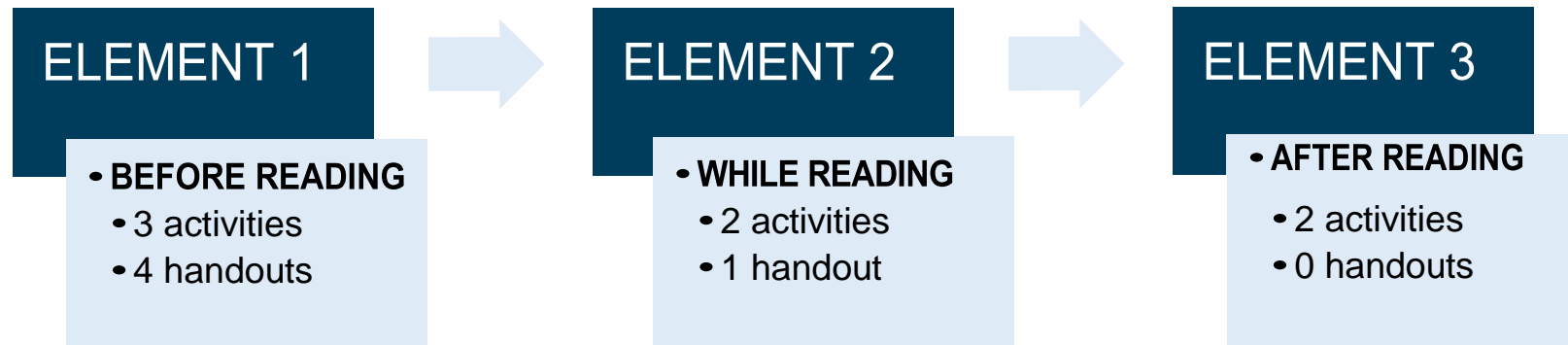




TAKEAWAY TEACHING

COURSE: ACADEMIC READING

Developed by Stine Reinhold Heger and Helle Hvass,
Centre for Teaching Development and Digital Media



INTRODUCTION

Through a series of different activities, **Academic Reading** aims to make students aware of the fact that academic reading needs to be learned and needs to be planned.

The course is structured around three different elements: before reading, while reading and after reading. There are seven activities to enable students to read and process texts.

The lecturer selects two specialist texts. These texts are necessary in order to carry out the course.

ELEMENT 1: BEFORE READING

Learning objectives

The objectives of this element are:

- To make students reflect on their own way of reading.
- To legitimise common challenges with academic reading.
- To familiarise students with the genres and characteristics of texts in their field.
- To teach students how to apply a pre-reading strategy.

Duration

This element contains **3 activities**. Set aside approx. 1.5 hours.

Handouts

This element contains **4 handouts** in total.

- **Handout 1:** [Write about your reading habits](#)
- **Handout 2:** [Academic reading – what is the problem?](#)
- **Handout 3:** [Academic reading: examples of genres](#)
- **Handout 4:** [Create an overview of what you need to read](#)

ACTIVITIES

DESCRIPTION OF ACTIVITIES

IMPORTANT POINTS FOR THE LECTURER

Activity 1

Approx. 20 minutes.

Individually

1. Fill out the form in handout 1 "[Write about your reading habits](#)", the answers are only for personal use

Collaboration

2. Tell the person next to you about the best part and most difficult part of reading academic texts

Plenary

3. Summing up with a focus on common challenges in connection with academic reading. Based on Handout 2 "[Academic reading – What is the problem?](#)"

The challenges of academic reading must be legitimised by someone in authority, and students should realise that other students are facing the same challenges.

Students need to understand what academic reading is and understand that it is something they have to learn.

Many students think that they read too slowly, but reading speed is very rarely the actual problem. The problem is that students allocate their time wrongly.

		Background reading for the lecturer: Akademisk Læsning (2005), Uddannelsesnyt nr. 4, 16. årg. Peter Stray Jørgensen: Studielæsning på videregående uddannelser – læsestrategier og læseteknikker (Samfundslitteratur, 2007)
Activity 2 Approx. 30 min.	Collaboration <ol style="list-style-type: none"> 1. In groups of two, discuss the differences between the text genres included in the syllabus: textbook, scientific article, works, communicating article, ministerial order, etc. 2. Discuss based on the following questions: <ol style="list-style-type: none"> a. Which genre are we reading? b. Who is the author and who is the audience? And what is the purpose of the text? Plenary <ol style="list-style-type: none"> 3. Summing up with a focus on the differences between genres, and how this affects reading. Based on handout 3: "Academic reading: examples of genres" 	<p>As a lecturer, bring various examples of text genres from the syllabus to hand out.</p> <p>Students must become aware that different text genres should be read in different ways.</p> <p>Students should understand that it is natural to find some texts harder to read than others. For example, textbooks are written for students and scientific articles are written for a research community.</p> <p>Background reading for the lecturer: Akademisk Læsning (2005), Uddannelsesnyt No. 4, 16. årg. http://static.sdu.dk/mediafiles/Files/Om_SDU/Fakulteterne/Samfundsvidenskab/SUE/Akademisk%20laesning.pdf</p>

Activity 3

Approx. 45 min.

