

Chapter 1 : Project MUSE - Re-Reading Pater: The Musical Aesthetics of Temporality

RE-READING PATER: THE MUSICAL AESTHETICS OF TEMPORALITY rfr Brad Bucknell "Music" in literary modernism might ordinarily be thought in relation to the inheritance of Mallarmé and other symbolists enamored of.

Traditional method[edit] A proof is a typeset version of copy or a manuscript page. They often contain typos introduced through human error. Proofs are then returned to the typesetter or graphic artist for correction. When somebody does the proofreading for another person they also like to read first for themselves and then for other people so they can also understand the meaning. Proofreading is when a person wants to read first what they have written into their Newspaper, documentation paper, etc. The first reads the text aloud literally as it appears, usually at a comparatively fast but uniform rate. The second reader follows along and marks any pertinent differences between what is read and what was typeset. This method is appropriate for large quantities of boilerplate text where it is assumed that the number of errors will be comparatively small. Experienced copy holders employ various codes and verbal short-cuts that accompany their reading. Thus the line of text: He said the address was Central Blvd. Mutual understanding is the only guiding principle, so codes evolve as opportunity permits. A single proofreader checks a proof in the traditional manner but then passes it on to a second reader who repeats the process. Both initial the proof. Note that with both copy holding and double reading, responsibility for a given proof is necessarily shared by two individuals. Many publishers have their own proprietary typesetting systems, [3] while their customers use commercial programs such as Word. Before the data in a Word file can be published, it must be converted into a format used by the publisher. The end product is usually called a conversion. If a customer has already proofread the contents of a file before submitting it to a publisher, there will be no reason for another proofreader to re-read it from the copy although this additional service may be requested and paid for. Instead, the publisher is held responsible only for formatting errors, such as typeface, page width, and alignment of columns in tables ; and production errors such as text inadvertently deleted. To simplify matters further, a given conversion will usually be assigned a specific template. Style guides and checklists[edit] Proofreaders are expected to be consistently accurate by default because they occupy the last stage of typographic production before publication. Before it is typeset, copy is often marked up by an editor or customer with various instructions as to typefaces, art, and layout. Often these individuals will consult a style guide of varying degrees of complexity and completeness. Such guides are usually produced in-house by the staff or supplied by the customer, and should be distinguished from professional references such as The Chicago Manual of Style , the AP Stylebook , The Elements of Style , or Gregg Reference Manual. When appropriate, proofreaders may mark errors in accordance with their house guide instead of the copy when the two conflict. Where this is the case, the proofreader may justifiably be considered a copy editor. Checklists are commonly employed in proof-rooms where there is sufficient uniformity of product to distill some or all of its components to a list format. They may also act as a training tool for new hires. Checklists are never comprehensive, however: Qualifications[edit] The educational level of proofreaders, in general, is on a par with that of their co-workers. Typesetters, graphic artists, and word processors rarely need to have a college degree , and a perusal of online job listings for proofreaders will show that although listings may specify a degree for proofreaders, many do not. Experience is discounted at the outset in preference to a credential, indicating a relatively low starting wage appropriate for younger applicants. In these kinds of multitasking desktop-publishing environments, human resources departments may even classify proofreading as a clerical skill generic to literacy itself. Where this occurs, it is not unusual for proofreaders to find themselves guaranteeing the accuracy of higher-paid co-workers. In contrast, printers , publishers , advertising agencies and law firms tend not to specifically require a degree. In these professionally demanding single-tasking environments, the educational divide surrounds the production department instead of the company itself. Promotion is rare for these proofreaders because they tend to be valued more for their present skill set than for any potential leadership ability. They are often supervised by a typesetter also without a degree, or by an administrative manager with little or no production experience who delegates day-to-day responsibilities to a typesetter. Proofreader testing[edit]

