READI Learning Goals for Literary Reading

1. Engage in close reading of texts and show evidence that the reader has employed literary strategies to notice salient details with regard to plot, characterization, and rhetorical as well as structural choices made by the author.

2. Synthesize within and across literary texts patterns and anomalies in order to construct generalizations about theme, characterization, and the functions of structural and language choices made by authors.

3. Construct written arguments with claims, evidence, and warrants, organized logically and expressed clearly, using appropriate academic language. Arguments address author generalizations and/or structural generalizations (Hillocks & Ludlow, 1984).

4. Establish criteria for judging interpretive claims and arguments that address author generalizations, explaining how the text meets the criteria and justifies the claim (Hillocks, 1986, 1995). Justifications may be drawn from the text; from other texts, literary constructs or critical traditions; or from the reader's judgments from experience in the world.

5. Construct arguments addressing structural generalizations (Hillocks & Ludlow, 1984), explaining the logic of how the claims are supported by evidence in the author's choices about use of language (e.g., structure, word choices, rhetorical devices).

6. Demonstrate understanding that texts are open dialogues between readers and texts; literary works embody authors' interpretations of some aspect of the human condition (which the reader may reject); authors make specific choices about language, structure, and use of rhetorical devices upon which the reader may draw in constructing interpretations.