Individual activity

1. Read handout 4: "[Create an overview of what you need to read](#)"
2. Get an overview of the text:
3. What kind of text is it and why do you need to read it?
4. Write down what you think the text is about (one or two sentences) and identify some questions you can ask about the text.

Collaboration

5. Tell the person sitting next to you what you have found out and discuss: What do we know about this text?

Plenary

6. One of you presents the most important outcome of the activity for you.

Peter Stray Jørgensen: Studielæsning på videregående uddannelser – læsestrategier og læseteknikker (Samfundslitteratur, 2007)

For this activity, the lecturer chooses a text, which the students must read in preparation for the lecture/teaching. Students should not have read the text before.

A good reading process usually starts with two questions:

- 1) What type of text should I read?
- 2) What do I need to get out of reading this text?

Students learn how much they can learn about a text by creating an overview before they begin reading.

ELEMENT 2: WHILE READING

Learning objectives	The objectives of this element are: <ul style="list-style-type: none"> To enable students to distinguish between reading methods and reading purposes. To have students try out different reading methods by using interval reading. 	
Duration	This element contains 2 activities . Set aside approx. 1.5 hours.	
Handouts	This element contains 1 handout . <ul style="list-style-type: none"> Handout 5: Select a reading method based on the purpose of your reading 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE LECTURER
Activity 1 Approx. 20 minutes.	<p>Individually</p> <ol style="list-style-type: none"> Read handout 5: "Select a reading method based on the purpose of your reading" <p>Collaboration</p> <ol style="list-style-type: none"> Together with the person next to you, discuss which reading method would be appropriate to use for the text from the previous exercise. Do you need to read the text intensively or normally? Or do you just need to skim it? Then discuss the role of the text with regard to other texts included in the semester plan. For example, does the text contain central or supplementary knowledge? <p>Plenary</p> <ol style="list-style-type: none"> The lecturer explains his/her assessment of which reading method and which reading purpose would be appropriate for the text. 	<p>Students must understand that texts can be read in different ways.</p> <p>Students learn to choose a reading method based on the purpose of the text. For example, some texts are central to a module while others are background reading.</p> <p>Background reading for the lecturer: Akademisk Studieteknik for Studiestartere http://samf.ku.dk/pcs/pdf_filer/akademisk_studieteknik.pdf</p>

Activity 2**Approx. 75 min.****Individually**

1. Get an overview of the text - 10 minutes.
2. Skim the entire text – 10 min.
3. Create a mind map of the main themes of the text – 10 min.
4. Short break - 5 min.
5. Read selected sections intensively – 15 min.
6. Write a brief summary of the intensively read sections – 10 min.

Collaboration

7. Present the mind map and summary to the person next to you and discuss what you got out of interval reading. What do you still need to do so that you are satisfied the text has been fully covered?

For this activity, the lecturer chooses a new text for the students to read in preparation for the lecture/teaching. The text should be max. 10 pages. Students should not have read the text before.

Students learn the benefits of using the different types of reading methods. They have to understand that the activity is not about doing it right or wrong or understanding the text correctly. It's about trying out different reading methods and understanding their benefits.

Background reading for the lecturer:
Akademisk Studieteknik for Studiestartere
http://samf.ku.dk/pcs/pdf_filer/akademisk_studieteknik.pdf

ELEMENT 3: AFTER READING

Learning objectives	<p>The objectives of this element are:</p> <ul style="list-style-type: none"> ▪ To teach students to use spoken language as a method of processing a read text. ▪ To encourage students to reflect on their own future reading strategies and how they plan their reading. 	
Duration	This element contains 2 activities . Set aside approx. 1.5 hours.	
Handouts	There are no handouts for this element.	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE LECTURER
Activity 1 Approx. 60 min.	<p>Individually</p> <ol style="list-style-type: none"> 1. Read the text from the previous exercise again normally. This time with a view to preparing an oral presentation on the substance of the text. The presentation should last a max. of 3 minutes. <p>Collaboration</p> <ol style="list-style-type: none"> 2. Give your presentation to a group of 4 people. 3. Discuss the differences and similarities in your oral presentations. 	<p>Students are tested on their understanding of the text because they have to pinpoint the substance of the text and present it orally.</p> <p>The presentations will be different, and the students will discover that the substance of a text varies depending on who is reading it and what their intention is.</p> <p>The students learn a method of retaining the substance of texts so that they can create coherence between all the texts they read in the course of a module.</p>
Activity 2 Approx. 30 min.	<p>Individually</p> <ol style="list-style-type: none"> 1. Return to the activity where you reflected on your way of reading (first element, BEFORE READING). What do you know now? 2. Reflect on questions such as: 	<p>Students learn how to plan their reading. They gain an overview of the amount of reading required for each teaching session, the amount of reading required for the entire module and they select a reading strategy for each individual text.</p>

- How should I read?
- Where should I read?
- At what time of day should I read?
- Does interval reading work for me?
- How many pages can I reasonably expect to read per day?
- What do I do when there is a lot to read?
- How can I plan my reading?

Plenary

3. Students present their reflections and exchange ideas.
4. The lecturer guides the students in relation to the specific semester plan of the module.