Applicants. Numerous books are also available that instruct the basics to their readers. Such tools of self-preparation have by and large replaced formal workplace instruction. Proofreader applicants are tested primarily on their spelling, speed, and skill in finding errors in the sample text. Toward that end, they may be given a list of ten or twenty classically difficult words and a proofreading test, both tightly timed. The proofreading test will often have a maximum number of errors per quantity of text and a minimum amount of time to find them. The goal of this approach is to identify those with the best skill set. A contrasting approach to testing is to identify and reward persistence more than an arbitrarily high level of expertise. For the spelling portion of the test, that can be accomplished by providing a dictionary, lengthening the word list conspicuously, and making clear that the test is not timed. For the proofreading portion, a suitable language-usage reference book e. Note that knowing where to find needed information in such specialized books is itself an effective component of the test. Removing the pressure of what is essentially an ASAP deadline will identify those applicants with marginally greater reservoirs of persistence, stamina, and commitment. At the same time, by mooted the need for applicants to make use of a memorized list of difficult words and a studied knowledge of the more common grammatical traps affect, effect, lay, lie, applicants learn that their success depends primarily on a quality at least theoretically available to anyone at any time without preparation. Formal employee testing is usually planned and announced well in advance, and may have titles, such as Levels Testing, Skills Evaluation, etc. They are found in corporate or governmental environments with a large enough HR staff to devote to preparing and administering the tests. Usually, this is done without warning, and sometimes it will be done secretly. It can be highly effective, and there will certainly be times when such re-reading is justified, but care must be taken. There are two basic approaches. The first is to re-read a proof within its deadline and in the department itself. Thus the manager will read from the same copy that the first reader saw, and be aware of any volume and deadline pressures the first reader was under, and can directly observe the individual in real time. This approach can also be followed as a matter of routine. The goal then is not to confirm a specific suspicion of poor job performance by a particular reader, but rather to confirm a general assumption that the proofreading staff needs ongoing monitoring. The second approach to informal testing is to wait for some days or weeks and then, as time allows, randomly select proofs to re-read while outside the department. Such proofs may or may not be accompanied by the copy pages that the proofreader saw. Economics[edit] Proofreading cannot be fully cost-effective where volume or unpredictable workflow prevents proofreaders from managing their own time. Examples are newspapers, thermographic trade printing of business cards, and network hubs. The problem in each of these environments is that jobs cannot be put aside to be re-read as needed. In the first two cases, volumes and deadlines dictate that all jobs be finished as soon as possible; in the third case, jobs presently on-site at the hub are hurried, regardless of their formal deadline, in favor of possible future work that may arrive unpredictably. Where proofs can programmatically[clarification needed] be read only once, quality will randomly but persistently fall below expectations. Even the best and most experienced readers will not be able to be consistently accurate enough to justify premium pay. Production technology can also moot the need to pay a premium for proofreading. In the example of thermographic business-card printing, even when there are no reprints, there is considerable wastage of paper and ink in preparing each of the press runs, which are separated by color. When as often happens there is unused space available on the plate, there is no increase in production cost for reprints that use that space. Only when reprints are so numerous that they push production staff into significant overtime would they increase costs. But significant overtime is usually the result of a high volume in new orders using up the eight-hour day. In such industries proofreading need only " and can only " make a marginal difference to be cost-effective. Only where workload volume does not compress all deadlines to ASAP and the workflow is reasonably predictable can proofreading be worth a premium wage. Inflexible deadlines mandate a delivery time, but in doing so they necessarily do not mandate delivery before that time. If deadlines are consistently maintained instead of arbitrarily moved up, proofreaders can manage their own time by putting proofs aside at their own discretion for re-reading later. Whether the interval is a few seconds or overnight, it enables proofs to be viewed as both familiar and new. Where this procedure is followed, managers can expect consistently superior performance. However, re-reading focuses responsibility instead of dividing it as

