

“Optimizing Published Science Research Reading”

Scientists contend not only with obtaining significant results, but also with communicating this information effectively and efficiently. Many question how to determine the author’s intended message within these results and struggle to understand this information. What the reader often fails to understand, is that the reader begins reading a text with certain expectations. If these expectations are not fulfilled, sometimes problems of understanding can develop.

In this workshop, participants will learn how to become an “active” reader of English academic texts. Participants will examine various strategies used by native-speaker scientific writers in order to define what the expected structure should contain. The various contained elements participants are then asked to identify using various texts. In addition, participants will examine the role of the reader within the writing process and why this aspect divides a good paper from an excellent one. During the two-day workshop, professional input from the trainer will alternate with practical reading and written exercises as well as discussions of relevant issues.

Day 1

- reflecting on the participant’s reading strategies
- examining structural relationships within and between sections of a paper
- discovering strategic elements featured in native-speaker texts

Day 2

- understanding the significance of the reader
- locating, developing, and maintaining the reader’s interest in the topic (“storytelling”)
- recognizing and implementing strategies for reader understanding
- practicing various reading strategies
- optimizing reading habits

The workshop will be conducted by Marcy Scholz. After completing a liberal arts degree in the United States (Bachelor of Arts, Davidson College), several writing courses (Duke University and the University of North Carolina), Marcy obtained a degree for social work in Darmstadt. In addition to this, she holds a Cambridge University’s (UK) Certificate in Teaching English to Adults (CELTA) and has trained as a writing consultant at the Writing Center, Pädagogische Hochschule, Freiburg, where she is currently completing a postgraduate program in International Literacy Management. She has assisted various PhD. candidates with their written English, has helped edit textbooks, and has been teaching English since 1993.