

Reading eWriting Summer Intensive – Directions and Options

What can I read for Reading eWriting?

There are three choices for reading material:

1. **Course material** – For the Summer Intensive, you may use an article from a past course which you would like to read more intensively. The more you read, the better you'll understand lectures. The more often you practice writing about course materials, the easier it will be to write papers.
2. **Your choice of material** - Go to [Arts & Letters Daily](#), for links to a variety of popular articles. In addition, here is a list of popular [Canadian literature](#).
3. **Our choice of material** - We will be sending you a link to an interesting, high-quality popular article each day of the intensive, along with some prompts to get you thinking and writing. Be sure to write in full paragraphs!

What can I write for Reading eWriting?

We will be sending you links to interesting articles, along with writing prompts, each day of this five-day Intensive!

Alternatively, you may write any of the following, which are explained below:

- A reflection
- A summary
- An active reading response
- A close reading
- A revision
- Questions for your instructor

How much time should I spend on Reading eWriting?

- Read for 45 minutes (minimum).
- Write for 45 minutes (minimum).
- Write 200-300 words. Always write in paragraphs.

How should I format my emails to my instructor?

- Use your U of T email
- See the introductory email from your instructor to find out whether attachments are OK or not.
- Label your subject line with the # of the writing; for example: Reading eWriting #1.
- Greet your instructor (Hello, Georgia). End with your name (Thanks, Your Student).
- In your first email, introduce yourself and tell your instructor what you want to work on.
- In your first email, also give your instructor your UTOR ID for the CCR validation.

Options for writing: (You may try all of these, or choose your favourites)

Reflection. Go to the ELL webpages: <https://uoft.me/4JZ>

- In the Resources for Students section, scroll down until you see Effective Academic Reading Handouts. Read the handouts on Previewing and Skimming and Scanning. Then apply these techniques to a current course reading (or another text). After previewing and skimming, tell your instructor what you learned about the reading by using these methods. Following the previewing, read all or part of the text carefully, and write to your instructor about how your perception of it may have changed.

Summary. Go to the ELL webpages: <https://uoft.me/4JZ>

- In the Resources for Students section, scroll down until you see Effective Academic Reading Handouts. Read the handout on Summarizing. Using the process on the handout, write a summary of your reading.

Active Reading Response. Go to the ELL webpages: <https://uoft.me/4JZ>

- In the Resources for Students section, scroll down until you see Effective Academic Reading Handouts. Read the handout on Active Reading.

Then, write an Active Reading Response to the reading. Try to address at least two of the following questions:

- What did you **learn**?
- What would you **predict** might appear later in this reading?
- What else would you like **to know** about this subject? What might the author have explained further?
- Do you see any **flaws or inconsistencies** in what the author is saying?
- If the work is fiction, poetry or a creative essay, what **ideas** do you think the author is trying to **suggest**?

Close Reading. Go to the ELL webpages: <https://uoft.me/4JZ>

- In the Resources for Students section, scroll down until you see Effective Academic Reading Handouts. Read the handout on Close Reading. Then choose a particularly interesting, difficult, or ambiguous paragraph or passage in your reading. Consider some of the “12 aspects” on the close reading handout and write an account of the results of your close reading process for your instructor.

Revision of a previous Reading eWriting according to the instructor’s comments.

- You may revise or expand on a previous message.

Questions about writing or responses to your instructor’s comments.

- Write a message asking your instructor some general questions about academic reading or writing. Tell your instructor about any difficulties you’ve encountered in reading or writing in English. You may also want to respond to comments the instructor has made about your writing.

Due dates: April 27, 28, 29, 30, May 1 (all by 11:59 pm Toronto time, or noon the following day Toronto time at the latest).

For example, the April 27 writing is due on Monday, April 27, 11:59 pm Toronto time, **or** noon on April 28 at the latest.

CCR notations: Students must complete all five writings to receive the CCR notation.

If you have any questions, please contact your instructor or ELL at ell.newcollege@utoronto.ca