double-reading and copy holding, both described above, do and obviously requires extra effort from proofreaders and a measure of independence from management. Instead of managers controlling deadlines, deadlines control managers, and leeway is passed to the proofreaders as well as commensurate pay. Vs copy-editing[edit] The term proofreading is sometimes used to refer to copy-editing, and vice versa. Although there is necessarily some overlap, proofreaders typically lack any real editorial or managerial authority. What they can do is mark queries for typesetters, editors, or authors. To clarify matters at the outset, some advertised vacancies come with a notice that the job advertised is not a writing or editing position and will not become one. Creativity and critical thinking by their very nature conflict with the strict copy-following discipline that commercial and governmental proofreading requires. Thus proofreading and editing are fundamentally separate responsibilities. In contrast, copy editors focus on a sentence-by-sentence analysis of the text to "clean it up" by improving grammar, spelling, punctuation, syntax, and structure. The copy editor is usually the last editor that an author will work with. Copy editing focuses intensely on style, content, punctuation, grammar , and consistency of usage. Under these conditions, proofreaders tend to see only what they want to see. Digital[edit] Digital proofreading has taken many forms in recent years, such as assistive software and grammar checking tools that have made locating and correcting errors very convenient for writers of all kinds. These systems are at present unreliable. As well, new cloud computing developments such as Google doc editing services have allowed for real-time editing and proofreading that can be done for clients while they watch the process, thus helping them to improve their writing. Nannetti read over a "limp galley page", thinks "Proof fever". Proof-editing tends to exist outside of the traditional publishing realm, and usually involves a single stage of editing. It is considered preferable to have separate copy-editing and proofreading stages, so proof-editing is, by definition, a compromise but one that modern professional on-screen proofreaders and copy-editors are increasingly offering in order to meet the demand for flexible proofreading and editing services. An example table of distinctions between different services:

Chapter 2 : Reading Strategies - Interpret Your Source Document from theinnatdunvilla.com

My reading of Pater may not answer all the charges against an "elitist" or transcendent modernist aesthetic, but it may offer a foundation for a somewhat different view of modernism's relationship.

Print Target Audience This guide is intended for advanced high school students and college undergraduates who are interested in working on independent research projects. Students should have a strong background in science. At minimum, it is recommended that the students have completed two years of high school science courses, although enrollment in advanced high school science classes like AP Biology, AP Chemistry, or AP Physics, or the equivalent college-level courses, is preferable. Original research can be very rewarding and even fun, but it also takes a huge commitment of time and energy. Having a mentor to help evaluate ideas and provide background information is extremely useful. This guide, which is broken into four sections, is intended to help you get started: Why bother reading scientific papers? Two Types of Research Papers Containing Two Types of Information - Here, you will learn what differentiates a review article from a primary research article, and the specific uses for each. The Parts and Uses of Primary Research Articles - This section breaks the scientific paper down into its six component parts and explains what kind of information can be found in each part. How to Proceed When Reading a Scientific Paper - Learn tips about what you should be doing, physically, as you read the scientific paper to maximize your understanding and get the most out of your time and effort. Scientific papers contain the most up-to-date information about a field. The great thing about science is that every time one question is answered, the answer unlocks twice as many new questions. Scientific papers also contain information about how experiments were conducted, including how long they took, the equipment and materials necessary, and details about how to physically perform the experiments. This kind of information is critical for figuring out how to do your own experiments, and even whether the project will be physically possible given your equipment constraints. Review articles give an overview of the scientific field or topic by summarizing the data and conclusions from many studies. These types of articles are a good starting place for a summary of what has been happening in the field. Primary research articles contain the original data and conclusions of the researchers who were involved in the experiments. These articles also contain details about how the experiments were done. Or, in the cases of some journals, they might contain web addresses for "supplemental data" found online, which detail the methods used by the authors. Primary research articles are also useful for seeing how experts in that scientific field visually represent their data. For example, what types of graphs are common to the field? Are there any specific units that are used? First of all, many reviews will be labeled as "review" or "tutorial" on the first page of the article. And in a review article, graphs, tables, or figures containing actual data will contain citations in the figure legend to the primary research papers that originally reported the findings. The Parts and Uses of Primary Research Articles Primary research articles are typically broken down into six sections: A few journals have slightly different formats due to their space constraints or target audience. The most common alteration is to combine the results and discussion parts into a single section. Each part of the paper serves a unique purpose and can help your research project in a different way. **Abstract** The abstract is a summary of the paper. Reading the abstract will help you decide if the article was what you were looking for, or not, without spending a long time reading the whole paper. **Introduction** The introduction gives background information about the topic of the paper, and sets out the specific questions to be addressed by the authors. Throughout the introduction, there will be citations for previously published articles or reviews that discuss the same topic. Use these citations as recommendations for other articles you can refer to for additional background reading. If you find yourself baffled by the introduction, try going to other sources for information about the topic before you tackle the rest of the paper. Good sources can include a textbook; online tutorials, reviews, or explanations; a review article or earlier primary research article perhaps one of the ones cited in the introduction; or a mentor. **Materials and Methods** The materials and methods section gives the technical details of how the experiments were carried out, including the types of controls used and where unusual resources like a bacterial strain or a publicly available data set were obtained. Reading the methods section is

