

G. A. P. Suprianti
Luh Indrayani
Luh Gd Rahayu Budiarta



Reading Deeply, Thinking Critically!





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"Reading Deeply, Thinking Critically!" is not just a set of instructions; it gives you a map for dealing with complex ideas, questioning assumptions, and developing the skills to be a smart and thoughtful thinker. In addition, this book wants you to see texts as dynamic conversations. It invites you to be a part of the discussion actively. Whether you're trying to understand a classic story, looking at a scientific paper, or getting into current debates, the skills you learn from this book will be useful not only in school but also in real life.



☎ 0858 5343 1992
✉ eurekamediaaksara@gmail.com
📍 Jl. Banjaran RT.20 RW.10
Bojongsari - Purbalingga 53362

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Penulis : G.A.P. Suprianti
Luh Indrayani
Luh Gd Rahayu Budiarta

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Kabupaten Purbalingga Telp. 0858-5343-1992
Surel : eurekamediaaksara@gmail.com
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PREFACE

Welcome to the world of "**Reading Deeply, Thinking Critically!**" This book is made to help university students on their academic journey. It wants to show you how important it is to read carefully and think deeply, especially in a time when we have a lot of information.

As you start your university studies, it's crucial to be really thoughtful and smart in your thinking. This book is like a guide, encouraging you to go beyond just understanding words. It wants you to dig into the meaning, think deeply, and transform the way you think about things. The book is like a journey that goes beyond the usual way of reading. It helps you understand texts and ideas in a more profound way.

"**Reading Deeply, Thinking Critically!**" is not just a set of instructions; it gives you a map for dealing with complex ideas, questioning assumptions, and developing the skills to be a smart and thoughtful thinker. By reading this book, you'll gain tools to ask questions, analyze information, and put ideas together. It wants you to be curious not just in class but also in your everyday life.

In a time when we can easily get information, knowing what's important and what's not is a crucial skill. This book wants you to see texts as dynamic conversations. It invites you to be a part of the discussion actively. Whether you're trying to understand a classic story, looking at a scientific paper, or getting into current debates, the skills you learn from this book will be useful not only in school but also in real life.

"**Reading Deeply, Thinking Critically!**" isn't just something you do alone. It's like a team effort between the author and you. As you start this intellectual journey, get ready to question what you know, be open to different viewpoints, and develop a mindset that loves learning for the sake of learning. Let the adventure begin!

Singaraja, Januari 2024

Writers

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UNIT

1

WORD CHOICE AND CONTEXT CLUES

Learning Objectives:

1. Students are able to guess words in context
2. Students are able to evaluate word choice

Read the following passage thoroughly!

Money Isn't Everything

Does money make people happier? Studies show that it does—when people at the poverty level are suddenly paid more. Other studies also show that people who lose the money they are used to having become very unhappy. But the most important thing seems to be that people are happiest when they make more than other people. Perhaps one secret of happiness is just to think about people who don't have as much as you. Sadly, however, the opposite is also true. When you compare yourself to friends and neighbours who have greater incomes, you may become unhappy.

People in poverty need enough food to be healthy but what happens when people suddenly become prosperous? This is the case in China right now where people have become wealthy, but can only have one child. The result is an army of 'little emperors': fat, spoiled children. A child measures happiness in love, not food, and there's nothing good about over-feeding a child.

Richard Layard, director of the London School of Economics, says, "The six key factors now scientifically established to affect happiness most are: mental health, satisfying and secure work, a secure and loving private life, a safe community, freedom, and

UNIT

2

MAIN IDEAS, MAJOR AND MINOR IDEAS

Learning Objectives:

1. Students are able to summarize the main idea of the text
2. Students are able to separate major ideas from minor ideas

Reread the passage on Unit 1!

Money Isn't Everything

Does money make people happier? Studies show that it does—when people at the poverty level are suddenly paid more. Other studies also show that people who lose the money they are used to having become very unhappy. But the most important thing seems to be that people are happiest when they make more than other people. Perhaps one secret of happiness is just to think about people who don't have as much as you. Sadly, however, the opposite is also true. When you compare yourself to friends and neighbours who have greater incomes, you may become unhappy.

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UNIT

3

DISTINGUISHING FACTS FROM OPINION

Learning Objectives:

1. Students are able to distinguish fact from opinion
2. Students are able to understand graphics

A fact is **information presented as objectively real**. A fact is verifiable, meaning that one can prove its truth by scientific measurement, by personal observation, by duplication, and so on.¹ Statistics are, simply put, **data in the form of numbers**. This is the simplest method of development-though ironically, it is the one **most capable of leading readers astray or of presenting false information**. One can find statistics to fit any theory, and statistics often contradict each other, depending on their source and their purpose in being compiled.

A fact is something that can be checked and backed up with evidence, e.g. In 2010, Lionel Messi was named FIFA World Footballer of The Year. We can check these details by looking at FIFA records.

Facts are often used in conjunction with research and study. The census (a survey of the population usually conducted by a Government department) is a good example of when facts are used. These facts can be supported by information collected in the census, e.g. According to UK Government national statistics in 2004, approximately one in five people in the UK were aged under 16.

UNIT

4

AUTHOR'S PURPOSES, TONE, AND BACKGROUND, INTENDED AUDIENCES

Learning Objectives:

1. Students are able to recognize the writer's purpose
2. Students are able to recognize the writer's tone
3. Students are able to relate the text to author's background
4. Students are able to know who the intended audiences are

AUTHOR'S PURPOSE

The author's purpose is the REASON why the story or article was written. Is the purpose to persuade, inform, or entertain?

