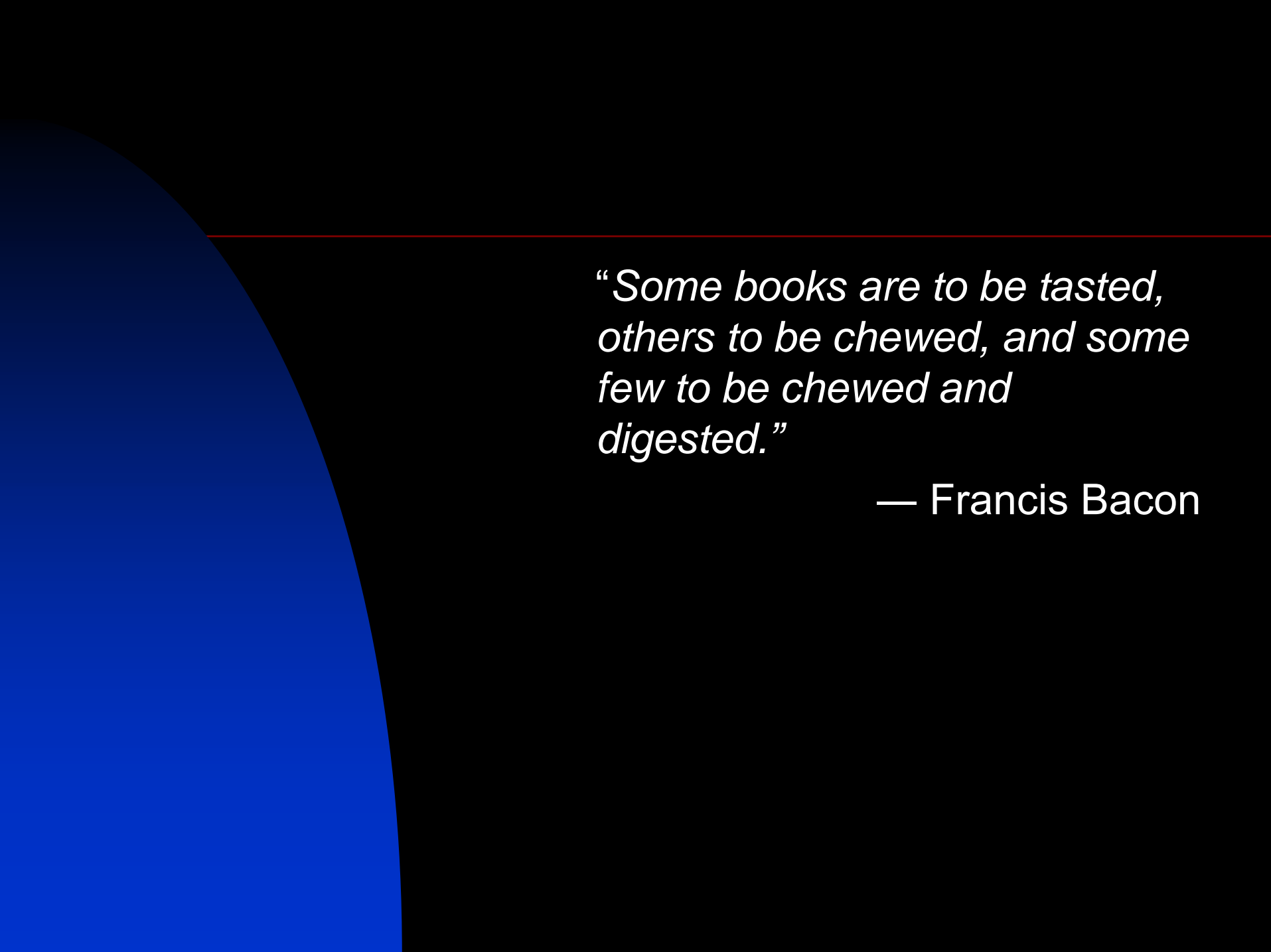




Reading To Write

Designed by
Duke University's Writing Studio



*“Some books are to be tasted,
others to be chewed, and some
few to be chewed and
digested.”*

— Francis Bacon

Workshop Goals

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- Interact with the text as a writer.

Some Important Questions

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- How do you interact with a text when you read?
- How do you generate promising ideas from your readings?
- What aspects of your interaction with texts do you want to improve?

Preparing to Interact With the Text

- Consider the instructor's purpose in assigning the reading or your purpose in choosing the reading.

Considering purpose

- What are the goals of the course and assignment?
- Why did the instructor choose the text?
- Is this an authoritative text, and will it contribute to your understanding?

Preparing to Interact With the Text

- Consider the instructor's purpose in assigning the reading or your purpose in choosing the reading.
- Read as a writer.

Reading as a Writer

- Read for comprehension.
- Devise systems that allow you to categorize information and ideas.
- Take notes, including your thoughts about the material.
- Synthesize the information you gather.

Preparing to Interact With the Text

- Consider the instructor's purpose in assigning the reading or your purpose in choosing the reading.
- Read as a writer.
- Choose among different reading strategies depending on the purpose.

Possible Reading Strategies

- Prereading
- Annotations
- Double-column notes
- Freewriting
- Rereading

Critical Reading Exercise

Text: an excerpt from “Politics and the English Language” by George Orwell.

- Consider possible reading strategies.
- Practice using strategies, for example, of freewriting, annotating, and double-column notes.

Moving from Reading Critically to Writing Effectively

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- Categorize or group important or intriguing details that seem related.
- Identify contradictions and complexities.

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- Consider what the text leaves out and what questions are left unanswered.
- Identify what interests you most or what seems compelling.
- Locate the reading in terms of other “texts” with which you are familiar: books, articles, newspapers, music, film, etc.

Moving from Reading Critically to Writing Effectively

- And, finally, return again and again to the text for clarification.



“I write entirely to find out what is on my mind, what I’m thinking, what I’m looking at, what I’m seeing, and what it means.”

— Joan Didion

Summary

- Reading critically means interacting with the text(s) with a particular purpose in mind.

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- Reading critically means interacting with the text(s) with a particular purpose in mind.
- Reading critically as a writer does not mean looking for the “right” answer but, rather, generating many ideas from which to choose.

Summary

- So, what might “Reading To Write” entail?

Other Resources

- Schedule regular Writing Studio appointments.
- Check “Resources for Writers” at uwp.aas.duke.edu/wstudio for helpful links.
- Use the Academic Skills Instructional Program for additional help with reading techniques.

Further Reading

- Adler, Mortimer. *How to Read a Book*
- Kurland, Daniel J. *I Know What it Says...What Does it Mean?: Critical Skills for Critical Reading*

Interested In A More In-Depth Experience?

- To sign up for a workshop, go to “Schedule An Appointment” and “Workshop/Group Sign Up” on the Writing Studio’s website:

<http://uwp.aas.duke.edu/wstudio/>