DARTMOUTH COLLEGE
EDUCATION 07 – FIRST-YEAR SEMINAR
READING COMPREHENSION: WHAT DOES IT MEAN TO UNDERSTAND?

Spring Term 2016
Period 11
Mondays, Wednesdays, & Fridays, 11:15-12:20
X-period: Tuesdays, 12:00-12:50
110 Moore
Donna Coch
603.646.3282
Donna.Coch@Dartmouth.edu
203 Raven House
Office Hours: drop in, by appointment

The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.
Dr. Suess
I Can Read With My Eyes Shut! (1978)

when evening is shadowing the forest
and small birds flutter down to consume the crumbs,
we have to listen hard to hear the voices
of the boy and his sister receding into the woods.
Billy Collins
“Books”
The Apple that Astonished Paris (1988)

Course Description
What does it mean to understand what you read? How do you know if you understood what you read? What do you do if you have not understood? What supports understanding, and what detracts from it? In this course, we will explore some of the facets of reading comprehension from the interdisciplinary perspective of education researchers. Across the term, you will have the opportunity to conceptualize and design a research project proposal on a topic of your choice related to reading comprehension. Writing assignments for the course include components of the proposal: topic choice rationale, annotated bibliography, research question and hypotheses, introduction, and methods section. You will also have opportunities to share your research proposal as it develops, both formally and informally, within our community of learners; for example, through formal proposal presentations with peer review. In addition, you will critically analyze course readings through discussion and in-class writing activities, as both a facilitator and a participant.

Goals and Objectives
The goals and objectives for this course are consistent with the outcomes for First-Year Seminars established by the Institute for Writing and Rhetoric (listed at the end of this syllabus, pp. 14-15). In this course, we will (1) engage in reading as a core component of writing, and in writing in order to process and engage with our reading; (2) begin to develop the thinking, research, and writing abilities and mindsets of educational researchers; and (3) create a learning community, through formal and
informal interactions, around both what it is like to be an education researcher and the key educational question of what it means to understand what one reads.

远景 Required Reading
• All of the readings for the course are available through Electronic Course Reserves (linked to through the Canvas site for the course) or will be posted to the Canvas site.
• All readings are required reading for the course.

远景 General Requirements
• All students are expected to read the material indicated in the Schedule and Reading List by Class below before each class and be prepared to discuss that material in class.
• All students are expected to attend class regularly (including x-periods), on time, and each student is responsible for all material presented and discussed in every class. If you must miss a class, it is your responsibility to borrow the notes from another student, acquire any materials that were handed out, and learn if changes have been made to the syllabus.
• Each student may have two excused absences from class. All other absences (but see next item) are considered unexcused and will negatively affect the portion of the grade related to attendance and class participation. Any assignments due must still be handed in, and any class activities missed cannot be “made up.”
• I recognize that some students may wish to take part in religious observances that fall during this academic term. Should you have a religious observance that conflicts with your participation in the course, please meet with me early in the term to discuss appropriate accommodations.
• We have a rigorous schedule for the course and many of the assignments build on one another; therefore, no late assignments will be accepted. Please plan accordingly. Written assignments are due, submitted through Canvas, before the beginning of class on the dates specified below and in the Schedule.
• All students are expected to uphold all aspects of the Academic Honor Principle (refer to http://www.dartmouth.edu/~uja/honor). Your work should be your own and should be prepared specifically for this class. Information about sources and citations can be found on the Institute for Writing and Rhetoric website (https://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth). Whenever you make use of outside sources for findings, facts, language, or ideas (including websites, books, classmates, articles, roommates, etc.), you must acknowledge them in formal APA citations (see the APA Style Summary Sheet posted to the Canvas site for the course). Failure to do so constitutes plagiarism, a serious academic offense that typically involves suspension from the College. Please talk with me about any source or citation questions before handing in your work.
• Students with disabilities enrolled in this course who may need disability-related academic adjustments and services are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must consult the Student Accessibility Services (SAS) office (205 Collis Student Center, 603.646.9900, Student.Accessibility.Services@Dartmouth.edu). Once SAS has authorized services, please share with me the SAS Services and Consent Form so that we can implement appropriate accommodations in the course. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, contact the SAS office. All inquiries and discussions will remain confidential.
**Assignments**

