice una tercera lectura comprensiva. Responda las siguientes preguntas:**
    1. **¿Qué hacen las personas frente a una nueva página web?**
    2. **¿Qué páginas no se escanean?**
    3. **¿Qué hace el usuario frente a un texto extenso?**
    4. **Los usuarios ¿eligen la mejor página? ¿Por qué?**
    5. **Para los usuarios ¿es importante saber cómo funciona, por ejemplo, Internet?**
    6. **¿Qué hacen los usuarios cuando descubren el funcionamiento, por ejemplo, de Internet?**

Chapter2

How we really use the Web



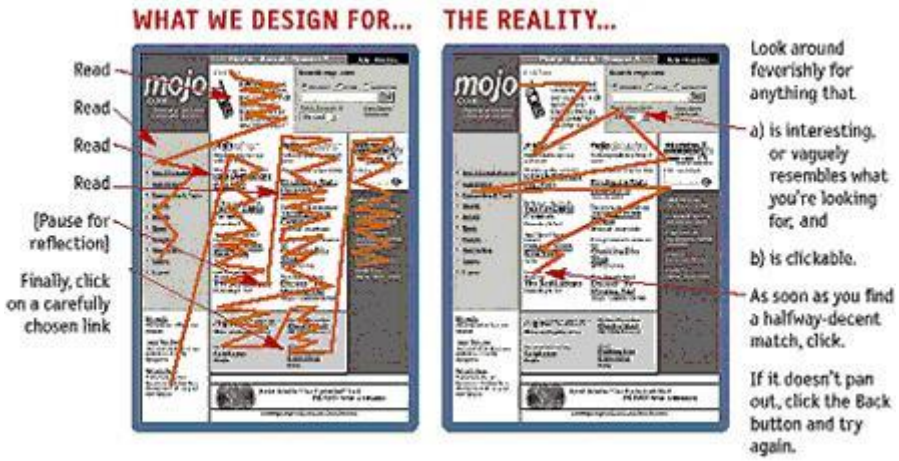
Why are things always in the last place you look for them?
Because you stop looking when you find them.
—Children's riddle

In the past five years I've spent a lot of time watching people use the Web, and the thing that has struck me most is the difference between how we think people use Web sites and how they actually use them.

When we're creating sites, we act as though people are going to pore over each page, reading our finely crafted text, figuring out how we've organized things, and weighing their options before deciding which link to click.

What they actually do most of the time (if we're lucky) is glance at each new page, scan some of the text, and click on the first link that catches their interest or vaguely resembles the thing they're looking for. There are usually large parts of the page that they don't even look at.

We're thinking "great literature" (or at least "product brochure"), while the user's reality is much closer to "billboard going by at 60 miles an hour."



As you might imagine, it's a little more complicated than this, and it depends on the kind of page, what the user is trying to do, how much of a hurry she's in, and so on. But this simplistic view is much closer to reality than most of us imagine.

It makes sense that we picture a more rational, attentive user when we're designing pages. It's only natural to assume that everyone uses the Web the same way we do, and—like everyone else—we tend to think that our own behavior is much more orderly and sensible than it really is.

If you want to design effective Web pages, though, you have to learn to live with three facts about real-world Web use.

Fact of life #1:

We don't read pages. We scan them.

One of the very few well-documented facts about Web use is that people tend to spend very little time reading most Web pages. Instead, we scan (or skim) them, looking for words or phrases that catch our eye.

The exception, of course, is pages that contain documents like news stories, reports, or product descriptions. But even then, if the document is longer than a few paragraphs, we're likely to print it out—since it's easier and faster to read on paper than on a screen.

Why do we scan?

• **We're usually in a hurry.** Much of our Web use is motivated by the desire to save time. As a result, Web users tend to act like sharks: they have to keep moving, or they'll die. We just don't have the time to read any more than necessary.

• **We know we don't need to read everything.** On most pages, we're really only interested in a fraction of what's on the page. We're just looking for the bits that match our interests or the task at hand, and the rest of it is irrelevant. Scanning is how we find the relevant bits.

• **We're good at it.** We've been scanning newspapers, magazines, and books all our lives to find the parts we're interested in, and we know that it works.

The net effect is a lot like Gary Larson's classic Far Side cartoon about the difference between what we say to dogs and what they hear. In the cartoon, the dog (named Ginger) appears to be listening intently as her owner gives her a serious talking-to about staying out of the garbage. But from the dog's point of view, all he's saying is "blah blah GINGER blah blah blah blah GINGER blah blah blah."

What we see when we look at a Web page depends on what we have in mind, but it's usually just a fraction of what's on the page.

Like Ginger, we tend to focus on words and phrases that seem to match (a) the task at hand or (b) our current or ongoing personal interests. And of course, (c) the trigger words that are hardwired into our nervous systems, like "Free," "Sale," and "Sex."

Fact of life #2:

We don't make optimal choices. We satisfice.

When we're designing pages, we tend to assume that users will scan the page, consider all of the available options, and choose the best one.

In reality, though, most of the time we don't choose the best option—we choose the first reasonable option, a strategy known as satisficing. As soon as we find a link that seems like it might lead to what we're looking for, there's a very good chance that we'll click it.

