

Chapter 7		Chapter 7 (cont)		Chapter 7 (cont)	
General Approaches to Vocabulary Expansion	Read widely Sample different subjects and styles of writing Use Words You Already Know Words you use in everyday speak Spoken, I know, but, because, um Written; therefore, however, since, Words you know but seldom or never use in your own speech or writing Words you have seen before but cannot fully define Words you have never seen or heard before Look for Five-dollar Words to Replace One-Dollar Words The book was good, but it was very long. The book was an exhaustingly long journey but expressed an amazing story. Build Your Words Awareness Get in the habit of noticing unfamiliar words Pay attention to words that seem useful	A Strategy for Learning Unfamiliar Words	Try to figure out the meaning of the word through the context Context; the familiar words surrounding the unfamiliar word throughout the sentence, paragraph, or passage	Context Clues	Definition example/illustration Contrast the logic of the passage.



Chapter 7 (cont)

Analyzing Word Parts Prefixes; appears at the beginning of words to alter or modify the meaning of the root word they are connected to A- =without, negative, not Anti- =against aut/o- =self Bi- =two/double Roots; the basic meaning of the words (typically greek or latin) acr/o- = extremities abdomin/o- = abdominal Suffixes; word endings -amiea= blood -itis= inflammation

Chapter 7 (cont)

Using Reference Sources General Dictionaries Audio component Merriam-Webster Multiple dictionary entries Dictionary.com Make sure you know how to spell the word you are searching for Thesauruses a dictionary for synonyms Thesaurus.com Another word for; however, very, because... Subject area dictionaries Medical dictionary Bilingual dictionaries Scrabble Dictionaries Vocabulary Enrichment with Electronic Sources ebooks/ textbooks with highlighted words

Chapter 7 (cont)

Learning Specialized terminology in class ed lecture Make space in Terminology your class note for new terms and definitions Specialized terminology in textbooks Typically underlined, highlighted, bolded, colored print Margin definitions on the side or bottom of page

Chapter 7 (cont)

Systems for learning vocabulary Flash Cards Used for studying, review, to test yourself Front of card=word Back of card=definition & examples Computerized Vocabulary log chart/table Sections for word, meaning, and location information is found

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Chapter 8		Chapter 8 (cont)		Chapter 8 (cont)		Chapter 8 (cont)	
Evaluating Data and Evidence	Facts Personal Experience Examples Statistics Comparison Analogies Appeal to Authority Cause-effect Relationships	Reading Arguments	Identify the issue Identify the claim/position, idea/action the writer is trying to persuade Read the entire article/essay completely more than once if necessary Evaluate the types of evidence provided Observe whether the author recognizes opposing views Watch for conclusions Write a brief outline of the argument, listing key points	Distinguishing between fact and opinion	Fact Statements that can be verified That is provided to be true/false Opinion Statements that express feelings, attributes/ beliefs and neither are true/false	Identify the author's purpose	Consider the source of the material (sources, examples, complex ideas, language) The intended audience (interest level, age, sex, occupation, ethnic group) The point of view/perspective (fact/opinion, are both sides shown) What is the writer trying to prove (is it persuasive)



Chapter 8 (cont)

Recognizing bias
Pay attention to emotional language
Notice descriptive language
Look for opposing viewpoints

Chapter 8 (cont)

How to identify a tone
Tone - the style/manner of expression in speaking/writing
Consider how the information makes you feel
Study the author's word choice
Study how the author writes

Chapter 8 (cont)

Evaluate the website's content
Does the website provide useful, relevant, credible, information written by experts/ provided by good reputations
Is the information presented in a way that you can understand - are sources cited?
Does the website provide complete information and data
Who sponsors the website and is the sponsor biased
If opinions are offered, are they clearly presented as opinion
Does the author make unsubstantial assumptions
Are the links relevant and current
Is the content well written

Chapter 8 (cont)

Informational (.edu/.gov)
To present facts, information and research data. May contain reports, statistical data, a result of research studies and reference materials



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Chapter 8 (cont)

