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- Terms to use:
 - Content strategies(H&F)
 - Explain how content strategies differ from what text you have to read
 - Function and feature strategies(H&F)
 - Reading exactly what is on the lines and how it is applied in different texts
 - Interclause integration(J&C)
 - Using the summaries from many sentences to understand the meaning(s)
 - Sentence Wrap-up(J&C)
 - The importance of knowing how to wrap up a sentence in any type of text
 - Transactional Theory(Rosenblatt)
 - Explain how transactional theory can vary from text to text
 - Efferent/aesthetic continuum(Rosenblatt)
 - Explain the situations to read efferent vs aesthetic
 - Planning(T&P)
 - Explain how to plan various types of texts.
- Texts to use:
 - Library of Babel
 - Explaining which terms apply
 - Computer Science Lab sheet
 - Explaining which terms apply and how they differ

- What each term means:
 - Content strategies(H&F)
 - When a reader understands a text by either questioning, interpreting, or summarizing it.
 - Function and feature strategies(H&F)
 - When a reader uses what is on the lines to understand what the text means
 - Interclause integration(J&C)
 - When a reader begins to understand the bigger picture after reading
 - Sentence Wrap-up(J&C)
 - When a reader reiterates what they learned/understood after each sentence
 - Transactional Theory(Rosenblatt)
 - The interaction between a reader and the text
 - Efferent/aesthetic continuum(Rosenblatt)
 - Understanding that there is a stark difference between each text
 - Planning(T&P)
 - Planning how to read to get the most efficiency and understanding

- General differences between texts:
 - Library of Babel:
 - A historical piece that reminds me of the Grapes of Wrath; very little plot and nothing in particular happens to intrigue the audience
 - Computer Science Lab Sheet

- A common text that many students get on a weekly basis, it contains strict instructions and generally frustrates many.

Intro: Introducing the concept of reading differently

Reading is seen as mainly used in two different ways, for pleasure or for education. Rosenblatt calls this the efferent / aesthetic continuum. Depending on what we have to read, we will have to read it differently. There are times in which we read strictly to enjoy ourselves and other times when we have to follow instructions. Many authors have described various reading terms that we constantly use. *I am not sure how to continue this paragraph or how to transition into the next one*

Body: Elaborating on the topic while

For the reading experiment, two very different texts were chosen to analyze. The first was the short story, *The Library of Babel*, by Jorge Luis Borges. It was about the library of Babel and the infinite amount of books that it contains. Most of the books are not even readable in the narrator's language. He spends his entire life in search of one book, only to pass away before ever finding it. The second was a Computer Science Lab sheet. It was about creating a giant sorting algorithm to sort hundreds of thousands of baby names. Both of these are very different, from the actual content that is in them and how us students would read them. *The Library of Babel* is an example of an aesthetic continuum (Rosenblatt) and the Computer Science Lab Sheet

is an example of an efferent continuum. Because of their different continuums, different reading strategies are used for them.

I constantly gazed (Just and Carpenter) on the various terms and instructions on the Lab Sheet. While the instructions were clear, many forms of content strategies (Haas and Flower) were used to fully grasp what to do. Even prior to reading, I had been planning (Tierny and Pearson) on which parts to focus more on based on my strengths. The lab sheet contained a step by step instructions on how to do specific parts of the lab in order to continue forward.

Outro: Learning outcome from the experience

Not sure how to start last paragraph