

Course Code: 1552105

2(2-0)

Course: Reading for Text Interpretation

### Course Description

A continuation of Extended Text Reading Strategies with texts of increasing complexity and particularly advanced vocabulary levels. Differentiating facts from opinions, detecting implied meaning, understanding the development of ideas in continuous texts. Interpretation of texts, i.e. developing skills in questions about texts where the answers cannot be located in any single phrase or sentence.

### General Objectives:

1. To provide students' strategies for thinking critically that will result in students' ability to:

- 1.1 identify the clues upon which they have based their inferences.
- 1.2 find hidden meaning.
- 1.3 identify types or levels of comprehension skills.
- 1.4 create inferences logically from facts i.e. infer logical ideas from written material.
- 1.5 interpret the meaning of the selections.
- 1.6 draw conclusions.
- 1.7 predict or anticipate possible and probable future outcomes or actions in a selection.
- 1.8 generalize from facts.
- 1.9 identify the figure of speech.
- 1.10 distinguish or evaluate between a fact and an opinion.

- 1.11 determine or identify an author's implied points of view, or attitude, or tone toward a subject of a selection or toward an audience.
  - 1.12 use tone as a clue to an author's purpose.
  - 1.13 examine the words an author's uses to create a mood.
  - 1.14 identify and evaluate an author's views or bias in persuasive or informative writing.
  - 1.15 examine an author's use of evidence to support a view.
  - 1.16 analyze and evaluate selections.
  - 1.17 evaluate an author's methods for presenting ideas.
  - 1.18 become conscious of the need for critical reading.
  - 1.19 be able to read with an enquiring mind.
  - 1.20 read critically for a practical purpose.
  - 1.21 make critical judgment.
  - 1.22 act on their decisions.
2. To enrich the students' vocabulary used in reading materials in the field of interpretation and evaluation.
  3. To encourage students to participate in group discussions.

**Contents:**

<b>General Preliminaries</b>	<b>1</b>	<b>hours</b>
Questions needed for critical reading		
Preview test		
<b>Teaching plan &amp; guideline for Chapter 1</b>	<b>5</b>	<b>hours</b>
<b>Chapter 1</b>		
<b>Making Inferences</b>		
Exemplification		
Building inference skills		

Practice exercises

Summing up

Review tests

Tests

References

**Teaching plan & guideline for Chapter 2** **4 hours**

**Chapter 2** **Drawing Conclusions & Predicting Outcomes**

Exemplification

How to form conclusions and predict outcomes

Practice exercises

Summing up

Review test

Tests

References

**Teaching plan & guideline for Chapter 3** **2 hours**

**Chapter 3** **Generalizing**

Exemplification

How to generalize with care

Practice exercise

Summing Up

Review Tests

Tests

References

**Teaching plan & guideline for Chapter 4** **4 hours**

**Chapter 4** **Interpreting Figurative Language**

Definition of figurative language

Types of figurative language & explanation

Exemplification

Practice excises

Summing Up

Review tests

Tests

References

Teaching plan & guideline for Chapter 5

16 hours

Chapter 5 Evaluating Ideas

Definition of evaluating ideas

Questions to ask yourself when evaluating what you read

Facts & opinions

Keeping facts & opinions apart

Exemplification

Practice exercises

The writer's techniques

Writer's style

Writer's purpose

Writer's tone

Writer's mood

Writer's point of view

Practice exercises

Techniques that twist the truth - Propaganda techniques

Types of propaganda techniques

Exemplification

Slanted writing

Practice exercises

Summing up

Review test

Tests

References

### **Teaching Procedures & Activities**

1. Students do the preview test in Supplementary Material for Teaching, and teachers explain inferential reading – how to do it.
2. Teachers demonstrate need of each chapter for finding implied meanings by using the questions needed for critical reading in Supplementary Material for Teaching; contrast literal with implied meanings of selected statements.
3. Teachers read alternate paragraphs or exercises with students and each student / teacher explains the selections read. The teachers give all the help needed with emphasis on:
  - 3.1 discussing the reasons why events in the selection happened as they did.
  - 3.2 guessing what will occur in the following paragraphs.
  - 3.3 indicating which of the ideas in the paragraph were most important.
  - 3.4 composing a sentence that summarizes the main ideas given in the paragraph.
  - 3.5 giving a summary sentence what the paragraph means.
4. Have students discuss selections in groups to find answers to such questions as:
  - 4.1 why did the author give this information?
  - 4.2 what exactly is the author trying to explain?

- 4.3 how does this information relate to what the author has said previously?
  - 4.4 how does it compare with what I already know?
  - 4.5 what effect will it have on.....?
  - 4.6 which statements have two or more meanings.
  - 4.7 how literal and implied meaning differ.
5. Students present their discussion by reasoning that is never stated in the text; they must use inferential reading:
    - 5.1 finding implied meaning,
    - 5.2 predicting outcomes,
    - 5.3 making generalizations,
    - 5.4 drawing conclusions.
  6. Students summarize their presentation in their own words what the selection means to them.
  7. Before a selection is read the teacher asks questions which lead to the possible prediction of events in the story.
  8. Have students discuss advertisements to find their real purpose and tone.
  9. Assign exercises or tests in Supplementary Material for Teaching to students.

**Teaching materials:**

1. Handouts containing statements with implied meaning in the skills of interpretation and evaluation on different topics:
  - 1.1 levels of comprehension: literal reading or reading the lines, interpretive reading or reading between the lines and critical reading or reading beyond the lines

- 1.2 making inferences
- 1.3 understanding figurative language
- 1.4 drawing conclusions and predicting outcomes
- 1.5 generalizing
- 1.6 evaluating ideas:
  - 1.6.1 facts and opinions
  - 1.6.2 the writer's technique: style, tone, mood, purpose, and point of view
  - 1.6.3 techniques that twist the truth - propaganda techniques.
- 2. Science Research Associates (SRA) III a, b.
- 3. Reading materials i.e. news articles, features, ads, and etc.
- 4. Supplementary Material for Teaching

### Evaluation

1. Five quizzes		60 %
2. Attendance & Participation		10 %
3. Final exam		30 %
4. Criteria	A	= 90 – 100 %
	B+	= 85 – 89 %
	B	= 75 – 84 %
	C+	= 70 – 74 %
	C	= 60 – 69 %
	D+	= 55 – 59 %
	D	= 50 – 54 %
	E	= 0 – 49 %