News (.com/.org)	To provide current information on local, national, and international news. Often supplements print newspapers, periodicals, and TV news.
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Chapter 8 (cont)

Advocacy (.com/.org)	To promote a particular cause/point of view. Usually controversial issue; nonprofit groups
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Chapter 8 (cont)

Commercial (.com/.biz/.info)	To promote goods/services
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Chapter 8 (cont)

Personal (.info/.com/.biz/.edu)	To provide info about an individual's interests and accomplishments.
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Chapter 8 (cont)

Evaluating author and source credibility
 Asses the author's authority Check the copyright/posting date
 Look for footnotes, endnotes, a list of references. These suggest the author consulted other sources and is presenting reliable data. Identify the intended audience
 Verify one source against other sources
 Look for a consensus of opinion Ask critical questions

Chapter 8 (cont)

Inferences
 A reasoned guess about what you don't know based on what you do know.
 Suggestions
 Understand the directly stated meaning first Add up the facts Use clues provided by the writer
 Make logical inference Verify your inference

Chapter 11 and 12

Paying attention to connotative language
 Denotative meanings: all words have one or more standard meanings
 Connotative meanings: include the feelings and associations that accompany a word.

Chapter 11 and 12 (cont)

Examining figurative language
 Simile: uses the words like or as to make the comparison The computer hums like a beehive After 5:00 P.M. our downtown is a ghost town
 Personification: compares humans and nonhumans according to one characteristic, attributing human characteristics to ideas or objects.
 When evaluating ask the following questions
 Why did the writer make the comparison
 What is the basis or shared characteristic of the comparison Is the comparison accurate
 What images does the comparison suggest? How do these images make you feel? Is the comparison positive or negative? Are several different interpretations possible?



Chapter 11 and 12 (cont)

Watching for missing information on

What hasn't the author told me? The author has deliberately omitted important information in an attempt to cover up or mislead. Do additional research. Did the author report details secretly? The author favors a particular viewpoint. Determine the author's bias. Compare the source with a source presenting an alternative viewpoint. Is there contradictory evidence that was not reported? The author has presented both sides of an issue fairly. Obtain additional sources that discuss both sides.

Chapter 11 and 12 (cont)

Being alert for generalization

Generalization: a statement about an entire group based on known information about part of the group.

Chapter 11 and 12 (cont)

Examining the author's assumptions

Assumption: an idea or principle the author accepts as true and makes no effort to prove or substantiate.

Chapter 11 and 12 (cont)

Watching for manipulative language

Cliche: a tired, overused expression. Allusion: references to well-known religious, literary, artistic, or historical works or sources. Euphemism: a word or phrase that is used in place of a word that is unpleasant, embarrassing, or otherwise objectionable.

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Chapter 11 and 12 (cont)	Chapter 11 and 12 (cont)	Chapter 11 and 12 (cont)	Chapter 11 and 12 (cont)
Chapter 12	<p>Beyond Level of retention: textbooks=high level of retention and recall Other Academic sources=low retention; instead look for statistics and familiarity with subjects Format and organization: textbooks=consistent format and organization Other sources= variety of formats and organization How to locate sources Consult with your reference librarian to determine the best sources available Read an encyclopedia entry to get an overview of the subject Check the library's online catalog to see how your topic is subdivided Consider your purpose and the type of information you need Consult your instructor if you're not sure whether your source is appropriate</p>	<p>Reference book (encyclopedias, directories) Provides authoritative background and overview; useful when starting out on a new topic to become familiar with key names dates and concepts; usually lists sources for further reading</p>	<p>Scholarly nonfiction book-monograph h 1 author's detailed treatment of the subject using their own research, ideas, and informed opinions that are supported by those of others. Often refutes opposing viewpoints and offers points of consideration.</p>



Chapter 11 and 12 (cont)		Chapter 11 and 12 (cont)		Chapter 11 and 12 (cont)		Chapter 11 and 12 (cont)	
Scholarly nonfiction book-edited collection	A group of essays centered around a common theme or idea, each providing a specific viewpoint or theory	Periodical magazine	Provides articles on current topics of interest for a broad audience; can give a simplified treatment of a scholarly topic	Primary Sources	Original documents that give a first-person account of an era or event (letters and diaries)		

