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Mitchell Denny, Kathleen Porter, and Lori-Beth Larsen

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Critical Literacy: Version 2

Critical Literacy

by

Mitchell Denny

Lori-Beth Larsen

and

Kathleen Porter

Central Lakes Community College in Partnership with Parker’s Prairie High School

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## Author Biographies

**Mitchell Denny**

Mitchell Denny is an English Instructor at Parkers Prairie High School. He received his undergraduate degree from Minnesota State University Moorhead, and is currently pursuing a M.S. in Education emphasis English from Southwest Minnesota State University. He enjoys reading, sports, gaming, and spending time with his family.

**Kathleen Porter**

Kate Porter is an English Instructor who earned an M.A. in English and a B.A. in English education from the University of North Dakota. She enjoys teaching Business and Technical Writing, Composition I and II, Employment Strategies to CLC’s technical programs, and she is in the process of earning a reading certification from Minnesota State University Mankato. Her interests include drinking coffee, reading, working out, traveling, and spending time with her family.

**Lori-Beth Larsen**

Lori-Beth Larsen earned an MA in TESOL from St. Cloud State University. She has a BA in Ethnomusicology from the University of Hawaii and a Reading certification from Minnesota State, Mankato. She has been teaching for about 25 years. She is passionate about most anything related to traveling and learning. In this book, she hopes that students will be motivated to use the literacy strategies to take control of their learning. She also hopes that this book will be reused, revised, remixed, and redistributed. Much of this book has been just that…a remix of other brilliant people’s work.

# Understanding the Purpose of Critical Literacy Skills and Developing Strategies

## What is Critical Literacy?

In this Critical Literacy class, you will be expected to rehearse, revise, and refine your work. You can practice the skills that you’ll be learning. You will revise your work, making it better each time after having a chance to evaluate it yourself and receive feedback on what you can do better. You will also refine your work, making it as perfect as you can make it each time.

In this class, you will be evaluating your own skills, evaluating the skills of your peers, and you will receive feedback from your teacher. Evaluation in this class is for understanding how you can improve your skills.

Let’s take a very close look at the **objectives** of this class. What can you expect to learn in this class?

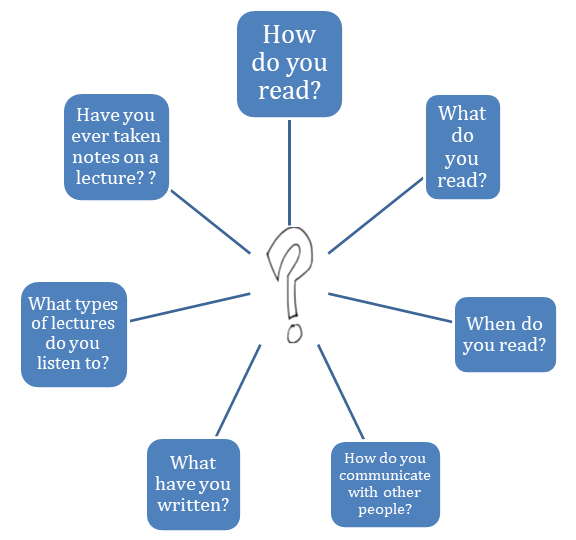
Answer these questions as completely as you can. Remember, there is not one single correct answer; there may be many ways to answer the questions.

1. What does it mean to read actively and critically?
2. What does it mean to annotate effectively?
3. What does it mean to identify and deconstruct abstract ideas found in complex academic texts?
4. What does it mean to formulate and explain valid inferences based on information from texts?
5. What does it mean to write and evaluate arguments for validity and credibility?
6. What does it mean to locate, evaluate and synthesize ideas and information from multiple sources and varying points of view?
7. What does it mean to support ideas with adequate and varied evidence?  
   What does it mean to summarize, paraphrase and quote information from source materials?
8. What does it mean to create citations using information from source materials?
9. What does it mean to tailor language to address a specific audience?
10. What does it mean to employ syntax and usage appropriate to academic disciplines and the professional world?
11. What does it mean to use strategies to effectively address the non-cognitive issues that could affect students’ academic success?

## Essential Questions for Real World Thematic Chapters

|  |
| --- |
|  |

## Critical Literacy Essential Questions



## Content Class Essential Questions to ask at the Beginning of the Class

Describe the objectives of your class (you might find these in the course outline)

Describe what you already know about how to meet these objectives. This might refer to work you’ve done in high school, for your job, or for your own personal learning.

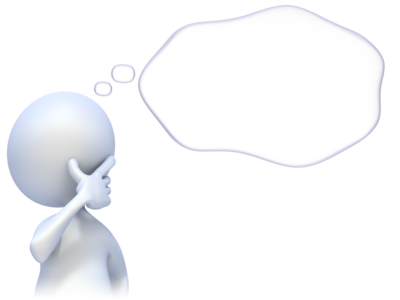
Look at the activities included in your syllabus for the class.



## Why develop Literacy Skills?

What is the point of a sentence?

What is the purpose of communication in our culture?



What is the purpose of communication in an academic culture?