1. **Reflection (15%)**
The reflection paper will be both your first and your last assignment in the course. The first draft is meant to reflect your initial thinking; the final draft is meant to give you the opportunity to engage with what you have learned throughout the term and therefore reflect the development of your thinking.

   a. **first draft: Tuesday 29 March (2%)**
      The one-page first draft of your reflection paper is due on the second day of class. Your draft will be a written response to a prompt provided the first day of class. The first draft is not expected to be polished, but it should be readable as text. It will reflect your initial thoughts about the prompt. Please do not use any sources except yourself.

   b. **second draft: Friday 01 April (3%)**
      The one-page second draft of your reflection paper is a revision of your first draft; now that you have had a little more time to think about the prompt, what would you like to change in order to clarify your thinking? How would you like to improve your writing? Please hand in the second draft as a revision of your first draft, with changes tracked. Again, please do not use any sources except yourself.

   c. **final draft: Thursday 02 June, by noon (10%)**
      Revisit your first and second drafts and craft a four-page paper in response to the original prompt that shows how your thinking has changed over the course of the term. Incorporate sources from throughout the term: materials that we have read as a class, materials from your own presentation and research paper, and materials from others' presentations (which you have read directly and cited appropriately).

2. **Research Project (55%)**
The main assignment for the course is a research project. The final product is a written research proposal including a critical literature review and methods section. The topic of your proposal must be related to reading comprehension in some way, but the choice of a specific topic is yours. The project is composed of a number of components, which are outlined below. Note that, although the project as a whole accounts for 55% of your grade, each of the contributing components is relatively low-stakes.

   a. **two possible topics: Wednesday 06 April (5%)**
      Choose two possible topics for your research project and find two primary source, peer-reviewed research articles that are directly relevant to each of your topics. Hand in a one-page summary for each possible topic. There are a number of ways to locate research articles for your papers. Dartmouth has an impressive Digital Library (http://library.dartmouth.edu) that makes locating articles easier and is more reliable than a general search engine like Google or Google Scholar. Through the Library (and through links on the Canvas site), you can access relevant databases such as Medline, PsycInfo, or ERIC. By conducting a subject or keyword search within these databases, you can find articles related to your topics of choice. Articles should be empirical, primary source research articles (not commentaries or opinion pieces, research reviews, or meta-analyses) and should be published in peer-reviewed journals.

   b. **topic choice and justification: Monday 11 April (2%)**
After continuing to research your two topic choices, decide which will be the most interesting and viable and hand in a one-page justification for your final choice, including citations.

c. annotated bibliography: Wednesday 20 April (5%)
The annotated bibliography will include at least ten primary source, peer-reviewed articles directly relevant to your topic. Annotations will include an APA style citation for each article, your summary of the important aspects of the article that may be useful in your presentation and paper, and categorical keywords that create subgroups of articles. In addition, please mark with an asterisk the article that you think is the key article for your research proposal. Along with your annotated bibliography of about 10 pages (about half a page for each article), please hand in the first page of each article.

d. first draft research question and hypotheses: Friday 22 April (3%)
Having developed a sense of what has been accomplished and what questions have already been addressed by critically reading the literature on your topic, you are now able to pose an interesting research question that will contribute to the literature and generate informed hypotheses based on your knowledge of the literature. Please hand in one or two sentences for each.

e. first draft of introduction: Monday 25 April (5%)
The critical literature review that comprises the introduction to your paper and seamlessly leads to your research question and hypotheses should be about eight pages in length. Although this is the first full draft of the introduction that I will see, it should not be the first full draft that you have seen.

