

literacy, as they increase their repertoire of reading strategies, and as they move from novice toward expert within their majors. Although we cannot teach reading directly, we can create learning environments that nurture reading growth. What follows are numerous suggestions for creating such an environment.

Develop a Course Design, Assignments, and Grading Methods That Require and Reward Deep Reading

If we want to address the causes of students' reading difficulties, we must try to change academic cultures that reward surface learning. The key is to change the homework dimension of a course to require reading for meaning. Increasing the homework demands does not necessarily mean adding more readings to a course (indeed, perhaps we'll need to assign fewer), but to develop homework tasks that require deep rather than surface processing. The last section of this chapter shows different kinds of possible homework tasks that promote deep reading. The more teachers can build these tasks into the homework dimension of a course, the more students will have to take responsibility for reading for meaning.

In the pedagogical literature, sociologist David Yamane (2006) provides a powerful example of a teacher who no longer needs to lecture over readings because he has changed the homework dimension of his course. Yamane developed a series of "course preparation assignments (CPAs)" which require students to come to class already prepared for an opening small group task. Completing the CPA requires understanding of the day's readings. Here are extracts from one of his example CPAs:

Objective [for the day's class]: To describe and analyze the causes of racial inequality in the contemporary United States

Background: Consider the following data from the U. S. Census Bureau [attaches statistics on median family income for Whites versus Blacks]

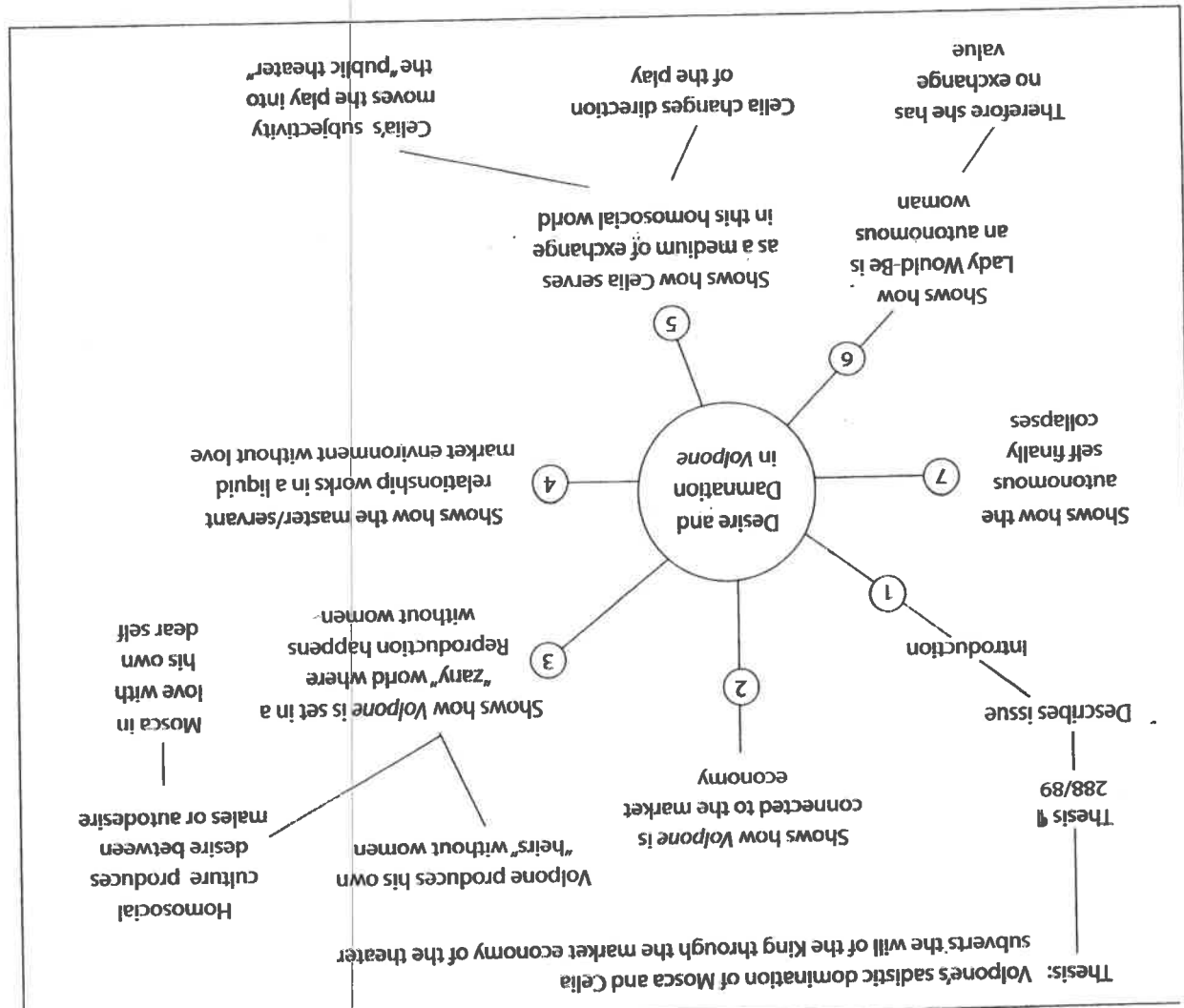
Assignment:

