On this day, Vamene’s students come to class having carefully read

Chapter Twelve (necessary in order to do the Ch.12 and ready to share their

methods, hypotheses. Whereas in an earlier learning phase, Vamene might

understand your dependent variables. What are the independent
correlates? At least two. Use observable hypotheses you believe might account for the differences in income given

1. Read Chapter 12 of the textbook on racial inequality to familiarize yourself with its themes, causes, and

2. Assignment: Consider the following data from the U.S. Census Bureau: [table with Census data]

Objective: For the day’s class: To describe and analyze the causes of racial inequality in the contemporary

United States.

Methods That Require and Reward Deep Reading

Develop a Course Design, Assignments, and Grading

in environmental

reading growth. What follows are numerous suggestions for cultivating such

readers directly, we can create learning environments that nurture

more from novice learners within their limits. Although we cannot

help they increase their repertoires of reading strategies and as they

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You do the rest.

anywhere that hint women during the childbearing

draw attention from university policies on timing

family members and their co-workers, and

changing human behavior of sex-specific reproductive

discrimination against women under female

The negative consequences of overestimating


differences are biological.


determining whether gender

importance of using science to help

summers appear and assert

supports the researcher's view

informing summers actual

underrepresentation in science and engineering to

biological gender differences and women

make action sexual differences and gender

and thus examples of negative

makes transition to summer's case

value women scientists

assurance that he respects and

differences and presents another's

introduces the subject of gender


does Says

Bringing your syllabus/does statements to class, where I will collect them.

preparation for discussion, make sure does statements for the remaining paragraphs in this article

prevention at several universities, a model, have made does statements for the first few paragraphs. as

founded and problem-solving models. we will discuss psychologist's status, philosophers' agreement in support of Lawrence Summers.

Making few does statements to promote reading for meaning.

Controversy in Gender Identity

Low-Stakes Assignment for a First-Year Seminar on Nature/Nurture

EXHIBIT 9.1

Helping Students Read Difficult Texts

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Help Students Become Better Readers

Conclusions: Strategies Teachers Can Use to

Engaging Ideas

Exhibit 9.3
<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Students' Problem</th>
<th>Helping Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor reading process</td>
<td>Show students your own reading process.</td>
<td>Require marginal notes.</td>
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<td></td>
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<td>Give tests on readings that you don't cover in class.</td>
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<td></td>
<td>Assign summary writing.</td>
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<td></td>
<td>Have students make outlines, concept maps, flowcharts, or other diagrams of texts (reading logs, summary/response notebooks).</td>
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<td></td>
<td>Explain this phenomenon to students so they can watch out for it point by point.</td>
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<td></td>
<td>Help students write &quot;get statements&quot; in margins summarizing main points as they read.</td>
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<td></td>
<td>Go through a sample text with students, writing &quot;what it says&quot; and &quot;what it does&quot; statements for each paragraph.</td>
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<td></td>
<td></td>
<td>Emphasize the &quot;believing and doubting game.&quot;</td>
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<td>Create reading guides that include information about the author and the rhetorical context of the reading.</td>
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<td></td>
<td>Through lectures or reading guides, set the stage for readings, especially primary materials.</td>
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<td></td>
<td>Train students to ask these questions: Who is the intended audience? What is the author's purpose?</td>
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<tr>
<td></td>
<td></td>
<td>Use any of the response strategies recommended in this chapter: reading logs, summary/response notebooks, guided journals, marginal notations, reading guides.</td>
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<td></td>
<td>Create reading guides explaining cultural codes, allusions, historical events, and so forth.</td>
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<td></td>
<td>Show students the function of cultural codes by discussing the backdrop knowledge needed to understand cartoons or jokes.</td>
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<td></td>
<td></td>
<td>Urge students to acquire the habit of using the dictionary.</td>
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<tr>
<td></td>
<td></td>
<td>Create reading guides defining technical terms or words used in unusual ways.</td>
</tr>
</tbody>
</table>

(Continued)
<table>
<thead>
<tr>
<th><strong>Students' Problem</strong></th>
<th><strong>Helping Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with complex syntax</td>
<td>Have faith that practice helps. Refer students who have trouble decoding texts (perhaps they have a learning or reading disability) to a learning assistance center. Have students “translate” complex passages into their own words; also have students practice rewriting particularly long sentences into several shorter ones.</td>
</tr>
<tr>
<td>Failure to adapt to different kinds of discourse, genres, and purposes</td>
<td>Explain your own reading process: when you skim, when you read carefully, when you study a text in detail, and so forth. Explain how your own reading process varies when you encounter different genres of text: how to read a textbook versus a primary source, how to read a scientific paper, how to read a poem, and so forth.</td>
</tr>
</tbody>
</table>