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and the success of doctors in raising the scientific profile of the medical profession than knowledge in fact.B. Historical context1. The source says something oddManning Marable, Malcolm X: A Life of ReinventionThough the announced topic, The Ballot or the Bullet, seemed incendiary, at its core the speech actually contained a far more conventional message, one that had defined the civil rights movement as far back as 1962: the importance of voting rights. . . . By embracing the ballot, [Malcolm X] was implicitly rejecting violence, even if this was at times difficult to discern in the heat of rhetoric.What is the source saying? That African Americans should seek change through politics, rather than violence.What is the source doing? Adopting an argument that had been around for years.2. The source says something newPeter Bacon Hales, Atomic Spaces: Living on the Manhattan Project, 140.The ideology of technological progress upon which the [Manhattan Engineering] District based its programs posed a rosy future in which engineers and scientists would render neutral, or reclaim to benevolent use, the toxins of atomic bomb production. This had been the assumption from the beginning. (A District report phrased it this way: the wastes are placed in large . . . underground storage tanks which will permit appropriate action to be taken at a later date.) But as planning turned to production and the District measured its existence in years rather than weeks or months, this mirage of appropriate action seemed to have receded further and further. Writing in 1946, District officials confessed that the materials cannot be disposed of by ordinary means.What is the (1946) source saying? That engineers do not know how to dispose of radioactive waste.What is the source doing? Breaking from an earlier position that waste disposal would be easy to solve. Introduction. Critical reading is a very useful skill in the modern world, but it is increasingly becoming scarce amongst graduates from schools. Most people usually read texts and take what they read at face value, without analyzing it further. This is a weakness that people who do not have critical reading skills possess, and it is important that these people are taught these skills. Critical reading is different from passive reading and involves being skeptical about every text that is read, with a view of analyzing the content, so that one can know whether the author was objective when writing the text. It is generally assumed that graduates and scholars possess this skill although this is not the case. According to Dechant (2004), there are four levels of understanding text in critical thinking. The first level is the understanding of single words, and this involves analysis of the vocabulary used. The second level is the understanding of single sentences, and this involves the analysis of the grammatical accuracy of the text. The third level is the understanding of the text compositions, genres and rhetoric, and this is done to acquire understanding of the overall text. Finally, the last level is the analysis of the whole text in totality, in order to reveal any ideological influences. Other people are of the view that critical reading involves three steps. The first is the analysis of what the text says. The next step is analyzing what it does, and finally the third is analyzing what it means.Goals of critical reading. According to Roberta (2008), there are three main goals of critical reading. The first is to recognize the purpose that the text served in conveying the message of the author. This is done through analysis of the language and content of the text. The second goal is to understand the persuasive elements and tone of the text. This is achieved through classifying the choice of language that is used by the author. The third goal of critical reading is to recognize bias, and this is achieved through classifying patterns of language and content choice. An illustration of critical reading skills is given below: In history, a person who does not have critical reading skills might read texts in order to discover interpretation of an event, or learn new facts about situations. On the other hand, a person who possesses critical reading skills may learn how the author uses certain perspectives and facts, to make a reader understand the text from a particular dimension or point of view. In summary, critical thinking involves examining a text critically in order understand the relevance and values of assumptions made, as well as soundness of arguments. According to Malone (2004), it is very difficult to train people on critical reading skills especially if one is not a professional. Professionals such as professors, lecturers and scholars have the training and knowledge to teach this crucial skill.Critical thinking in relation to critical reading. According to Gallagher (2004), critical reading is closely linked to critical thinking, and cannot be separated from it. Critical thinking involves analysis, discernment and evaluation of intangible or tangible items, so that one might come up with solid judgments which reconcile common sense and scientific evidence. When critical reading is combined with critical thinking, the reader fully comprehends the mindset of the author in writing the text. As earlier said, there is a large assumption that critical reading skills exists in majority of the University graduates. This is however not true, and this can be attributed to the low level of critical thinking skills that these graduates possess. According to Richard (2004), the educational curriculum is biased toward memorizing of facts and very little critical