helpful in understanding exactly what the authors did. The materials and methods section is most commonly placed directly after the introduction. Results The results section is the real meat of a primary research article; it contains all the data from the experiments. The figures contain the majority of the data. The accompanying text contains verbal descriptions of the pieces of data the authors feel were most critical. The writing may also put the new data in the context of previous findings. However, often due to space constraints, authors usually do not write text for all their findings and instead, rely on the figures to impart the bulk of the information. So to get the most out of the results section, make sure to spend ample time thoroughly looking at all the graphs, pictures, and tables, and reading their accompanying legends! Three types of information can be extracted from the results section: Clearly, this is the section of the paper you refer to if you need to know exactly what the researchers found out, particularly if you need data to compare with your own findings, or to use to build your own hypothesis. The results section is also useful for understanding whether the methods of an experiment worked well. For example, a graph of the data might show that although the authors took time points every hour, there was no change at all until five hours into the experiment, and then the change was rapid. By interpreting their graph yourself and making this observation, you would be able to repeat the experiment, with differentially spaced time points, to resolve what actually happened during the fifth hour. And last, but not least, studying the figures will help you understand how to represent your own data in a way that is clear, accurate, and in keeping with the standards in that particular field of science. It is where they draw conclusions about the results. They may choose to put their results in the context of previous findings and offer theories or new hypotheses that explain the sum body of knowledge in the field. Or the authors may comment on new questions and avenues of exploration that their results give rise to. The purpose of discussion sections in papers is to allow the exchange of ideas between scientists. However, this section is often a good place to get ideas about what kind of research questions are still unanswered in the field and thus, what types of questions you might want your own research project to tackle. References Throughout the article, the authors will refer to information from other papers. These citations are all listed in the references section, sometimes referred to as the bibliography. Both review articles often cited as "reviewed in Regardless of the type of source, there will always be enough information authors, title, journal name, publication date, etc. This makes the reference section incredibly useful for broadening your own literature search. For example, a scientific dictionary is useful for checking unfamiliar vocabulary, and textbooks are excellent starting places to look up scientific concepts. Internet searches for tutorials or explanations about a specific method or concept can also be useful. Highlighting important data and making notes directly on a photocopy or printout of the paper can be a good ways to keep track of the information as you move through the paper. Taking notes will help you encapsulate what is important about the paper, and keep you focused on the task. You may even want to make a diagram or sketch in the margins to remind yourself how an experiment was done. In all cases, start by reading the abstract; read it to make sure the paper is what you were looking for and is worth your time and effort. If the abstract indicates the paper is of interest to you, move on to the introduction. The first step is to examine each figure and table. Try to analyze and draw your own conclusions from the figures. But for people just entering the field, discussions are a good place to get a glimpse of what the current competing theories and hypotheses are. When printing this document, you may NOT modify it in any way. For any other use, please contact Science Buddies.

Chapter 3 : Walter Pater – Delphi Classics

Pater's conception of "music," then, offers us an image of modernity's supplementary condition; it plays against itself as an image of fullness, and, as in Pater's retrospective creation of the School of Giorgione, it embodies the lack of completion which can only be compensated for, again and again.

