2013

Graduate Writing Center Workshop,
Reading with Intent

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**SEARCH**—Seeking thesis, key points, types of evidence (not details), contribution. Looking for author’s objective, purpose. Looking for the big idea, larger puzzle author is engaging.

1. **Read title and subheadings.** With each, stop and think:
   a. What is the author trying to say?
   b. What might the thesis be?
   c. How might the subheadings relate to that thesis?

2. **Read conclusion.** If it’s long, start with the last paragraph.
   a. What might the thesis be?
   b. What’s the contribution to the literature?
   c. In general, what evidence was presented in support of the thesis?

3. **Restate the conclusion in your own words;** write it down. Compact, compress.

4. **Read the introduction.** If it’s long, start with the first paragraph.
   a. What might the thesis be?
   b. What’s the contribution to the literature?
   c. In general, what evidence will be presented in support of the thesis?

5. **Read the first sentence of each paragraph.**
   a. Is this a new idea?
   b. Repeat or elaboration?

6. **Reread the author’s conclusion and what you wrote down.**
   a. Is it right?
   b. Rewrite if necessary.

**DESTROY**—Assessing logic, evidence, contribution.

1. **What are the pieces of evidence?** List them in the fewest words possible.
   a. Empirical evidence
   b. Logical evidence

2. **Does A follow from B?**
   a. Are there assumptions being made in the logic flow?
b. What are those assumptions?

3. **Is there contradictory evidence in the article?**

4. **What other evidence might exist?**
   a. Would it undermine the argument?
   b. Where might you find it?

5. **Does the evidence add up?** Is it sensible?