thinking. As a result, most students memorize facts so that they might use them to pass their exams, without knowing how and why the facts were generated. In the US, this is a major reason why despite the high levels of technology present, students still perform poorly in technical subjects, in comparison to countries like Japan.Importance of critical reading skills in learning institutions. According to Foorman and Torgesen (2001), critical reading skills are useful to university students since they help improve the literacy levels. Only through the acquisition of these skills are students empowered to acquire information that is beneficial to their future careers. This is because such students will be able to tell biased information from objective information. They will thus discard the biased information and make use of the objective information.Importance of critical reading skills in the business world. Critical reading skills are not only useful in learning institutions, but they are also useful in the business world. There are very many documents that are used in the business world that require critical reading skills, in order for the management or people who engage in business to make informed decisions. It is important that in order to be successful in any business, the stakeholders should combine critical thinking and reading skills. According to Cameron (2008), one major use of critical reading skills in business is in the signing of contracts. There are many contracts that are used in business activities, and these include employment contracts, performance contracts, outsourcing contracts among other contracts. These contracts should be analyzed very carefully before signing and being bound by them. This is because they bind the parties either in the long or short term. Critical thinking skills are required to understand the actual requirements of such contracts in order to remove any unfavorable clauses, which might negatively affect individuals or business organizations. Reading such contracts without critically analyzing them might bind parties to agreements which are detrimental to their interests or goals. Critical reading skills are also very useful when analyzing financial statements and other documents that the management uses to make decisions. According to Halpern (2003), such skills expose bias or other characteristics that the makers of these documents possess, and impart deeper insights to the people who rely on these documents. This helps such people to make informed decisions, which are based on full and objective information. There are very many people in the current business environment who are dishonest, and one can easily be exploited, if they do not have critical reading skills. The average reading skills are not enough to discern this dishonesty, which may take the form of bias or misrepresentation, especially if it is inherent in documentation. This is the reason why it is important to develop critical reading skills. Since it was earlier explained that it is impossible to separate critical thinking and critical reading skills, it is imperative that all stakeholders of a business possess critical thinking skills. Critical thinking skills help the employees tackle challenges that occur in the business environment. The management also uses these skills to enable the business to adapt to the modern competitive business environment. According to Vaughn and Thompson (2007), absence of critical thinking skills would make organizations face difficulties in adapting to the business environment, since successful businesses rely on ways of thinking that are different from the conventional ones. Most innovations are made by people who are perceived by the rest to be rebellious to societal norms, yet after they make their innovations, they are considered to be heroes by society.Conclusion and recommendation. It has been seen that critical reading skills are very useful, not just in the classroom situation but in the modern business environment. It has also been discussed that this skills are not very common especially among students, and this can be linked to the modern curriculum that stresses the need of memorizing facts as opposed to analyzing them. According to Paris (2005), it is very important that all the stakeholders in the education sector re-evaluate the value of education and take steps that will change the curriculum, toward focusing in the developing of critical reading and thinking skills. This is because critical reading skills are very useful in the business world, and graduates cannot be competitive in the modern business world if they lack these skills. Finally, parents, lecturers, the government and students should collaborate in order to ensure that critical thinking and critical reading skills are learned by all people.References.Cameron, S. (2008). The MBA Handbook: Skills for Mastering Management. UK: Pearson Education.Dechant, E. V. (2004). Understanding and Teaching Reading: An Interactive Model. New Jersey: Lawrence Erlbaum Associates.Foorman, B. R., Torgesen, J. (2001). Critical elements of classroom and small group instruction to promote reading success in all children. Learning Disabilities research & Practice. Blackwell Synergy.Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Portland: Stenhouse Publishers.Halpern, D. F. (2003). Thought & Knowledge: An Introduction to Critical Thinking. New Jersey: Lawrence Erlbaum Associates.Malone, S. (2004). Better Exam Results: A Guide for Business and Accounting Students. New York: Elsevier.Paris, S. G. (2005). Reiterating the development of reading skills. Reading Research Quarterly. IRA.Richard K. (2004). Studying a Study and Testing a Test: How to Read the Medical Evidence. Philadelphia: Lippincott Williams & Wilkins.Roberta, B. (2008). The Problem of Information Navet. Journal of the American Society for Information Science and Technology.Vaughn, S., Thompson, S. V. (2007). Research-Based Methods of Reading Instruction for English Language Learners: Grades K-4. New Jersey: ASCD. Remember! This essay was written by a studentYou can get a custom paper by one of our expert writersOrder custom paperWithout paying upfront Pages: 2 Words: 364 Critical Thinking & Generational Teams Critical Thinking In the course of caring for patients, nurses deal with life threatening situations every day. This constitutes the necessity to develop critical thinking skills in order to know what to do, when to do it, and how it needs to be done to ensure safety and sensibility in patient care. Critical thinking skills develop over time with experience, developing deeper knowledge, and developing higher levels of judgment in the course of care (Alfaro-LeFevre, Apr 2000).Critical thinking skills involve checking accuracy and reliability of informtion, recognizing inconsistencies, and identifying patterns of missing information. In the course of busy times, natural tendencies cause people to react without thinking. These patterns are dangerous in patient care. It is important to realize that critical thinking takes time to develop and implement. It requires knowledge, skills, practice, caution, and judgment and is best away from the patient in a quiet.... mla Watch this video for a reading of Shakespeare's Sonnet 18A video of Shakespeare's Sonnet 18During the block of learning on this text, your class made the following jotter notes.Shakespeare considers the overwhelming beauty of his beloved Speaker concludes that the object of his affections is much more beautiful than a summers day On a deeper level, text considers if poetry can adequately represent such beauty in words Theme: Romantic loveFigure caption, Example Critical Essay Notes: Sonnet 18 by William ShakespearePoetic formRhyme schemeRhythmKey poetic techniquesSonnet. 14 lines. Divided into three quatrains (sections of four lines). Concluding couplet (2 lines). Form associated with loveabab cdcd ef ef ggIambic pentameter. 5 sets of unstressed and stressed syllables per lineAnaphora, aporia, couplet, extended metaphor, juxtaposition, personification, rhetorical question, voltaPoetic formSonnet. 14 lines. Divided into three quatrains (sections of four lines). Concluding couplet (2 lines). Form associated with loveRhyme schemeabab cdcd ef ef ggRhythmIambic pentameter. 5 sets of unstressed and stressed syllables per lineKey poetic techniquesAnaphora, aporia, couplet, extended metaphor, juxtaposition, personification, rhetorical question, voltaQuotationAnalysisEffectShall I compare thee to a Summers day? (line 3)Rhetorical question seems to show speakers uncertainty about how to describe this person. However, comparison of unnamed person and summers day draws attention to loveliness of person being addressedEstablishes theme of romantic love, introduces a speaker struggling to describe his subject. We feel how overwhelming being in love can beThou art more lovely and more temperate (line 2)Speaker thinks more about comparison but immediately concludes that it doesnt work. Repetition of adverb more stresses that the person being described is actually better or greater than perfection of Summers day. Shakespeare uses technique of aporia to show uselessness/redundant nature of the opening comparisonEffectWe see that ordinary metaphors are inadequate to show the beauty of his beloved. Introduces reader to idea that good poetry (particularly sonnets) CAN do justice to this beautyUsing the notes above, imagine you studied this poem in-depth and you were given the following National 5 essay question to try:Answer to questions in this part should refer to the text and to such relevant features as word choice, tone, imagery, structure, content, rhythm, rhyme, theme, sound ideas...1. Choose a poem which explores an important theme. By referring to appropriate techniques, explain how this important theme is explored.What was the theme of the text studied? What techniques were mentioned in the notes? Would this question be suitable for that text, above?This question lends itself well to a poem about love.If you had studied this text in class you could write in detail about:rhyme rhythm imagery structure word choiceChoosing the right question from the relevant section in the exam paper is the first step to success! If you have studied a poem choose a question from the Poetry section If you have studied a question from the Drama section If you have studied a film choose a question from the Film and TV section If you have studied a novel choose a question from the Prose section If you have studied a non-fiction text choose a question from the Prose sectionChoosing the wrong question, from the wrong section, is called a genre infringement.Remember: Always triple check the question and select the easiest question for you. There are no bonus points awarded by SOA for tackling questions that sound or feel harder.Form of language analysisThis article includes a list of references, related reading, or external links, but its sources remain unclear because it lacks inline citations. Please help improve this article by introducing more precise citations. (March 2023) (Learn how and when to remove this message)Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively, are essential to this process. Critical reading, much like academic writing, requires the linkage of evidential points to corresponding arguments.