**Chapter 1, *The Academic Writer*:**

As you have read in Active Reading Strategies, you need to learn to read academic texts **thoroughly and actively**, identifying unfamiliar words, defining them, and paying attention to how they’re used in context. (For example, I underline unfamiliar words and write the definition in the margin. I always have my smart phone with dictionary.com app available so that I can look up words quickly and hear how they’re pronounced).

1. **Pre-write.** Before you begin reading, Ede, Chapter 1, spend 5-10 minutes and write down at least **FIVE IDEAS OR SKILLS** you think effective readers and writers employ when they approach reading or writing texts. **Use a separate piece of paper.**
2. **Vocabulary.** For Chapter 1, I have identified words I suspect are unfamiliar to you or words you need to analyze carefully in this particular context. Look up any words that are unfamiliar to you or which seem to have a different meaning in context than you’re used to. Define them on the page—annotate the text--and note how they’re used in context. For example, “medium” and “convention” are used in this chapter in ways that are different from the usual definition you’re probably familiar with.

medium infallibly catalyze rhetorical approach

rhetoric objective to effect\*\* rhetorical sensitivity

dynamic subjective\* advocate

convention(s) pragmatic graphics

\*this isn’t used in the text; compare it to “objective.” Make sure you understand the difference between an objective statement and a subjective statement.

\*\*Usually, “effect” is a noun. Note the definition when it is used as a verb.

Look up any other words you don’t know or that seem to have a different connotation or definition within the context than you’re familiar with. **Bring your text the first day with your annotations.**

1. **Summary.** Write down at least FIVE KEY IDEAS from the chapter. Each idea needs to be articulated in a complete sentence (or several sentences). You may make notations in the text or on a separate sheet of paper.
2. **Application.** Write down at least FIVE OBSERVATIONS, DISCOVERIES, WORRIES, QUESTIONS, CONFUSIONS, OR DISAGREEMENTS you have as you read. You may make notations in the text or on a separate sheet of paper.
3. **Post-Write.** Use the same sheet of paper you used for your pre-write. Spend another 5-10 minutes and write down how you view reading and writing differently as a result of having considered the information in Chapter 1.