The Says/Does approach: A Practical Guide to Deconstructing your Sources for the Long Paper Assignment

Read the paragraphs of the introduction & discussion sections using the following close reading technique.

Use the “Says plus Does” approach: for each paragraph of these two sections of each paper, summarize the main point of the section (“Says”) followed by a brief statement on the “point” of that section (“Does”).

For example, look at the first paragraph from Corkum et al. 2006:

Introduction
In contrast to many terrestrial insects, aquatic insects such as mayflies and stoneflies typically have a relatively short period to disperse, and exposure to meteorological conditions likely influences flight significantly (Briers et al. 2003). Air temperature, wind, cloud cover, relative humidity, and other factors may affect insect dispersal by influencing take-off (typically inhibited by high winds) and duration of flight (Johnson 1969). Lyman (1944) reported that onshore breezes resulted in the accumulation of adult Hexagenia Walsh, 1863 mayflies on the South Bass Islands in western Lake Erie. Waringer (1991) and Kovats et al. (1996) showed that night air temperature affected the daily catches of caddisflies, but precipitation and wind speed had minor effects on catches. Swarms of adult stoneflies were positively related to air temperature, but negatively related to wind speed (Briers et al. 2003). In wetlands, elevated temperatures, chlorophyll $a$, and low numbers of predators resulted in nuisance swarms of midges (Davis et al. 2002).

Mayflies can increase their fitness by emerging en masse, which facilitates mating and reduces predation (Sweeney and Vannote 1982). In mayflies, all growth occurs during the nymphal stage. Final-instar nymphs leave the substrate, swim to the water surface, and moult into a subimago. Subimagos emerge from the water and fly or are carried by wind to land where they rest for a day and then moult into a sexually mature imago. If prevailing winds affect flight...