[1]As acknowledged by a number of scholars and wordsmiths, "...a story has as many versions as it has readers. Everyone takes what he wants or can from it and thus changes it to his measure. Some pick out parts and reject the rest, some strain the story through their mesh of prejudice, some paint it with their own delight." John Steinbeck, The Winter of Our Discontent (1961)There are no simple relations between these levels. As the "hermeneutic circle" demonstrates, the understanding of single words depends on the understanding of the text as a whole (as well as the culture in which the text is produced) and vice versa: You cannot understand a text if you do not understand the words in the text.The critical reading of a given text thus implies a critical examination of the concepts used as well as of the soundness of the arguments and the value and relevance of the assumptions and the traditions on which the text is given."Reading between the lines" is the ability to uncover implicit messages and bias.Thurston (1993, p.638) introduces the concept of "symptomatic reading": "Symptomatic reading is used in literary criticism as a means of analyzing the presence of ideology in literary texts. French Marxist philosophers Louis Althusser and tienne Balibar develop the technique of symptomatic reading in Reading Capital". Dorfman and Mattelart later used symptomatic reading as a means of analyzing the presence of imperialist ideology in Disney comics.When you read, you have to seek information, and you are confronted with different views, which forces you to consider your own position. In this process, the reader is converted to a "writer", whether or not he writes or publishes his own ideas.Reading and writing are thus reciprocal processes, reading is an active process, and the best way to learn critical reading is probably by training academic writing.Charles Bazerman (1994) writes about the active role of the reader, and remarks (p.23): "The cure for real boredom is to find a more advanced book on the subject; the only cure for pseudo-boredom is to become fully and personally involved in the book already in front of you". Bazerman's book is informed by an advanced theoretical knowledge of scholarly research, documents and their composition. For example, chapter 6 is about "Recognizing the many voices in a text". The practical advices given are based on textual theory (Mikhail Bakhtin and Julia Kristeva). Chapter 8 is titled "Evaluating the book as a whole: The book review", and the first heading is "books as tools".Basically critical reading is related to epistemological issues. Hermeneutics (e.g., the version developed by Hans-Georg Gadamer) has demonstrated that the way we read and interpret texts is dependent on our "pre-understanding" and "prejudices". Human knowledge is always an interpretative clarification of the world, not a pure, interest-free theory. Hermeneutics may thus be understood as a theory about critical reading. This field was until recently associated with the humanities, not with science. This situation changed when Thomas Samuel Kuhn published his book (1962) The Structure of Scientific Revolutions, which can be seen as an hermeneutic interpretation of the sciences because it conceives the scientists as governed by assumptions which are historically embedded and linguistically mediated activities organized around paradigms that direct the conceptualization and investigation of their studies. Scientific revolutions imply that one paradigm replaces another and introduces a new set of theories, approaches and definitions. According to Mallery: Hurwitz & Duffy (1992) the notion of a paradigm-centered scientific community is analogous to Gadamer's notion of a linguistically encoded social tradition. In this way hermeneutics challenge the positivist view that science can cumulate objective facts. Observations are always made on the background of theoretical assumptions: they are theory dependent.By conclusion is critical reading not just something that any scholar is able to do. The way we read is partly determined by the intellectual traditions, which have formed our beliefs and thinking. Generally we read papers within our own culture or tradition less critically compared to our reading of papers from other traditions or "paradigms".The psychologist Cyril Burt is known for his studies on the effect of heredity on intelligence. Shortly after he died, his studies of inheritance and intelligence came into disrepute after evidence emerged indicating he had falsified research data. A 1994 paper by William H. Tucker is illuminative on both how "critical reading" was performed in the discovery of the falsified data as well as in many famous psychologists "non-critical reading" of Burt's papers. Tucker shows that the recognized experts within the field of intelligence research blindly accepted Cyril Burt's research even though it was without scientific value and probably directly faked: They wanted to believe that they "critical reading" was IQ is hereditary and considered uncritically empirical claims supporting this view. This paper thus demonstrates how critical reading (and the opposite) may be related to beliefs as well as to interests and power structures.Citation neededCritical literacyCritical thinkingExegesisInformation literacySource criticism~ "Critical Reading". University of Leicester. Archived from the original on 2012-10-22. Retrieved 2010-06-22.Althusser, Louis & Balibar, Gienne (1970). Reading Capital. Translated by Ben Brewster. London: New Left Books.Bazerman, Charles (1994). The Informed Writer: Using Sources in the Disciplines, 5 edition. Houghton Mifflin Company.Brody, Roberta (2008). The Problem of Information Navet. 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