f. presentation: Friday 06 May - Wednesday 18 May (10%)
Each member of our group will have an opportunity to share his or her research project – conceptual background (i.e., critical literature review), research question, hypotheses, and methods – with others through a 10-minute in-class presentation. This will be followed by 15 to 20 minutes of discussion, feedback, and peer review. To prepare your audience for your presentation, please assign one key article for us to read at least one class day in advance of your presentation (i.e., by the class prior to yours) by posting a pdf file of the article (or a link to the article) to Canvas. Presentation days will be assigned randomly.

g. presentation outline: Friday 06 May - Wednesday 18 May (5%)
Each presenter will provide a detailed outline for his or her presentation, including citations and references in APA style. Your outline is due on the day of your presentation; please bring enough copies to class for everyone.

h. first full draft: Wednesday 11 May - Monday 23 May (10%)
The first full draft of your research proposal paper, including a revised introduction and a methods section that reflect the feedback that you received (differences between this draft and both the first draft of your introduction and your presentation outline will show how you incorporated feedback), is due two class periods after you present (e.g., if you present on a Monday, the draft is due by class on Friday of that week; if you present on a Friday, the draft is due by class on Wednesday of the following week). It should be about 12 pages.

i. final draft: Friday 27 May (10%)
The final draft of your research proposal paper, which should be about 12 pages in length, is due on the last day of class.
3. Reading Review (5%)
   Wednesday 06 April - Wednesday 27 April
   Working alone or as a member of a collaborative group, each student will develop a one- to two-page summary and set of questions and discussion points for one of the (sets of) assigned readings at the start of the course. For groups, the summary sheet should be color-coded to reflect the contributions of each member of the group. Summary sheets should be submitted to me through Canvas by no later than 3:00 pm the day before the review. Students will be randomly assigned to a day/topic/group. Groups will receive one grade. Students will be discussion leaders on their assigned day, using their summary sheet as a guide, and will choose the in-class writing activity for their day (see list of options on p. 13 of the syllabus, although you are not limited to these). The reading review/discussion leader grade is based on both the summary sheet and the class. It is likely that you will want to speak with me as you are developing your summary sheet and planning for your day of class.

4. Peer Reviews of Presentations (15%)
   Friday 06 May - Wednesday 18 May
   Each member of our community of learners will provide feedback for each presenter, based on a peer review rubric that we will develop as a group.

☞ **Canvas (https://canvas.dartmouth.edu)**
   Class resources can be found on the Canvas site for the course, including a copy of the syllabus, the APA Style Summary Sheet, and a link to Course Reserves. Student-assigned readings will be posted to the Canvas site, as will the peer review rubric that we develop collaboratively and the lesson plan that we will analyze on 15 April.

☞ **RWIT (https://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit)**
   From the website: “RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWIT tutors assist writers in developing better compositions and more effective composing strategies.” You can find RWIT in Berry 183.

