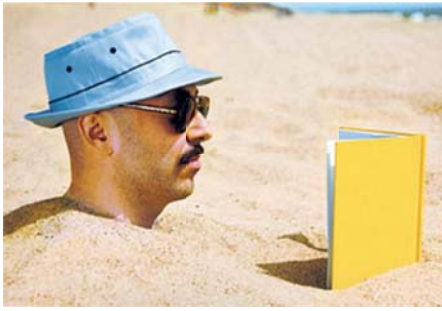


# A Guide to Deeply Reading Academic Journals



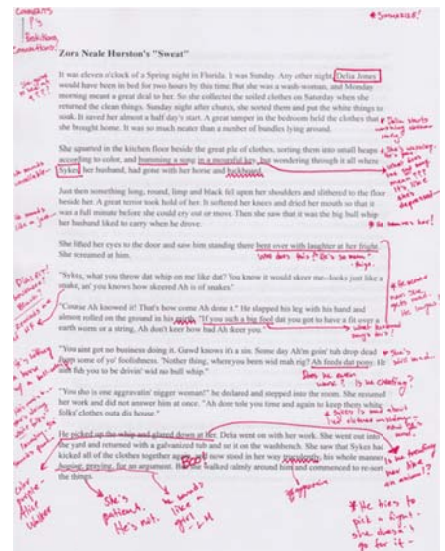
**Instructions:** You will need to *demonstrate* your ability to read, understand, and negotiate the meaning of a text with at least 1 academic journal. You will turn in an academic journal with the following rubric. You must pass this exercise to begin writing.

## Some basic assumptions about this exercise:

- ⑩ It should be done with everything you read in respect to Senior Project, and probably all else.
- ⑩ All students *need to demonstrate* the ability to do this, deeply and successfully, with a complex and difficult academic journal that is foundational to their research.
- ⑩ It is difficult. If it were easy, we would not be doing it.
- ⑩ It is not busy work – it works. *Mind-blowing ideas are lurking within these academic journals and scholarly articles. The key to unlocking these ideas lies in your ability to read, understand, and negotiate the meaning of these texts.*

## Level I: Close and Aggressive Annotation:

- ⑩ You need to demonstrate the ability to recognize and analyze the key points of a text with annotations.
- ⑩ Annotations include: Underlining, highlighting, arrows, question marks, comments, reactions, and interacting with the author (agree, disagree, why...).
- ⑩ Submit your entire academic text together with the objectives below *and* the rubric.



## Level II: Expanding your Lexicon (a lexicon is a group of words surrounding and sometimes unique to your branch of knowledge)

When we read academic journals, all readers come across new words and concepts. Students must demonstrate the ability to pull out new vocab, interpret and research them, and USE them in their work. Develop a lexicon around the words you'll need to express complex ideas in your work.

- ⑩ Create a list of vocabulary words and concepts that are either unique to your topic or that you didn't know before.

- ⑩ Write them down, along with a definition or description of their meaning, and pledge to use them in your own work.
- ⑩ Your vocabulary/concept lists should include between 5 and 10 words or concepts, and should be submitted with your work.

**Level III: Thematic ideas, supportive ideas, and evidence.**

- ⑩ Students need to demonstrate the ability to identify the author's thematic statements in the article.
- ⑩ Students need to identify individual arguments that support the thesis.
- ⑩ Where is the evidence? Students need to identify key pieces of evidence that support the thesis/arguments.
- ⑩ Evidence of thematic ideas and evidence need to be evident in your submission.

**Level IV: Intertextuality:** Intertextuality is the ability to make connections between texts, and between a text and your own reasoning, knowledge, and experience. Deep readers...

- ⑩ Relate different kinds of arguments to one another
- ⑩ “negotiate meaning” w/ the author using what they know & learn as context.
- ⑩ compare, predict, and evaluate multiple sources together
- ⑩ make personal connections with information,
- ⑩ use a variety of authors and arguments to 'create' their own meaning

**Here are some questions to guide you in demonstrating this difficult skill:**

1. How does this relate to other texts, books, and journals that I have read?
2. What other authors have ideas that can help you build off of the ideas in this text?
3. What other author(s) have similar ideas? Be specific – cite or quote authors from other texts.
4. Do other author have ideas that somewhat contradict, or shed new light on these ideas?
5. In what ways can you connect ideas presented in the text to your life?
6. What specific quotes do you connect to, or are able to connect to other argument? Why?