I'd observed this behavior for years, but its significance wasn't really clear to me until I read Gary Klein's book, Sources of Power: How People Make Decisions. Klein has spent fifteen years studying naturalistic decision making: how people like fire fighters, pilots, chess masters, and nuclear power plant operators make high-stakes decisions in real settings, with time pressure, vague goals, limited information, and changing conditions.

Klein's team of observers went into their first study (of field commanders at fire scenes) with the generally accepted model of rational decision making: faced with a problem, a person gathers information, identifies the possible solutions, and chooses the best one. They started with the hypothesis that because of the high stakes and extreme time pressure, fire captains would be

able to compare only two options, an assumption they thought was conservative. As it turned out, the fire commanders didn't compare any options. They took the first reasonable plan that came to mind and did a quick mental test for problems. If they didn't find any, they had their plan of action.

So why don't Web users look for the best choice?

• **We're usually in a hurry.** And as Klein points out "Optimizing is hard, and it takes a long time. Satisficing is more efficient."

• **There's not much of a penalty for guessing wrong.** Unlike the firefighters, the penalty for guessing wrong on a Web site is usually only a click or two of the Back button, making satisficing an effective strategy. Of course, this assumes that pages load quickly; when they don't, we have to make our choices more carefully—just one of the many reasons why most Web users don't like slow-loading pages.

• **Weighing options may not improve our chances.** On poorly designed sites, putting effort into making the best choice doesn't really help. You're usually better off going with your first guess and using the Back button if it doesn't work out.

• **Guessing is more fun.** It's less work than weighing options, and if you guess right, it's faster. And it introduces an element of chance—the pleasant possibility of running into something surprising and good.

Of course, this is not to say that users never weigh options before they click. It depends on things like their frame of mind, how pressed they are for time, and how much confidence they have in the site.

Fact of life #3:

We don't figure out how things work. We muddle through.

One of the things that becomes obvious as soon as you do any usability testing—whether you're testing Web sites, software, or household appliances—is the extent to which people use things all the time without understanding how they work, or with completely wrong-headed ideas about how they work.

Faced with any sort of technology, very few people take the time to read instructions. Instead, we forge ahead and muddle through, making up our own vaguely plausible stories about what we're doing and why it works.

It often reminds me of the scene at the end of The Prince and the Pauper where the real prince discovers that the look-alike pauper has been using the Great Seal of England as a nutcracker in his absence. (It makes perfect sense—to him, the seal is just this great big, heavy chunk of metal.)

And the fact is, we get things done that way. I've seen lots of people use software and Web sites effectively in ways that are nothing like what the designers intended.

My favorite example is the people (and I've seen dozens of them myself) who will type a site's entire URL in the Yahoo search box every time they want to go to there—not just to find the site for the first time, but every time they want to go there, sometimes several times a day. If you ask them about it, it becomes clear that some of them think that Yahoo is the Internet, and that this is the way you use it.

Most Web designers would be shocked if they knew how many people type URLs in Yahoo's search box.

And muddling through is not limited to beginners. Even technically savvy users often have surprising gaps in their understanding of how things work. (I wouldn't be surprised if even Bill Gates has some bits of technology in his life that he uses by muddling through.)

Why does this happen?

• **It's not important to us.** For most of us, it doesn't matter to us whether we understand how things work, as long as we can use them. It's not for lack of intelligence, but for lack of caring. In the great scheme of things, it's just not important to us.

• **If we find something that works, we stick to it.** Once we find something that works — no matter how badly — we tend not to look for a better way. We'll use a better way if we stumble across one, but we seldom look for one.

It's always interesting to watch Web designers and developers observe their first usability test. The first time they see a user click on something completely inappropriate, they're surprised. (For instance, when the user ignores a nice big fat "Software" button in the navigation bar, saying something like, "Well, I'm looking for software, so I guess I'd click here on 'Cheap Stuff' because cheap is always good.") The user may even find what he's looking for eventually, but by then the people watching don't know whether to be happy or not.

The second time it happens, they're yelling "Just click on 'Software'!" The third time, you can see them thinking: "Why are we even bothering?"

And it's a good question: if people manage to muddle through so much, does it really matter whether they "get it"? The answer is that it matters a great deal because while muddling through may work sometimes, it tends to be inefficient and error prone. On the other hand, if users "get it,"

• There's a much better chance that they'll find what they're looking for, which is good for them and for you.

• There's a better chance that they'll understand the full range of what your site has to offer—not just the parts that they stumble across.

• You have a better chance of steering them to the parts of your site that you want them to see.

• They'll feel smarter and more in control when they're using your site, which will bring them back. You can only get away with a site that people muddle through until someone builds one down the street that makes them feel smart.

If life gives you lemons...

By now you may be thinking (given this less than rosy picture of the Web audience), "Why don't I just get a job at the local 7-11? At least my efforts might be appreciated."

So, what's a girl to do?

The answer: if your audience is going to act like you're designing billboards, then design great billboards.

Adaptado para propósitos pedagógicos de: http://www.sensible.com/chapter.html