

## Close Reading

On a typical week we will read a large amount of material before discussing that reading in class. Close reading entails reflecting on the text as you are reading, and evaluating the author's argument. Here are a few suggestions for close reading:

- Look for the author's argument and the evidence she uses to support it: What is the main claim she makes? With whom is she disagreeing? Then consider your reactions to the author's work: Does this make sense to you? Why or why not? What are the weaknesses of the argument?
- Always read with pencil in hand. Jot down thoughts you want to raise in class. Write your reactions to the text in the margins. Above all, think about what you are reading; if you find yourself turning pages numbly, stop, take a pause, and then refocus on the author's chain of thought.
- Plan your readings to be spaced out in reasonable increments. Thoughtful reading takes time and energy. It is more pleasant and more productive to read over several days than to try and compress all the reading into a couple of nights.
- Don't use a highlighter. Writing comments (e.g., "good counterpoint to Huntington") helps a reader engage with the text, whereas highlighting encourages passivity and torpor— READING IS NOT A SPECTATOR SPORT.
- Keep track of the parts of the text where you had questions, objections, or fierce agreement with the author's points. Note page numbers on a separate sheet of paper. You may also want to use post-it flags for quick reference to key passages.
- When you are done reading, check to see that you can summarize the author's argument in a few sentences. You may want to take 5 minutes and write down this summary, particularly if you are reading several different texts in given week.
- Remember that the goal of close reading is not just to have touched the pages, but to be able to say something about the material and evaluate it.

These tips may seem unfamiliar at first, but can become useful habits when practiced over time.