

Support for Reading in ENGL 0999

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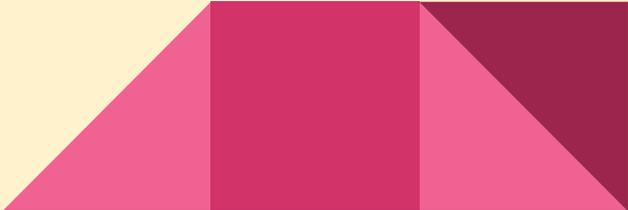
Warming Up: Becoming a Novice Reader (again)

1. What was **the most difficult reading** you recall from college or graduate school? In 5 or fewer words, specify what made it so difficult.

Please note your answer in the chat, if you are comfortable sharing!

2. In 5 or fewer words, what is the **one thing** that makes reading difficult for your ENGL 0999 students (or students in another course)?

Please note your answer in the chat.



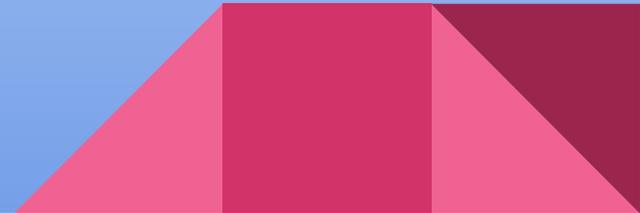
Why students struggle with reading:

1. Lack of vocabulary, lack of background knowledge
 2. Unwillingness to put time into the task/quit too soon
 3. Unwillingness to re-read
 4. Perception that assignments are “boring” or “not relevant.”
 5. No context for effective talk about readings outside of class.
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Learned Helplessness in Reading:

In brief, we found that by the end of their time in our CC, all of our student subjects had learned the lesson that reading isn't truly "required" in their classes and that it's very possible to "get by," and even succeed, in coursework without doing much, or even any, assigned reading.

(Del Principe & Ihara, 2017, p. 183)



Caveats

Don't toss your current syllabus:
work reading in, starting with
one or two activities...

Reading can be integrated into
course activities without
adding extensive new material
for students.

Focus on activities that mesh
with current writing activities
and projects.

Reading is Purposeful Conversation

One can neither learn to read nor write “in general.”
(Adapted from Elizabeth Wardle)

An analogy: shopping in New Jersey

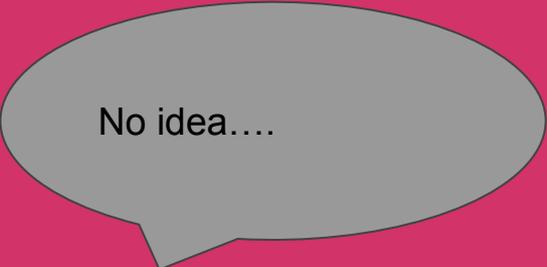


Because she said
to....



To get points....

Strategy #1: Clarify the Purpose



No idea....

Why are we reading this, anyway?

T: theoretical concept

R: revision and review

I: information

E: examples/models

D: discussion (community)

Build your own acronym:

S: skill-building

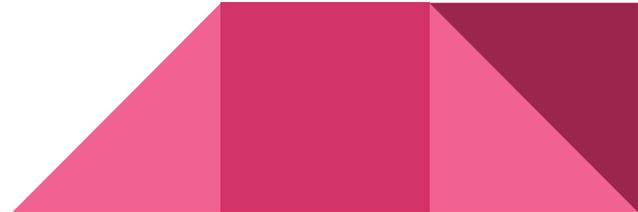
P: pleasure

C: communication

See Bizup, 2008, for a more detailed analysis of source types for research

“Why are we reading?” Quick Activities

1. What are you reading and why? Weekly discussion board posts...
2. Book Clubs (Dr. Curtis Morgan, Professor of History, Lord Fairfax Community College): Build expertise for group projects
3. Hashtag/Twitter activities (Target key course purposes)
 - a. Key facts/theme concepts
 - b. Great examples
 - c. Best quotes about concepts





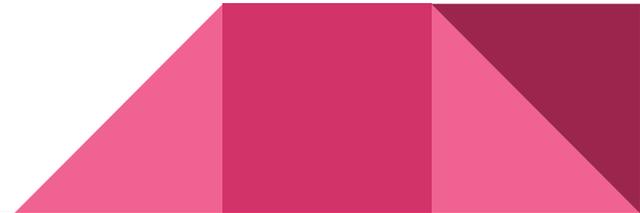
We Enter Reading Conversations
through Genre Knowledge

Reading Guides (We don't always start at the first word and read straight through...)

[Sample Guide for Swales](#)

Extending the reading guides...

- Let students (or book club/reading groups, if you are using them) create “reading guides” for target readings later in the semester
- Let students create a short reading guide FOR THEIR OWN PAPERS, prior to a final peer review or as part of a final portfolio
- If it fits your course theme/focus, have students investigate readings assigned in a 2000 or 3000 level course in their major. Students can also interview someone from the course and get strategy ideas for approaching readings. Then, of course, they will write up their findings!





Genre conventions that make reading easier can be taught and developed over time.

Reading Journals

[Sample Journals](#)

Principles and Activities

1. Recycle readings: revisit and review readings and journal entries
 2. Hold off on any effort to tell students what they “should have seen or understood.” Ask questions, instead.
 3. Allow some time for **noticing** (in class, if possible).
 - a. Formatting
 - b. Vocabulary and language use
 - c. Citation and punctuation
 4. Teach summary (handout) and paraphrase (handout) explicitly, slowly, and often.
 - a. Summary/paraphrase are quintessential IRW exercises.
 - b. Analytical summaries (saying and doing) help students recognize genre structures.
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Reflection Activities

1. Make reading itself a topic of discussion or research.
2. Revisit: How does this confirm, contradict, complicate, extend, or illustrate what you saw in _____?
3. Reflect: What have you learned about yourself as a reader and writer in this course?
4. Analogies: Reading this semester was like _____



Resources

Armstrong and Stahl (2017). "[Communication Across the Silos and Borders: The Culture of Reading in a Community College.](#)"

Bizup (2008). "[BEAM: A Rhetorical Vocabulary for Teaching Research-Based Writing.](#)"

del Principe and Ihara (2017). "[A Long Look at Reading in the Community College: A Longitudinal Analysis of Student Reading Experiences.](#)"

Holschuh and Paulson (2013). "[The Terrain of College Developmental Reading.](#)"

Hyland (2005). "[Stance and Engagement: A Model of Interaction in Academic Discourse.](#)"

Sommers and Saltz (2004). "[The Novice as Expert: Writing the Freshman Year.](#)"

Smith (2012). "[Interrogating Texts: From Deferent to Efferent and Aesthetic Reading Practices.](#)"

Wardle (2017). "You Can Learn to Write in General" in [Bad Ideas about Writing.](#)



What do you think?

- Questions?
- Activities and assignments?
- Challenges?
- Gripes?
- Encouragement?

