Self-check CU1M1 Active & Critical Reading

1. According to Levin, in terms of academic reading, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is more important than speed.

comprehension\*

patience

tenacity

memory

2. According to Levin, reading aloud or voicing the words you are reading under your breath are:

helpful techniques for understanding what you read.

useful ways to stay interested in what you're reading.

tricks for better reading retention.

\*bad habits that will slow down your academic reading.

3. According to the author, what "learning task" are you faced with in a class where writing essays is part of the required curriculum?

Learning to write like a professional.

Learning to sound academic.

\*Learning to think for yourself and mirror your instructor's thinking.

Learning to work with others and utilize their knowledge.

4. How does Levin describe reading in the academic world?

Starting a book at page one and reading it through to the end.

Reading everything on your reading lists.

\*Using books to find what you want in them.

Having a nervous breakdown.

5. In his book, Peter Levin suggests that students often find academic reading very slow due to two common and unhelpful practices. What are they?

Reading while being distracted by music and Facebook.

Not getting enough sleep and not reading deeply enough.

\*Being a passive reader and spending too much time taking notes while reading.

Trying to read too many subjects at once and focusing on the wrong details.

6. In terms of academic learning, what does Levin mean by the "translating" stage?

Making your work sound more academic.

Spending time reading works in a different language and writing it in English.

Explaining to others what you mean.

\*Paraphrasing and annotating someone else's work as a way of making sense of what you're reading.

7. The author, Peter Levin, considers 'academic-speak' a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

necessary evil

set of arbitrary concepts

waste of time

\*foreign language

8. What are the three stages to academic learning that Levin mentions in his book?

\*Selecting and copying, translating, gaining understanding

Memorizing, defining, regurgitating

Reading, highlighting, notetaking

Reading, writing, critical thinking

9. What does Levin suggest you teach yourself to be in order to do well with academic reading?

A teacher who thinks and acts exactly like your own professors.

\*A detective who uses books to find what you want.

A cat who prowls around in the academic environment.

A spy who tries to decipher the secret hidden messages in academic writings.

10. What is meant by "selecting and copying" in the book Write Great Essays!?

Plagiarizing

\*Making notes

Memorizing

Participating in class discussion

11. What "mental constructs" does Levin refer to in his description of the academic world?

Working, raising children, and playing sports

Manufacturing, trading, and communicating

Weather, all kinds of matter, and energy

\*Theories, explanations, and ideas and critiques

12. What piece of advice does Levin offer in dealing with long assigned reading lists?

Pace yourself: reading everything on the list will take time and patience.

\*Concentrate on the most recent essential reading first.

Check as much as you can out of the library before everyone else does.

Get started on the reading before the class starts so you don't get behind.

13. Why does author Peter Levin discourage students from copying out word for word, by hand, large passages from what they are reading?

It's a type of plagiarism and you could get in trouble academically.

\*It wastes time; it's better to make the material yours by translating the author's conclusions into your own words.

You may get parts of it wrong and memorize the wrong stuff.

On the contrary, he suggests doing this as a good way to learn material.

14. Why does Levin suggest that students reading his book probably don't actually know how to read in the academic world?

\*Reading 'academic speak' is different than reading things with which we are familiar.

His book is intended for a non-reading audience.

His book is intended for native speakers of other languages.

He admits that he doesn't think anyone will actually read his book.

15. Why does Levin suggest creating your own "mini-dictionary" in order to master your material?

A regular dictionary is too heavy to carry around.

\*There will be some terms you need to remember that are different from standard definitions.

Textbook definitions are never reliable.

It's impossible to use your photographic reading skills to learn new terms.

16. According to the video, how does one interact with the author of the material you are reading?

Contact the author via the Internet.

Send an email to the publisher of the text or article.

\*Write questions as you read, annotate the material, take it seriously.

Copy the author's writing style in your essay.

17. According to the video, what purpose does annotating serve as you interact with what you're reading?

It helps you know what the writer was thinking when he or she wrote the material.

\*It helps you remember what you were thinking when you originally read the material

which makes the subsequent readings more efficient.

It will help you score higher on the essay.

It takes longer to read and helps to pass the time more quickly.

18. According to this mini-lecture on active reading, what is the number one important aspect of active reading?

Memorize what you read as quickly as you can.

Research the writer before you begin reading his or her work.

Summarize what you read the first time you read it.

\*Interact with the essay you are reading.

19. According to this mini-lecture, what is a non-helpful reading strategy?

Active reading

Interacting with what you're reading.

Summarizing what you read on the second read through.

\*Passive reading

20. A main point covered in the video is that you should summarize the author's main idea for yourself:

the first time you read it.

before you have to write your paper.

each time you read it.

\*on your second reading.

21. As described in the video, every time you read something, you have an opportunity to have what?

\*A conversation with the writer.

Fun

More information than you had before.

An academic experience.

22. As described in the video, "message, audience, and speaker" are the three components in:

the writer's triangle.

\*the rhetorical triangle.

good writing.

all writing.

23. As discussed in the video, what does the term "annotate" mean?

\*Make notes in the margin of what you're reading or on a separate piece of paper.

Contact the author and ask her or him direct questions so you can use direct quotes in your essay.

Read passively and let the ideas discussed in the material wash over you until you understand them.

Discuss the ideas as you understand them with someone else in the class.

24. As discussed in the video, what concept is evident in every writing situation?

Active reading

Passive reading

\*The thesis

Annotating, interacting, participating

25. How is the term "message" defined in the video?

That which makes the writer credible.

\*What the author is trying to get you to do or believe.

The need or desire the material is trying to fulfill.

Another word for "audience."

26. In the rhetorical triangle, who are we as readers? As writers?

\* Audience; speaker

Audience; message

Message; speaker

Audience; audience

27. What are you looking for as you summarize the material you're reading?

The author's credentials

\*The thesis

The speaker

The audience

28. What is the final step in interacting with the material as described in the video?

Asking questions

Making annotations

Defining terms

\* Summarizing

29. When you are reading instructional material, informative material, or any kind of material, you are in:

a relationship with the author.

a commitment.

\*an interaction with the author.

a passive experience.

30. Why is the rhetorical triangle described in the video at this point in the class when we're focusing on reading rather than writing?

It is a dynamic concept that has existed for thousands of years.

It helps us determine our final step in the writing process, which helps the reading process.

\*It reminds us to break down what we're reading into its most basic parts.

It makes passive reading more useful.