Periodicals	Magazines include A
:	broad audience, often
Magazines	the general public
and	Information and
Scholarly	entertainment
Journals	Colorful photographs
	Advertising
	Commercial publisher
	Writers are
	journalists or
	enthusiasts; they are
	paid for their articles.
	Scholarly articles
	include A specialized
	audience, such as
	professionals
	Research themes,
	ideas detailed
	analysis Little or no
	advertising Published
	by a professional
	organization or
	educational institute
	Authors are experts in
	the field-researchers,
	professors; they are
	not paid for their
	articles. The structure
	of articles and essays
	Title Can suggest the
	subject and create
	interest Introduction
	Identifies the topic
	Presents the thesis
	statement Interests
	the reader Provides
	background Defines
	terms Body Supports
	and explains the
	thesis statement
	Presents each main
	supporting point in a
	separate paragraph
	Provides, in each
	paragraph, details to
	make each point
	understandable
	Conclusion
	Reemphasizes the
	thesis statement
	Draws essay to a
	close The structure of
	scholarly articles
	Abstract A brief
	summary of the article
	and its findings
	Appears at the
	beginning of the
	article, following the
	title and author
	Summary of related
	research Summarized

research that already
has been completed
on the subject
Authors will cite and
briefly report their
findings Brings you up
to date on the
research in order to
help you understand
why this research was
conducted
Methodology The
author begins to
describe their
research
Experimental
research = purpose,
description of the
`40population studied,
sample size,
procedures, and
statistical tests
applied. Results
Results and findings
of the research
Implications,
discussions, and
conclusion
Explanation of the
results and presents
possible implications
and conclusions
Further research
Based on their
findings some authors
conclude the article
by suggesting
additional research
that is needed to

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Chapter 11 and 12 (cont)

Nonfiction and Scholarly Books How to identify appropriate scholarly nonfiction sources What are the author's credentials? Who is the publisher? Is the writing style serious, sophisticated, or complicated? Does the author cite their sources? Finding what you need in a serious nonfiction or scholarly book Textbooks Summarize Memorize Work with information Chapter-review questions Glossaries Scholarly books Table of contents Index Notes, bibliographies, lists or works cited Illustrations

Chapter 11 and 12 (cont)

How To Read Academic Sources How To Read Academic Sources Analyze the assignment Preview the sources Determine how the sources are organized Select a level of comprehension that suits your purpose and the task Choose a reading strategy Using skimming and Scanning to read academic sources Skimming: a technique in which you selectively read and skip in order to find only the most important ideas. Scanning: a technique for quickly looking through reading material to locate a particular piece of information-a fact, a date, a name, a statistic.

Chapter 9

Types of supporting information Examples Reasons Descriptions facts/statistics Citation of research

Chapter 9 (cont)

Definition To define/explain the meaning of a term/concept Transitions Refers to Means Is Can be defined as Consist of



Chapter 9 (cont)

Time sequence process A clear way to describe events, process, procedures, and development of theories in the order they occur
Transitions First Second Later Next
As soon as Before After Then
Finally Meanwhile Following Last
Burning When Until

Chapter 9 (cont)

comparison/contrast Comparisons that analyze the similarities and differences
Transitions Similarities
Also Similarity Like Likewise Too
As well as Both Differences Unlike
Despite Instead On the other hand
Nevertheless However In spite of

Chapter 9 (cont)

Cause-effect Understanding the subject and learning how and why things happen
Cause Because of
Since One cause is One reason is
Effect Consequently As a result of
One result is Therefore Thus

Chapter 9 (cont)

Classification To divide a broad topic into categories
Several kinds of
One type Another type
First
Second Finally Can be classified as

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Chapter 9 (cont)

Listing-enumeration Lists of facts, characteristics, parts/categories can appear in any order One Another Also Too For instance First Second Finally For example In addition

Chapter 9 (cont)

Learning Imprinting: forming association/identification
Habituation Associative learning
Latent learning Insight

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