1. Read Chapter 12 of the textbook on racial inequality to familiarize yourself with its forms, causes, and consequences.
2. Generate at least five *testable hypotheses* you believe might account for the differences in income given above. In other words, the differences in income are your *dependent variables*. What are the *independent variables?* (247-248)

On this day, Yamane's students come to class having carefully read Chapter Twelve (necessary in order to do the CPA) and ready to share their testable hypotheses. Whereas in an earlier teaching life, Yamane might

EXHIBIT 9.1	
Low-Stakes Assignment for a First-Year Seminar on Nature/Nurture Controversy in Gender Identity	
Making Says/Does Statements to Promote Reading for Meaning	
<p>For Monday's class we will discuss psychologist Steven Pinker's argument in support of Lawrence Summers' controversial speech about why so few women hold tenured positions in math, physics, and engineering at top research universities. As models, I have made says/does statements for the first five paragraphs. As preparation for the discussion, make says/does statements for the remaining paragraphs in Pinker's article. Bring your says/does statements to class, where I will collect them.</p>	
	<p>Para Says Does</p>
<p>1 Since the 1970s the proportion of women in many scientific fields has increased significantly, and it would be morally wrong and hurtful to science to turn back the clock.</p> <p>2 Although Summers was not trying to turn back the clock, many prominent scientists and engineers protested vehemently against his speech.</p> <p>3 Summers never claimed that women have inferior math abilities; rather, he attributed women's underrepresentation in science and engineering to three factors: possible discrimination; possible biological gender differences; and women's reluctance to sacrifice family and child-rearing to time-intensive jobs.</p> <p>4 Anyone who has seen men talking about gadgets can understand why women might not be attracted to engineering; however, we must turn to science to help us determine to what extent gender differences are biological.</p> <p>5 The negative consequences of overestimating discrimination against women include falsely charging innocent people of sexism, proposing harmful remedies such as quota systems, and diverting attention from university policies on timing of tenure that hurt women during the childbearing years.</p>	<p>YOU DO THE REST.</p>
<p>Introduces the subject of gender difference and presents author's assurance that he respects and values women scientists</p> <p>Makes transition to Summers' case and lists examples of negative reaction against Summers</p> <p>Rejects the popular press's misrepresentation of Summers by summarizing Summers' actual argument</p> <p>Supports the reasonableness of Summers' argument and asserts importance of using science to help determine whether gender differences are biological or cultural</p> <p>Shows the negative consequences of overestimating discrimination against women as the cause of women's underrepresentation in science and engineering</p>	

EXHIBIT 9.3
Students' Graphic Organizer for "Desire and Domination in Volpone"



troublesome, and come to terms with its difficulties or significance" (p. 401). This is a particularly useful way for students to practice deciphering syntactically complex prose. The act of close paraphrasing also focuses students' attention on precise meanings of words.

Conclusion: Strategies Teachers Can Use to Help Students Become Better Readers

Exhibit 9.4 summarizes teaching strategies that address the reading problems discussed in this chapter.

EXHIBIT 9.4	
Teaching Strategies	
Students' Problem	Helping Strategy
Poor reading process	Show students your own reading process. Require marginal notes. Give tests on readings that you don't cover in class. Assign summary writing. Require students to freewrite in response to critical thinking problems about texts (reading logs, summary/response notebooks).
Failure to reconstruct arguments as they read	Assign summary writing. Have students make outlines, concept maps, flowcharts, or other diagrams of articles. Help students write "gist statements" in margins summarizing main points as reading progresses. Go through a sample text with students, writing "what it says" and "what it does" statements for each paragraph.
Failure to assimilate the unfamiliar; resistance to uncomfortable or disorienting views	Explain this phenomenon to students so that they can watch out for it; point out instances in class when students resist an unfamiliar or uncomfortable idea; draw analogies to other times when students have had to assimilate unfamiliar views. In lectures or discussions, draw contrasts between ordinary ways of looking at the subject and the author's surprising way. Emphasize the "believing" side of Elbow's "believing and doubting game."
Limited understanding of rhetorical context	Create reading guides that include information about the author and the rhetorical context of the reading. Through lectures or reading guides, set the stage for readings, especially primary materials. Train students to ask these questions: Who is this author? Who is the intended audience? What occasion prompted this writing? What is the author's purpose?
Failure to interact with the text	Use any of the response strategies recommended in this chapter—reading logs, summary/response notebooks, guided journals, marginal notations, reading guides.
Unfamiliarity with cultural codes	Create reading guides explaining cultural codes, allusions, historical events, and so forth. Show students the function of cultural codes by discussing the background knowledge needed to understand cartoons or jokes.
Unfamiliar vocabulary	Urge students to acquire the habit of using the dictionary. Create reading guides defining technical terms or words used in unusual ways.

(continued)

Students' Problem	Helping Strategy
<p>Difficulty with complex syntax</p> <p>Failure to adapt to different kinds of discourse, genres, and purposes</p>	<p>Have faith that practice helps.</p> <p>Refer students who have trouble decoding texts (perhaps they have a learning or reading disability) to a learning assistance center.</p> <p>Have students "translate" complex passages into their own words; also have students practice rewriting particularly long sentences into several shorter ones.</p> <p>Explain your own reading process: when you skim, when you read carefully, when you study a text in detail, and so forth.</p> <p>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.</p>