How can we use these agreed upon rules for communicating and understanding?

Why do we have agreed upon rules for grammar?

How do paragraphs work together to make meaningful journals, essays, articles, discussions?

Why do we have agreed upon rules for punctuation?

# Strategies with Built In Practice

The following section of this resources outlines a number of strategies for developing critical literacy skills. Each strategy is described and explained. Following each explanation, you will find a “Built-In Practice” activity.

## Strategy: Looking at Different Types of Reading Materials

Information can come from virtually anywhere — media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages. Look at the table below examining different sources of information. Notice the similarities between them.

|  |  |  |  |
| --- | --- | --- | --- |
| Type | Information | Use | Examples |
| Magazine rack. Titles visible include House & Garden, The World of Interiors, Homes & Gardens, Period Living.Magazine | A magazine is a collection of articles and images about diverse topics of popular interest and current events. Usually these articles are written by journalists or scholars. | -to find information or opinions about popular culture  -to find up-to-date information about current events. | *National Geographic*  *Ebony*  *Sports Illustrated*  *People* |
| Paperbound journals on a library shelfAcademic journal | A journal is a collection of articles usually written by scholars in an academic or professional field. An editorial board reviews articles. | -when doing scholarly research  -to find out what has been studied on your topic | *Journal of Communication*  *The Historian*  *Journal of the American Medical Association* |
| Woman sitting at a computer in a libraryDatabase | A database contains citations of articles in magazines, journals, and newspapers. They may also contain citations to podcasts, blogs, videos, and other media types. | -to find articles on your topic in magazines, journals or newspapers | Academic Search Complete (a general database)  Compendex (an engineering database) |
| Folded newspapers in a pileNewspapers | A newspaper is a collection of articles about current events usually published daily. Since there is at least one in every city, it is a great source for local information. | -to find current information about international, national and local events | *Roanoke Times*  *New York Times*  *Suddeutsche Zeitung* |
| BooksHard-back books arranged on a shelf | Books cover virtually any topic, fact or fiction. Books might synthesize all the information on one topic to support a particular argument or thesis. | -to find **lots** of information on a topic  -to find historical information | Nash, Gary B. ed. *The American People: Creating a Nation and a Society,*1990. |

### Built-In Practice: Types of Reading Materials

Add three more types of reading materials. Include at least one online type of reading material.

|  |  |  |  |
| --- | --- | --- | --- |
| Type | Information | Use | Examples |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Strategy: Asking Questions before Reading

* What is my purpose for reading?
  + What will I need to know when I finish?
  + What will I be expected to do with the information, such as write a response, summarize, take a quiz, etc.?
* What is the topic of the material?
  + What does the title suggest?
  + What do the subheading, italics and summaries suggest?
* What do I already know?
  + What do I already know about this topic or a related topic?
  + Is this new topic a small part of a larger idea or issue that I have thought about before?
* How is the material organized?
  + What is the general outline or framework of the material?
  + Is the author listing reason, explaining a process, or comparing a trend?
* What will be my plan of attack?
  + What parts of the textbook seem most important?
  + Do I need to read everything with equal care?
  + Can I skim some parts?
  + Can I skip some sections completely?
* Turn the headings into questions so you have a plan for finding the main ideas.
* Make sure you have room to annotate for either finding vocabulary or developing a response.

### Built-In Practice: Asking questions Before Reading

Using the following essay, answer each of the previous questions **before** reading.

### How the New “Aladdin” Stacks Up Against a Century of Hollywood Stereotyping by Evelyn Alsultany



["Aladdin & the Genie of the Lamp"](https://www.flickr.com/photos/brianneudorff/35366549232) by [Brian Neudorff](https://www.flickr.com/photos/brianneudorff/) is licensed under [CC BY 4.0](http://creativecommons.org/licenses/by/4.0)

The fact that a major studio wants to hear from the community reflects Hollywood’s [growing commitment to diversity](https://www.npr.org/2019/02/21/696471501/hollywood-diversity-report-finds-progress-but-much-left-to-gain).

But while the live action “Aladdin” does succeed in rectifying some aspects of Hollywood’s long history of stereotyping and [whitewashing](https://www.vox.com/2016/2/22/11091170/john-oliver-hollywood-whitewashing-oscars) Middle Easterners, it still leaves much to be desired.

#### Magical genies and lecherous sheikhs

In his seminal 1978 book “[Orientalism](https://books.google.com/books/about/Orientalism.html?id=66sIHa2VTmoC),” literature professor [Edward Said](https://www.britannica.com/biography/Edward-Said) argued that Western cultures historically stereotyped the Middle East to justify exerting control over it.



A movie poster for the 1921 film ‘The Sheik.’[Library of Congress](https://commons.wikimedia.org/wiki/File:The_Sheik_with_Agnes_Ayres_and_Rudolph_Valentino,_movie_poster,_1921.jpg)

[Orientalism in Hollywood](https://www.bbc.com/ideas/videos/when-will-we-stop-stereotyping-people/p06p97cr) has a long history. Early Hollywood films such as “[The Sheik](https://www.imdb.com/title/tt0012675/?ref_=nv_sr_2?ref_=nv_sr_2)” and “[Arabian Nights](https://www.imdb.com/title/tt0034465/?ref_=nv_sr_4?ref_=nv_sr_4)” portrayed the Middle East as a monolithic fantasy land – a magical desert filled with genies, flying carpets and rich men living in opulent palaces with their harem girls.