☞ **Course Grade**
   Grades for the course are based on class attendance and active participation (10%), grades on the reflection paper (15%), grades on the reading review (5%), grades on the peer reviews (15%), and grades on the components of the research proposal (summing to 55%). Grading is consistent with the ORC description of scholarship ratings, which can be found at: http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html.
### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>What to Read</th>
<th>What's Due: Hand in</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 March</td>
<td>Introduction</td>
<td>Syllabus, IWR website</td>
<td></td>
</tr>
<tr>
<td>29 March</td>
<td>Topics</td>
<td>Schwartz</td>
<td>Reflection draft 1</td>
</tr>
<tr>
<td>30 March</td>
<td>Research and Writing</td>
<td>Dunifon, Fletcher</td>
<td>Reflection draft 2</td>
</tr>
<tr>
<td>01 April</td>
<td>Research and Writing</td>
<td>APA Style, Plummer, Warby</td>
<td></td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 April</td>
<td>Theories: Historical</td>
<td>Pearson</td>
<td></td>
</tr>
<tr>
<td>06 April</td>
<td>Theories: Current</td>
<td>Rapp</td>
<td>Two possible topics</td>
</tr>
<tr>
<td>08 April</td>
<td>Theory &amp; Topic: Workshop</td>
<td>No readings: workshop</td>
<td></td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 April</td>
<td>Teaching Strategies</td>
<td>Duke, Scharer, Willingham</td>
<td>Topic choice/justification</td>
</tr>
<tr>
<td>13 April</td>
<td>Disciplinary Differences</td>
<td>Shanahan</td>
<td></td>
</tr>
<tr>
<td>15 April</td>
<td>Close/Critical: Workshop</td>
<td>Fisher, Fisher, excerpt</td>
<td></td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td>Neural Basis</td>
<td>Hsu</td>
<td></td>
</tr>
<tr>
<td>20 April</td>
<td>Poor Comprehension</td>
<td>Hulme, Kendeou, Melby-Lervåg</td>
<td>Annotated bibliography</td>
</tr>
<tr>
<td>22 April</td>
<td>Assessing Comprehension</td>
<td>Keenan, Pressley</td>
<td>RQ and Hypotheses</td>
</tr>
<tr>
<td><strong>Week Five</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 April</td>
<td>RQs and Hypotheses</td>
<td>No readings: workshop</td>
<td>Introduction draft 1</td>
</tr>
<tr>
<td>26 April</td>
<td>RQs and Hypotheses</td>
<td>No readings: workshop</td>
<td></td>
</tr>
<tr>
<td>27 April</td>
<td>Comprehensible Presentations</td>
<td>Mayer, Palmer</td>
<td></td>
</tr>
<tr>
<td>29 April</td>
<td>Peer Review: Rubric Workshop</td>
<td>Gastel, Google</td>
<td></td>
</tr>
<tr>
<td><strong>Week Six</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 May</td>
<td>Presentations: Workshop</td>
<td>No readings: workshop</td>
<td>Draft pres outline*</td>
</tr>
<tr>
<td>03 May</td>
<td>Presentations: Workshop</td>
<td>No readings: workshop</td>
<td></td>
</tr>
<tr>
<td>04 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline</td>
</tr>
<tr>
<td>06 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline</td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td>10 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td>11 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td>13 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td>18 May</td>
<td>Presentations</td>
<td>Student-assigned</td>
<td>Pres outline, Full draft 1</td>
</tr>
<tr>
<td>20 May</td>
<td>Presentations: Debrief</td>
<td>No readings: workshop</td>
<td>Full draft 1</td>
</tr>
<tr>
<td><strong>Week Nine</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 May</td>
<td>Writing/Editing Workshop</td>
<td>No readings: workshop</td>
<td>Full draft 1</td>
</tr>
<tr>
<td>25 May</td>
<td>Writing/Editing Workshop</td>
<td>No readings: workshop</td>
<td></td>
</tr>
<tr>
<td>27 May</td>
<td>Discussion &amp; Wrap-up</td>
<td>Syllabus</td>
<td>Final draft</td>
</tr>
<tr>
<td><strong>Week Ten</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 May</td>
<td>No class: Memorial Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Exams</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 June</td>
<td>By noon</td>
<td></td>
<td>Reflection final draft</td>
</tr>
</tbody>
</table>

*note that the Schedule is subject to change
†see detailed list below
*not handed in (bring to class)
Week One

Monday, 28 March – Introduction to the Course
An overview of the course structure, assignments, and activities. Please read the syllabus carefully and refer to the IWR website for useful materials for first-year writers.

Syllabus (posted to Canvas; paper copy available at our first class)
http://writing-speech.dartmouth.edu/learning/materials/materials-first-year-writers

*Tuesday, 29 March – Topics: Where Do They Come From?
Due: reflection draft 1
Discussion workshop to talk about the process of research, where research ideas come from, and why new researchers usually do not end up very close to where they started. This will be the beginning of your brainstorming process for research topics, although we will not discuss specific topics in class.


