

## READING RESPONSE WORKSHOP

Reading is pivotal to a writing course. Since most composition courses use the reading-to-write approach, it is important to consider how a student might respond to the readings used in the course.

Several methods of reading response may help to engage the student in the readings used for your course.

In promoting the idea of active reading, you should carefully consider how you plan to have students use the information you assign to them. Here are some variables to consider:

### SITES OF RESPONSES

In-Class

At-Home

Online (In-Class)

Online (At-Home)

### SIZE OF RESPONSES

Individual

Small Group

Large Group

### PHYSICAL CONDITIONS FOR RESPONSES

Prepared (written before class)

In-Class (during class)

Spontaneous

Post-Class (after class)

### TEMPORAL CONDITIONS FOR RESPONSES

Pre-Reading (allow students to skim/pre-read in-class)

Active Reading (during the reading - Consider for longer texts - e.g., Chapter by chapter, Section by Section, Text by text - for edited collections)

Post-Reading (after reading the text)

### ORAL RESPONSE TYPES

Individual Q & A

Group Q & A

Focus Group (discuss one facet/component of the text)

Recited Response

### EXAMINATION-BASED RESPONSE TYPES

Spontaneous Quiz (The infamous pop quiz)

Warned Quiz (Given prior time to study particular facets of the text)

Open-Note Quiz (Given time in-class/online to answer particular questions for knowledge of the text)

Text-Based Examination (a more comprehensive test of a student's knowledge of a text and any applicable concepts/subject matter related to the text)

## WRITTEN RESPONSE TYPES

Summarization (Summarize the text)

Q & A/Content-Based Response (Identify X, Y, or Z in the text)

Reaction/Reflective Response (How did the text make you feel? Why? How?)

Reflexive Response (If you were the author, how would you write the text?)

Facet/Component Response (Discuss the most significant component of the text)

Argumentative Reading Response (Subjective: Do you agree with the text? Why or why not?)

Counter-Argumentative (Write a counter-argumentative response to the text)

Critical Analytical Response (Does the text effectively reach its intended audience? How?)

Evaluative-Response (Evaluate the text: Was it good or not? Why or why not?)

Comparative-Response (How is text X similar to text Y?)

Contrastive-Response (How does text X differ from text Y?)

Skills-Based Questions (e.g., How many complex sentences does the text have?)

Freewriting about the text (Students provide an open response to text)

Stylistic Analysis (Explain the stylistic and rhetorical techniques/devices used in this text)

Content Analysis (How does this text work?)

Literary Analysis (Explain the literary features found in this text)

Rhetorical Analysis (Explain the rhetorical features found in this text)

Critical Discourse Analysis

Author Biography

## VISUAL RESPONSE TYPES

Draw/Paint/Sketch/Sculpt a scene from the text (for Literary Texts)

Draw/Paint/Sketch/Sculpt a character from the text (for Literary Texts)

Create an outline of the text.

Create a flowchart of the text.

Create a graphic organizer (visual) for the text.

Draw/Paint/Sketch/Sculpt your personal feelings of the text.

Create a photo essay of the text.

Create a map of the text.

Recreate the text as a series of images.

Recreate the text as a visual argument (for Argumentative Texts).

Create a movie of the text.

Create a short documentary (or biographical visual) about its author.

Create a website for the text (for classes with more advanced technologies)

## LITERARY RESPONSE TYPES

Reading Response Critique

Gender Critique

Feminist Literary Critique

Deconstructionist Critique

Modernist Critique

Post-Modernist Critique

Structuralist Critique

Post-Structuralist Critique

Queer/Gay/Lesbian Critique

New Critical Critique

Post-Colonial Critique

Marxist Critique

Cultural Critique

New Historic Critique

Psycho-Analytical Critique  
Eco-Critique  
and Others