But do you ever read what should be a useful document, yet fail to gain any helpful information from it? Or, do you have to re-read something several times to get a full understanding of the content? These approaches will help you get the maximum benefit from your reading, with the minimum effort. Are you reading with a purpose, or just for pleasure? For example, with a book, an easy way to do this is to look at the introduction and the chapter headings. The introduction should let you know who the book is intended for, and what it covers. Chapter headings will give you an overall view of the structure of the subject. Ask yourself whether the resource meets your needs, and try to work out if it will give you the right amount of knowledge. Know How Deeply to Study the Material Where you only need the shallowest knowledge of a subject, you can skim material. Here you read only chapter headings, introductions, and summaries. Finding This Article Useful? If you need a moderate level of information on a subject, then you can scan the text. This is when you read the chapter introductions and summaries in detail. You can then speed read the contents of the chapters, picking out and understanding key words and concepts. Only when you need full knowledge of a subject is it worth studying the text in detail. This gives you an understanding of its structure, into which you can then fit the detail gained from a full reading of the material. SQ3R is a good technique for getting a deep understanding of a text. Mind Maps are great for this. This emphasizes information in your mind, and helps you to review important points later. Doing this also helps you keep your mind focused on the material, and stops you thinking about other things. Of course, only do this if it belongs to you! Pre-Reading Different types of documents hold information in different places and in different ways, and they have different depths and breadths of coverage. They will typically only concentrate on the most interesting and glamorous aspects of a topic, because this helps them to boost circulation! As such, they will often ignore less interesting information that may be essential to a full understanding of a subject, and they may include low-value content to "pad out" advertising. The most effective way of getting information from magazines is to scan the contents tables or indexes and turn directly to interesting articles. And newspapers are usually arranged in sections. If you read a paper often, you can quickly learn which sections are useful, and which ones you can skip altogether. For instance, you could have separate folders for project research, marketing, client prospects, trade information, and professional growth. Or, it might be helpful to title folders using the website or publication name. Reading Individual Articles There are three main types of article: News Articles – these are designed to explain the key points first, and then flesh them out with detail. So, the most important information is presented first, with information being less and less useful as the article progresses. Opinion Articles – these present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments. Feature Articles – these are written to provide entertainment or background on a subject. Typically the most important information is in the body of the text. If you know what you want from an article, and recognize its type, you can get information from it quickly and efficiently. If you find it hard to read these on screen, print them out. This is especially important for long or detailed documents. This means that you may not notice when important information has been left out, or that an irrelevant detail has been included. An effective way to combat this is to make up your own table of contents before you start reading. Ask yourself what sections or topics you are expecting to see in this document, and what questions you want to have answered by the end of the text. Keep this beside you as you read. Our article, Is This a Morning Task? Where you read is also important. Often, putting pen to paper can help strengthen your recall of new information, so that you retain it more effectively. Key Points If you want to read more effectively, identify what you want to learn from each resource you read, and know how deeply you want to study the material. And, consider "active reading" by making notes and marking-up the material as you go along. Making your own table of contents before you read material, and using glossaries for technical

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resources, are other useful reading strategies. For more on how to select the most appropriate reading strategy in a specific situation, take our Bite-Sized Training session Read Smarter! Subscribe to our free newsletter , or join the Mind Tools Club and really supercharge your career!

Chapter 4 : Proofreading - Wikipedia

Such a rereading of Pater's work uncovers patterns of continuity and anticipation that decisively alter our understanding of Pater and his writings. Read more Read less Give the gift of reading, now \$