Wednesday, 30 March – Research and Writing in Education
In an interdisciplinary, evidence-based approach to education, what are the sources of evidence? We will discuss how to find research articles, how to read research articles, different types of research articles, peer review, research questions and hypotheses, and issues in educational research design and measurement.

http://clarkep.faculty.yosemite.edu/general/How%20to%20Read%20a%20Research%20Article%20By%20Rachel%20Dunifon.pdf

Friday, 01 April – Research and Writing in Education (continued)
Due: reflection draft 2
A continuation of our discussion from Wednesday.

APA Style Summary Sheet (posted to Canvas)
**Monday, 04 April – Theories of Comprehension: An Historical Overview**
This chapter provides an historical overview of theories of reading comprehension through the lens of how comprehension has been taught from the 1970s to the early 2000s. It is dense and full of key themes, concepts, and debates in the field, and will likely require some time to work through.


**Wednesday, 06 April – Theories of Comprehension: Current Views**
**Due: two possible topics**
This brief summary article provides an introduction to one flavor of dynamic text comprehension theory. Read for meaning, and look for connections to Pearson (2009).
Discussion leader(s): Eliza O., Holly


**Friday, 08 April – Theory & Topic: Workshop**
Each of you has (at least) two topics in play as possibilities for your research project, and we have read about a number of theoretical approaches to understanding reading comprehension. Do your topics and the theories match up? Where do your topics fall in the landscape of the literature that we have considered so far? What part of the discussion about reading comprehension might you contribute to with your research project, given your current topic choices?

**Week Three**

---

**Monday, 11 April – Teaching Strategies for Comprehension**
**Due: topic choice and justification**
Each of these articles reviews strategies that are commonly used for teaching comprehension.
Discussion leader(s): Sam, Cydonia, Jackson


**Wednesday, 13 April – Disciplinary Differences**
Can learners simply apply comprehension strategies universally? Research on disciplinary differences in literacy suggests not.
Discussion leader(s): Rashaad, Mary

**Friday, 15 April – Close/Critical Reading: Workshop**
In addition to these two articles on close reading, read the excerpt from *Because of Winn Dixie* (pp. 4-6) in the lesson plan posted on Canvas. We will critically analyze the rest of the lesson plan during class, focusing on the strengths and weaknesses of close reading for building comprehension.


**Monday, 18 April – The Neural Basis of Comprehension**
As we have seen, reading comprehension involves a complex set of processes. There are few neuroimaging studies that have adequately isolated and measured the processes of comprehension. This article is a fun attempt at isolating the neural response to the magical unexpected in text.
Discussion leader(s): Eliza W., Ebenezer


**Wednesday, 20 April – Poor Comprehension: Assessment and Remediation**
Due: annotated bibliography
What might be happening when children consistently do not understand what they read? These articles take a closer look at poor comprehenders.
Discussion leader(s): James, Kai


**Friday, 22 April – Assessing Comprehension**
Due: research questions and hypotheses
Given the complexity of comprehension, what might be appropriate ways to assess it? Are readers always aware of their own comprehension or lack thereof?
Discussion leader(s): Dhungjoo, Eva


---

**Week Five**

**Monday, 25 April – Research Questions and Hypotheses: Workshop**
Due: proposal introduction draft 1
Workshop discussion of student ideas (about half the class).

*Tuesday, 26 April – Research Questions and Hypotheses: Workshop*
Workshop discussion of student ideas (about half the class).

**Wednesday, 27 April – What Makes a Presentation Comprehensible?**
By now, we have a sense of some of the things that make comprehension easier or more difficult. Can we apply this outside of reading? Say, to the presentations that we will be doing over the next few weeks?
Discussion leader(s): Shirley, Chris


**Friday, 29 April – Peer Review: Creating a Rubric Workshop**
Workshop to create a rubric for peer review of the presentations based on what we know about comprehension.