1. If readers changed the way they thought about a topic or issue, one of the author's purposes may have been to persuade.
2. If students learn while they are reading, one of the author's purposes may have been to inform.
3. If readers enjoyed what they read, one of the author's purposes may have been to entertain.

UNIT

5

UNCOVERING AND ASSESSING ARGUMENTS

Learning Objectives:

1. Students are able to uncover arguments
2. Students are able to assess arguments

WHAT IS AN ARGUMENT?

An argument is a specific proposition, the main idea, whether stated explicitly or implied, that the writer wants us to accept.

Characteristics of an Argument

First consider the topic and its capacity to generate controversy. Here are some recent examples of debatable issues:

1. the right of women to seek an abortion without interference;
2. gay marriage; etc.

A writer's language may suggest a subjective point of view. For example, the words "should," "need," "must," and "ought" as a rule indicate a position that the author wants the reader to accept.

Examples of Arguments

1. College admissions officers should consider only an applicant's economic class rather than his or her racial or ethnic background. (Contrary argument: Decades of discrimination by the nation's colleges can be remedied only by race-based admissions.)

UNIT

6

REASONS AND EVIDENCES

Learning Objectives:

1. Students are able to summarize the questions to the text addresses
2. Students are able to understand the author supports the thesis with reasons and evidences

Some authors write to get you to agree with their way of thinking about a topic. To persuade you, authors provide points, or ideas, to explain their thinking. Authors back up their points with good reasons telling why their ideas might be true. Authors support each reason with evidence, or facts and examples that explain more. Good reasons and evidence are what make the authors' points convincing.

WHAT IS CLAIM, REASON AND EVIDENCE?

A claim is a statement that is arguable. Examples might be a solution to a problem, an opinion about a social issue, or something the author believes to be true. A claim often answers the question that starts with the word *what*. What do I think? What is the problem that needs to be solved?

A reason is a statement that supports the claim. Reasons often answer the question *why*. Why do you say that? If you can answer the question *why* with the word *because* in the sentence, you have a reason.

UNIT

7

APPEALS IN ARGUMENTS, LOGICAL FALLACIES

Learning Objectives:

1. Students are able to recognize appeals in arguments
2. Students are able to recognize logical fallacies

LOGICAL FALLACIES

Logical Fallacy is an argument that is wrong in logical thinking, and is able to deceive people who hear the argument. Because arguments like this are common and deceptive, it is important for us to understand how to think good and right. Thinking critically and logically without going astray has many benefits for all of our activities.

Logical Fallacy has several characteristics:

1. There must be an error in the logic of thinking
2. Must be applicable to arguments
3. Must have a deceptive impression

RECOGNIZING APPEALS IN ARGUMENTS

Logical appeal is the strategic use of logic, claims, and evidence to convince an audience of a certain point. Persuasive writers and advertisers-whose aim, after all, is to persuade us to part with our money-often cleverly manipulate our thinking by adopting various appeals to our emotions, to our sense of patriotism, to our prejudices, and so forth.

UNIT

8

TEXT EVALUATION

Learning Objectives:

1. Students are able to evaluate the text objectively

TEXT EVALUATION

Read the following editorial about the censorship of school yearbooks. Use the Close Reading to guide your reading.

Say No to Censorship

by Marcos Suarez

A yearbook is a special collection of memories that will be treasured by students for decades. However, some school authorities insist on dictating what students can include in yearbooks. Teachers often remove articles and images they feel are inappropriate. Authorities should not ruin this treasure by censoring yearbooks and removing what they believe to be unsuitable. Educators need to respect students right to free speech. Everyone needs to be reminded that the First Amendment of the Constitution protects "freedom of expression." This fundamental right should be upheld and appreciated.

School authorities also need to consider how much students can learn when they can express themselves freely. Students need more opportunities to develop their creativity. Creative expression will allow students to create interesting yearbooks that capture all of their school experiences.

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BIOGRAPHY



G.A.P. Suprianti was born on February 24th, 1990 in Singaraja. She is now a teacher educator at the Universitas Pendidikan Ganesha, English Language Education Program. She received a bachelor's degree and a master's degree in English language teaching from Universitas Pendidikan Ganesha. She is interested in teaching reading, teaching English for young learners, material and media development and teaching methods.



Luh Indrayani was born on May 16th, 1993 in Denpasar, Bali, Indonesia. She earned her Bachelor's and Master's degree in English Education from Universitas Pendidikan Ganesha in 2015 and 2017 respectively. Now she is teaching in the English Education Department at Universitas Pendidikan Ganesha and actively conducting research on English language learning.



Luh Gd Rahayu Budiarta was born on September 19, 1993, in Negara, Bali, Indonesia. She pursued higher education at Universitas Pendidikan Ganesha, where she completed both her Bachelor's (2015) and Master's degrees (2017) in English Language Education. Her contributions to academia were recognized in 2020 when she received a Pre-Start Up grant from the Indonesian Institute of Sciences (BRIN), supporting her innovative research initiatives namely "Gamifikasi Cerita Rakyat Bahasa Inggris". She is interested in

teaching Young Learner, English Skill and Microteaching. Rahayu's work continues to influence English education and contribute to academic communities in Indonesia.