**Faculty Development Sessions on Teaching Reading 4-30-15 and 4-31-15**

1. Monday, April 30, 2015; attending: Jonathan Holley, Rachel Ihara, Donnalyn Washington
2. Tuesday, April 31, 2015; attending: Donna Hunt, Rachel Ihara, Renee Mizrahi, Tara Weiss

The following ideas emerged from our discussion of strategies for promoting students’ completion of (and engagement with) our reading assignments.

* Establishing a pattern of team-based learning. Students are first held individually responsible for the reading and then are placed into groups to repeat a quiz working collaboratively. Students assess each other’s preparedness. [See handout supplied by Janine Graziano-King]
* Create a high-stakes writing assignment devoted to reading strategically for main ideas, terminology and necessary background information.
* Show video clips of writers being interviewed about their writing to focus students’ attention on purpose.
* Use attendance as an opportunity to quiz students on the assigned reading.
* Assign text that relate to each other or offer two perspectives on the same topic, so that students can use comparison and contrast to evaluate both. [See handout supplied by Renee Mizrahi]
* Develop a regular process that guides students to read rhetorically. [See handout supplied by Donna Hunt]
* Give students a choice in selecting what to read. Have students keep a “critics notebook” in which they regularly write about key passages from their reading.
* See other ideas in the article “The Peculiar Relationship to Reading in College Curriculum” from Open Words: Access and English Studies [see attached]