Google “oral presentation rubric” (or some similar search string), and print out and bring to class the strongest relevant example that you find. Mark (underline, highlight, star, etc.) on your printout the elements that you think are best, and be ready to defend your choices with evidence in class.

---

**Week Six**

**Monday, 02 May – Presentations: Workshop**
Due: draft presentation outline (not handed in, but bring to class; think about how you want to put your presentation together)
Workshop to develop effective presentations.

*Tuesday, 03 May – Presentations: Workshop*
Workshop to develop effective presentations (continued).
Wednesday, 04 May – Presentations
Due: presentation outline
Presenter(s): Cydonia, Ebenezer
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Friday, 06 May – Presentations
Due: presentation outline
Presenter(s): Sam, James
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Week Seven

Monday, 09 May – Presentations
Due: presentation outline
Presenter(s): Chris, Kai
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Tuesday, 10 May – Presentations
Due: presentation outline
Presenter: Shirley
One key primary source, peer-reviewed article to be assigned by the presenter, posted to Canvas.

Wednesday, 11 May – Presentations
Due: presentation outline, proposal full draft 1
Presenter(s): Eliza O., Rashaad
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Friday, 13 May – Presentations
Due: presentation outline, proposal full draft 1
Presenter(s): Dhungjoo, Eva
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Week Eight

Monday, 16 May – Presentations
Due: presentation outline, proposal full draft 1
Presenter(s): Eliza W., Jackson
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Wednesday, 18 May – Presentations
Due: presentation outline, proposal full draft 1
Presenter(s): Mary, Holly
One key primary source, peer-reviewed article to be assigned by each presenter, posted to Canvas.

Friday, 20 May – Presentations: Debrief
Due: proposal full draft 1
Workshop reflection on presentations, peer review, evolution of your research projects. How is all of this related to reading comprehension?

Week Nine

Monday, 23 May – Writing/Editing Workshop
Due: proposal full draft 1
By this point, you have received lots of feedback on your project and are working to incorporate that feedback into your text. You are also working on tightening your research design, refining your text, strengthening your arguments, clarifying your points, and choosing the most compelling words. As you work on the finishing touches, bring your laptop to class and take the opportunity to talk with others about a sticking point or two.

Wednesday, 25 May – Writing/Editing Workshop
Continued from Monday.

Friday, 27 May – Discussion & Wrap-up
Due: proposal final draft*
Final day of class discussion: outcomes (at the end of the Syllabus, pp. 14-15), setting writing in the interdisciplinary field of Education into context, and one thing that you learned that you will never forget.

Week Ten

Monday, 30 May – No class: Memorial Day (first day of reading period)

Thursday, 02 June
Due: reflection final draft
The final draft of your reflection paper is due by noon.

*It is my hope that you will be proud of the work that you have done and the learning that you have accomplished in this course. If you feel that your final research proposal reflects some of your best writing, you may submit it for consideration for the Arthur Feinstein 1955 Memorial Fund First Year Excellence in Writing Award offered by the Institute for Writing and Rhetoric (http://writing-speech.dartmouth.edu/curriculum/prizes). The deadline for submission is 17 June, 2016.
Some Options for 5-Minute In-Class Writing Activities (followed by discussion)

