**First the Abstract, Tomorrow the Moon! Breaking Down Barriers to the Scholarly Conversation through a Close Reading Activity, LOEX 2018**

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**ENGLISH 161 ABSTRACT EXERCISE**

Spend a few minutes reading the abstract individually. Then, discuss the main ideas of the abstract with your group and complete the questions below.

1. WHO (is being studied):   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHERE (are they being studied): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHAT (concept is being tested):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHAT (were the findings):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHEN (did the study occur):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOW (methodology):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHY was the study conducted? What are the larger implications? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Paraphrase the main ideas of the abstract in a few sentences as you would in a research paper.

1. How would you describe this research to a friend conversationally?
2. Write it as a Tweet.
3. Circle all the keywords in the abstract you might use to search for other articles on this topic.

List synonyms or related terms.

Things to keep in mind:

1. Students can be very literal. Make sure your directions are explicit.
2. Give students plenty of time to read.
3. Get buy-in from faculty members; they can be a real help in motivating students through the exercise.
4. This exercise, including discussion, took about 50 minutes.

For further reading:

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Bronshteyn, K., & Baladad, R. (2006). Perspectives on … Librarians as Writing Instructors: Using Paraphrasing Exercises to Teach Beginning Information Literacy Students. *The Journal of Academic Librarianship*, *32*(5), 533–536. <https://doi.org/10.1016/j.acalib.2006.05.010>

Carillo, E. C. (2017). How students read: Some thoughts on why this matters. *English Journal, 106*(5), 34-39.

Friedman, S., & Miller, R. (2016). Launching students towards source-based writing: An introduction for librarians. College & Research Libraries News, 77(4), 198-201. doi:<https://doi.org/10.5860/crln.77.4.9480>

Fujimoto, Y., Hagel, P., Turner, P., Kattiyapornpong, U., & Zutshi, A. (2011). Helping university students to 'read' scholarly journal articles: The benefits of a structured and collaborative approach.*Journal of University Teaching & Learning Practice, 8*(3), 1-12.

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MacMillan, M., & Rosenblatt, S. (2015). Adding Reading Strategies to Your IL Toolkit. Retrieved April 3, 2018, from [https://readingstratsacrl2015.wordpress.com](https://readingstratsacrl2015.wordpress.com/about/)

Rosenblatt, S. (2010). They can find it, but they don't know what to do with it: Describing the use of scholarly literature by undergraduate students.*Journal of Information Literacy, 4*(2), 50-61.

Parr, C. & Woloshyn, V. (2013). Reading comprehension strategy instruction in a first-year course: An instructor's self-study. *The Canadian Journal for the Scholarship of Teaching and Learning, 4*(2). <http://dx.doi.org/10.5206/cjsotl-rcacea.2013.2.3>