

Headnote for Students on Filgor and Cox Reading

This is a fairly dense article, but it would help your research immensely if you read this at least two times with care, and in the following order **for the first read** (You can also use another method for reading scientific articles, which is described by Mary Purugganan, Ph.D. and Jan Hewitt, Ph.D at http://www.owl.net/~cainproj/courses/sci_article.doc.)

1. Read the abstract on the first page (which is everything in bold), and write down the following—**in addition to annotating your text**:
 - a. What do you think is the question that the researchers are interested in exploring?
 - b. How do the researchers explore this question?
 - c. Finally, what questions do you have after reading this piece? (Write down at least two.)
2. After reading the abstract, read everything up through the Methods section—**also, annotate the text**. Make use of the vocabulary list below to help you with key terms. Also, read it through in one reading. Do not worry if you do not understand every word. After you have read this section, answer these questions:
 - a. What are the definitions of the key terms listed below?
 - b. What are two things that this section tells me about the nature of research into hearing loss?
 - c. What are some questions I have?
3. Re-read the section again, using what you have written in two above to help you make more sense of this piece.
4. Read the “Conclusions” Section Through Once. Then answer these key questions:
 - a. What sort of answer did the article come up with for the research question (see number one above)?
 - b. What do the answers that Filgor and Cox supply mean to whether or not iPods may, or may not, cause hearing loss?
 - c. What questions do you have for the authors after reading so far?
5. At this point, read through the rest of the text. If you do not understand everything—particularly some of the formulas involved. This is okay. You will have to re-read this piece to use it.

Why Go to All This Trouble?

Obviously, it will take some time to read the above article and understand it, and you may well wonder “why bother”? The answer is that you will be faced with readings, over the course of your college career, that demand as much—if not more—than the Filgor article. You will need to re-read many things and read actively. Thus, you want to start here by writing as you read—as well as annotating your text. This will help you get the text, and you will be able to use it for your reading, writing, and, perhaps, even for your life.

Final Note

As you read this piece, keep in mind that this is written for fellow audiologists. How might writing for this audience affect the way that Filgor and Cox write? Why would this piece use a different language and form from other pieces you read for this cluster?

Vocabulary

Below are some key words that will help you get the reading. To find definitions for these terms, go to the National Institutes of Health "Glossary" on Hearing (<http://science.education.nih.gov/supplements/nih3/hearing/other/glossary.htm>) or WebMD.com (<http://www.webmd.com/>). To use WebMD.com, punch in the search terms into the "search" window on the homepage.

1. Decibel Adjusted Or Decibel (Dba)
2. Knowles Electronics Manikin For Acoustical Research
3. Noise Induced Hearing Loss (NIHL)
4. Tinnitus
5. Noise-Induced Permanent Threshold Shift (NIPTS)
6. White Noise
7. Insert Earphones
8. Supra-Aural Headphones
9. Time-Weighted Average (TWA)
10. Sound Pressure Level (SPL)