*Reading Closely*

(Find specific lines to support or exemplify your answers.)

1. What is the writer’s main argument? How does the writer make this argument? What strategies does the writer use? What evidence does he or she use?

1. What phrases, lines, or words strike you as significant?
2. Which lines raise questions in your mind? Which lines elicit strong responses?
3. What patterns or repetitions do you notice in the text?

*Reading Critically*

(Find specific lines to support or exemplify your answers.)

1. Where, if at all, does the writer’s reasoning break down? Where do you notice gaps in the writer’s thinking?
2. Does the writer provide sufficient evidence to support his or her argument? Can you think of counter-examples?
3. What assumptions does the writer make?
4. What are the limitations to – and implications of – the writer’s argument?
5. Who might disagree with the writer’s argument and why?

***Reading Rhetorically***

**SUBJECT and PURPOSE**: the “matter” and motivation of the text.

What is the text about? What is its subject matter?

What are the central values or issues being address? What problems, questions, or conflicts does it raise?

Why is the text needed now? Why does it matter? To whom is the writer responding?

What is the text trying to accomplish? What are the aims, goals, or desired outcomes of the discourse?

**TEXT**

**AUDIENCE(S):** Who’s responding to the discourse?

Who are the intended audiences? How might they respond to the text?

Who are the real audiences? How do they respond to the text?

What might be their reading situations? Where and why might they read it?

**RHETOR(S):** Who’s responsible for the discourse?

Who has a hand in the initiation, creation, and delivery of this discourse?

How does the rhetors’ backgrounds influence or shape the text?

What image or character does the writer represent? What tones, voices, or styles does the writer use?