

1. ISOLATE KEY TERMS

- LOOK FOR
 - o Repeated terms
 - o Terms that come with definitions
 - o Terms that set the ground for other terms
- HIGHLIGHT or CIRCLE key terms as you read
- WRITE out a definition in your own words;

2. HIGHLIGHT KEY IDEAS

- LOOK FOR
 - Topic sentences
 - Summing sentences

(these will usually be found at the beginnings and ends of paragraphs)

- UNDERLINE these key sentences
- WRITE OUT the key idea in your own words

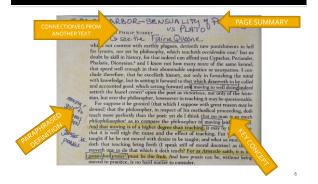
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EGG. HIGHLIGHT TERMS/CONCEPTS WINDS AND ACTION OF ACT AND ACT

3. INDEX

- WRITE key words in the MARGINS beside each paragraph
- SUMMARIZE each page with a phrase or sentence in the TOP MARGIN

EG. INDEXING



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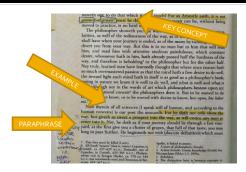
4. QUESTION

- MARK with ?? the places where you stumble.
- WRITE out your question in a COMPLETE SENTENCE to identify what SPECIFICALLY is the source of your confusion:
 - o unfamiliar vocabulary?
 - o unfamiliar expression or sentence structure?
 - o a new concept?
 - o a challenge to your accepted way of thinking?

5. CONCRETIZE WITH EXAMPLES

- LOOK elsewhere in the paragraph or in the essay for EXAMPLES or ILLUSTRATIONS (usually these will occur in the MIDDLE of paragraphs before summing sentences);
- ASK if these examples clarify or answer your question;
- DRAW an arrow → from your question ?? to the clarifying example

EG. CONCRETIZE WITH EXAMPLES



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- WRITE a few sentences that ENCAPSULATE what you think is the main idea of the essay;
- MAP the essay using the INDEXING that you created in the margins to show the flow of the argument;
- LIST key terms and concepts;
- LINK these key terms to other texts that address them
 - o Are they the same? Different?

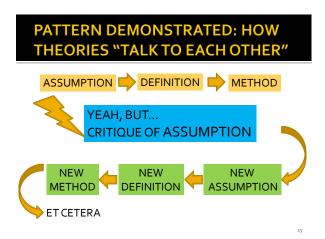
A BRIFE MAP OF THE TEXTBOOK'S INTRODUCTION

- THEORY: exposes the "self-evident" to scrutiny;
- HISTORY OF THEORY: reveals constant debate and conversation about "self-evident" definitions of key ideas:
 - LITERATURE
 - INTERPRETATION

ILLUSTRATIONS:

- debate among NEW CRITICISM, FORMALISM, STRUCTURALISM, POST-STRUCTURALISM, and DISCOURSE THEORY
- Based on their varying emphasis on relationships among the following:
- Work (text)
- Universe
- Artist
- Audience
- Society/conventions
- Key Figures mentions: Cleanth Brooks; M.H. Abrams (diagram); Michel Foucault.

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Assumption: Literature is elevated above/ distinguished from other forms of representation because of its AESTHETIC quality (i.e. its FORM) Definition: Literature = special, unique form of language distinguished by the "foregrounding" of "poetic" effects" Method: CLOSE READING in which texts are studied for their "inner workings" separate from contexts YEAH, BUT... what about the fact that literature is distinguished by CONVENTIONS? This is an important CONTEXT. FORMALISM + attention to CONVENTIONAL quality of literature = STRUCTURALISM

EG. Map of Sidney's Model of Poetry