• Analyze: choose a specific complex concept from the reading, write to decompose that concept into its constituent parts
• Compare/contrast: choose a specific concept from the reading, write to compare and contrast that concept with another concept that we have discussed in the course
• Connect: choose a specific concept from the reading, write about how it connects to you personally and why
• Core: based on your reading of the text, write about the most important thing that you learned and why it is important
• Define: choose a few key words from the reading, write your own definitions of those words
• Focused free-write: choose a specific concept from the reading, write continuously on that topic, look for insights in your writing
• KWL: choose a specific concept or topic from the reading, write what you already knew about it (K), what you still want to know about it (W), and what you learned about it from the reading (L)
• List: choose a passage or section of text or the entire reading, list words and phrases that describe the text or your reaction to the text, look for patterns
• Main ideas: based on your reading of the text, write three or four sentences paraphrasing the main ideas and why they are important
• Question: based on your reading of the text, write questions for the author
• Relevance: based on your reading of the text, write about the part that seemed most relevant to you – the part that you might want to use or put into practice in some way – and why
• Reporter: ask and answer about the reading: who, what, where, when, why, and how?
• Strengths & weaknesses: based on your reading of the text, write about what you felt was a particularly strong argument (and why) and what you felt was a particularly weak argument (and why)
• What’s next: knowing what you now know from the reading, what is next in this line of research? Write about what sorts of future questions or studies this reading has laid a foundation for or made possible.
• Word web: choose a keyword from the reading, write it at the center of your paper, free associate other words linked to that word, look for insights
IWR Outcomes for First-Year Seminars

The Institute for Writing and Rhetoric has determined a number of desired outcomes for First-Year Seminar courses. These fall into three categories: Academic Process, Composing and Producing, and Interacting in the Course.

I. Academic Process
In the First-Year Seminar context, students are engaged in reading (both course assigned reading and research reading) as a core component of writing well on a particular topic. Likewise, students will write—both formally and informally—in order to process and engage with their reading. In both respects, readings and research are integral to the seminar’s writing goals, and vice versa.

1. Students will demonstrate the ability to perform close and critical readings.
2. Students will demonstrate the ability to consider critically the motives and methods of scholarship and the relationship between them.
3. Students will demonstrate the ability to distinguish opinions and beliefs from researched claims and evidence and recognize that kinds of evidence will vary from subject to subject.
4. Students will demonstrate the ability to ask disciplinarily appropriate questions of the material and recognize when lines of inquiry fall outside disciplinary boundaries.
5. Students will demonstrate the ability to evaluate, credit, and synthesize sources.

II. Composing and Producing
As writers in the First-Year Seminar, students will practice capabilities related to entry-level thinking, research, and writing in a particular field. Specifically, they will develop the “rhetorical flexibility” necessary to recognize that different academic domains require their own approaches appropriate to the context. Since the problem of “how to write effectively” is dependent on what they are writing about, writing is not a separate “skill” that can be fully separated from disciplinary context. Understanding this need for flexibility, students will approach future course writing with a productive mindset, one that will allow them to make rhetorical adjustments as needed.

1. Students will demonstrate the ability to take a piece of writing through the process of revision in order to advance their ideas and communicate more effectively with their readers.
2. Students will demonstrate the ability to discern the assignment’s intended audience and objectives and respond appropriately.
3. Students will demonstrate the ability to identify the disciplinary context for different kinds of writing, including both informal writing (like scientific note taking) and formal writing (like a research paper in Government).
4. Students will demonstrate the ability to construct a paper consistent with the expectations of the discipline, including appropriate organization, style, voice, and tone.
5. Students will demonstrate the ability to perform critical readings of their own writing and the writing of others.
6. Students will demonstrate the ability to proofread.

III. Interacting in the Course
These include capabilities related to interacting intellectually in a seminar through informal and formal speaking.
1. Students will demonstrate the ability to collaborate with others as they work on intellectual projects (reading, writing, speaking, researching…)
2. Students will demonstrate the ability to prepare appropriately to participate effectively in class discussion.
3. Students will demonstrate the ability to follow discussions, oral arguments, and presentations, noting main points or evidence and tracking threads through different comments. Further, students will be able to challenge and offer substantive replies to others’ arguments, comments, and questions, while remaining sensitive to the original speaker and classroom audience.
4. Students will demonstrate the ability to speak and debate with an appreciation for complex social and cultural sensibilities.
5. Students will demonstrate the ability to offer compelling, articulate oral arguments, showing an understanding of the unique demands of oral presentation as opposed to writing.