Handwritten text may also be produced using a graphite pencil or a pen. Short texts may be written or painted on an object. Often the text relates to the object, such as an address on an envelope, product info on packaging, or text on a traffic or street sign. A slogan may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts like these are sometimes referred to as environmental print. Sometimes text or images are in relief, with or without using a color contrast. Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a home appliance, or myriad other examples. A requirement for reading is a good contrast between letters and background depending on colors of letters and background, any pattern or image in the background, and lighting and a suitable font size. In the case of a computer screen, it is important to see an entire line of text without scrolling. The field of visual word recognition studies how people read individual words. This has revealed that reading is performed as a series of eye fixations with saccades between them. Humans also do not appear to fixate on every word in a text, but instead pause on some words mentally while their eyes are moving. This is possible because human languages show certain linguistic regularities. In the case of computer and microfiche storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing. Reading is typically an individual activity, though on occasion a person reads out loud for other listeners. Personalised books for children are recommended to improve engagement in reading by featuring the child themselves in the story. Before the reintroduction of separated text in the late Middle Ages, the ability to read silently was considered rather remarkable. Learning to read Literacy is the ability to use the symbols of a writing system. It is the ability to interpret what the information symbols represent, and re-create those same symbols so that others can derive the same meaning. Illiteracy is the inability to derive meaning from the symbols used in a writing system. Dyslexia refers to a cognitive difficulty with reading and writing. Alexia acquired dyslexia refers to reading difficulties that occur following brain damage, stroke, or progressive illness. The table to the right shows how reading-rate varies with age, [19] regardless of the period to and the language English, French, German. The Taylor values probably are higher, for disregarding students who failed the comprehension test. On average, from grade 2 to college, reading rate increases 14 standard-length words per minute each year where one standard-length word is defined as six characters in text, including punctuation and spaces. Rates of reading include reading for memorization fewer than words per minute [wpm]; reading for learning " wpm; reading for comprehension " wpm; and skimming " wpm. Reading for comprehension is the essence of the daily reading of most people. Advice for choosing the appropriate reading-rate includes reading flexibly, slowing when concepts are closely presented and when the material is new, and increasing when the material is familiar and of thin concept. Speed reading courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default habit. A Cochrane Systematic Review used reading speed in words per minute as the primary outcome in comparing different reading aids for adults with low vision. Reading aloud is a common technique for improving literacy rates. Big Brother Mouse, which organized the event, trains its staff in read-aloud techniques: Make eye contact with the audience. Pause occasionally for dramatic effect. Both lexical and sub-lexical cognitive processes contribute to how we learn to read. Sub-lexical reading, [23] [24] [25] [26] involves teaching reading by associating characters or groups of characters with sounds or by using phonics or synthetic phonics learning and teaching methodology, which some argue is in competition with whole language methods. Lexical reading [23] [24] [25] [26] involves acquiring words or phrases without attention to the characters or groups of characters that compose them or by using whole language learning and teaching methodology. Some argue that this competes with phonics and synthetic phonics methods, and that the whole language approach tends to impair learning to spell. Other methods of teaching and learning to read

have developed, and become somewhat controversial. There are cases of very young children learning to read without having been taught. There are also accounts of people who taught themselves to read by comparing street signs or Biblical passages to speech. The novelist Nicholas Delbanco taught himself to read at age six during a transatlantic crossing by studying a book about boats. Cross model mapping between the orthographic and phonologic areas in the brain are critical in reading. Thus, the amount of activation in the left dorsal inferior frontal gyrus while performing reading tasks can be used to predict later reading ability and advancement. Young children with higher phonological word characteristic processing have significantly better reading skills later on than older children who focus on whole-word orthographic representation. It is necessary to understand visual perception and eye movement to understand the reading process. Subvocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning. Incremental reading is a software-assisted reading method designed for long-term memorization. In the course of reading, important pieces of information are extracted and converted into flashcards, which are then reviewed by a spaced repetition algorithm. Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows. Rereading is reading a book more than once. Structure-proposition-evaluation SPE method, popularized by Mortimer Adler in *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three passes: This method involves suspended judgment of the work or its arguments until they are fully understood. Reading is fundamentally a linguistic activity: However, most readers already use several kinds of intelligence while reading. Doing so in a more disciplined manner. Reading process is therefore a communication context. Assessment[edit] Types of tests[edit] Sight word reading: Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling-sound relationships. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences. Some tests incorporate several of the above components at once. For instance, the Nelson-Denny Reading Test scores readers both on the speed with which they can read a passage, and also their ability to accurately answer questions about this passage. Lighting[edit] Reading from paper and from some screens requires more lighting than many other activities. Reading from screens that produce their own light does not depend on external light, except that external light may lessen visual fatigue. For controlling what is on the screen scrolling, turning the page, etc. History[edit] Men reading The history of reading dates back to the invention of writing during the 4th millennium BC. Although reading print text is now an important way for the general population to access information, this has not always been the case. With some exceptions, only a small percentage of the population in many countries was considered literate before the Industrial Revolution. Some of the pre-modern societies with generally high literacy rates included classical Athens and the Islamic Caliphate. Reading has no concrete laws, but lets readers escape to produce their own products introspectively, promoting deep exploration of texts during interpretation. Some thinkers of that era believed that construction, or the creation of writing and producing a product, was a sign of initiative and active participation in society and viewed consumption reading as simply taking in what constructors made. They considered readers of that time passive citizens, because they did not produce a product. Michel de Certeau argued that the elites of the Age of Enlightenment were responsible for this general belief. This view held that writing was a superior art to reading within the hierarchical constraints of the era. As reading became less a communal, oral practice, and more a private, silent one and as sleeping increasingly moved from communal sleeping areas to individual bedrooms, some raised concern that reading in bed presented various dangers, such as fires caused by bedside candles. Some modern critics, however, speculate that these concerns were based on the fear that readers especially women could escape familial and communal obligations and transgress moral boundaries through the private fantasy worlds in books.

Chapter 5 : How to Read a Scientific Paper

"On Re-Reading Walter Pater" is an article from The North American Review, Volume View more articles from The North American Review. View this article on JSTOR. View this article's JSTOR metadata.

Back to Top Fifth-grader Katee had difficulty recalling what she had read during class time. Sometimes I have to go over words again to make sure I know them. I think maybe only some people have to go back but most people in my class go fast. In some ways reading fast is important. Most of the kids read faster than me. I always feel I have to read fast in class and skim it. When I read at night I read slower. Always allow enough time for all students to finish. Offer choices to students who complete their reading earlier; this will maintain the quiet other classmates need to finish their reading. Or, invite the faster readers to reread, read their library book, write a reaction in a journal, or raise questions for discussion. Adjusting Reading Rates Develop minilessons to help students understand when to change their reading rate. When reading to remember, slow down to savor and enjoy words, images, illustrations, events and dialogue. Slow down to absorb new information and think about it as you read. After students read, suggest they practice skimming to locate support in the text to prove a position, discuss issues and questions. Point out how much faster skimming is than reading to remember and understand. Skimming is a short-term memory activity; slowing down and thinking about the text can place information in long-term memory. I do it over and over until I understand and the reading is easier. In the same third-grade class, Cal told me, "I never reread. Only dumb kids reread. My goal is to get kids to view rereading as a positive habit. The strategy fosters reading fluency, better recall of details, improved word recognition. After the third-graders talked, they wrote their ideas on chart paper: A pretty terrific list! The strategies that follow also invite students to reread in order to support comprehension during and after reading. Pause-Think-Retell Encourage children to pause after each chapter; once or twice during a picture book; and after each section of a textbook. Show them how you stop, think, and then retell in order to monitor how much you recall. Point out that thinking and retelling reinforces remembering the text. If there is little recall, then reread and try to retell again. Many students read and have little or no recall. This can be due to an inability to concentrate, to a lack of prior knowledge, or because the vocabulary is too difficult. If after two rereadings the passage still confuses, then students should seek assistance from a peer or the teacher. Back to Top Retelling entire stories is an excellent way for students to monitor how much they remember. When monitoring oral and written retellings, look for the following:

Chapter 6 : Reading - Wikipedia

Get this from a library! Rereading Walter Pater. [William Shuter] -- Walter Pater is increasingly gaining recognition as a pivotal figure in nineteenth-century culture.

Chapter 7 : Reread | Define Reread at theinnatdunvilla.com

What We're Reading This Summer May 17, We asked a few readers at The Times, including our three staff book critics " Dwight Garner, Parul Sehgal and Jennifer Szalai " about what they.

Chapter 8 : Strategies to Use During and After Reading

This learning activity helps readers develop strategies for reading comprehension. Teachers will appreciate the specific suggestions on how to help students slow down, reread, and retell stories that they have just read.