While these depictions were arguably silly and harmless, they flattened the differences among Middle Eastern cultures, while portraying the region as backwards [and in need of civilizing by the West](https://books.google.com/books/about/Unthinking_Eurocentrism.html?id=KqjAAwAAQBAJ).

Then came [a series of Middle Eastern conflicts and wars](https://www.ucpress.edu/book/9780520244993/epic-encounters): the Arab-Israeli war of 1967, the Arab Oil Embargo of 1973, the Iran Hostage Crisis and the Gulf War. In American media, the exotic Middle East faded; replacing it were depictions of violence and ominous terrorists.

As media scholar Jack G. Shaheen [observed](https://shop.mediaed.org/reel-bad-arabs-p133.aspx), hundreds of Hollywood films over the last 50 years have linked Islam with holy war and terrorism, while depicting Muslims as either “hostile alien intruders” or “lecherous, oily sheikhs intent on using nuclear weapons.”

#### Cringeworthy moments in the original ‘Aladdin’

Against this backdrop, the Orientalism of Disney’s 1992 animated “Aladdin” wasn’t all that surprising.

The opening [song lyrics described](https://www.youtube.com/watch?v=u3kkVGuiKFI) a land “Where they cut off your ear if they don’t like your face” and declared, “It’s barbaric, but hey, it’s home!”

When the American Arab Anti-Discrimination Committee [protested the lyrics](https://variety.com/1993/film/news/aladdin-lyrics-altered-108628/), Disney removed the reference to cutting off ears in the home video version but left in the descriptor “barbaric.”

Then there were the ways the characters were depicted. As [many](https://www.washingtonpost.com/archive/opinions/1992/12/27/when-will-it-be-okay-to-be-an-arab-the-disney-people-didnt-have-to-invent-a-fictional-city-for-aladdin-its-set-in-baghdad/22c97a21-58f9-468b-a575-514e1c65e894/) [have noted](https://www.goodreads.com/book/show/1222519.Thinking_Class), the bad Arabs are ugly and have foreign accents while the good Arabs – Aladdin and Jasmine – possess European features and white American accents.



In the animated ‘Aladdin,’ the good Arabs are drawn with Caucasian features, while the bad guys speak with foreign accents. ["El malo maloso de Aladdin"](https://www.flickr.com/photos/missragamuffyn/10477034366/in/photostream/) by [MissRagamuffyn](http://missragamuffyn/) is licensed under [CC BY 4.0](http://creativecommons.org/licenses/by/4.0)

The film also continued the tradition of erasing distinctions between Middle Eastern cultures. For example, Jasmine, who is supposed to be from Agrabah – originally Baghdad but fictionalized because of the Gulf War in 1991 – has an Indian-named tiger, Rajah.

#### Questionable progress

After 9/11, a spate of films emerged that rehashed many of the old terrorist tropes. But surprisingly, some positive representations of Middle Eastern and Muslim characters emerged.

In 2012, I published my book “[Arabs and Muslims in the Media: Race and Representation after 9/11](https://nyupress.org/9780814707326/arabs-and-muslims-in-the-media/).” In it, I detail the strategies that writers and producers used after 9/11 to offset stereotyping.

The most common one involved including a patriotic Middle Eastern or Muslim American to counterbalance depictions as terrorists. In the TV drama, “[Homeland](https://www.imdb.com/title/tt1796960/),” for example, Fara Sherazi, an Iranian American Muslim CIA analyst, is killed by a Muslim terrorist, showing that “good” Muslim Americans are willing to die for the United States.

But this didn’t change the fact that Middle Easterners and Muslims were, by and large, portrayed as threats to the West. Adding a ‘good’ Middle Eastern character doesn’t do much to upend stereotypes when the vast majority are still appearing in stories about terrorism.

Another strategy also emerged: reverting to old Orientalist tropes of the exotic, romantic Middle East. Maybe writers and producers assumed that depicting the Middle East as exotic would be an improvement over associating it with terrorism.

The 2004 film “[Hidalgo](https://muse.jhu.edu/article/454768/pdf),” for example, tells the story of an American cowboy who travels to the Arabian desert in 1891 to participate in a horse race. In classic Orientalist fashion, he saves the rich sheik’s daughter from the sheik’s evil, power-hungry nephew.

The 2017 movie “[Victoria and Abdul](https://www.chicagoreader.com/chicago/victoria-abdul-stephen-frears-judi-dench-eddie-izzard/Content?oid=31655216)” depicts an unlikely friendship between Queen Victoria and her Indian-Muslim servant, Abdul Karim. While the film does critique the racism and Islamophobia of 19th-century England, it also infantilizes and exoticizes Abdul.

Nonetheless, some glaring problems persisted. [Jake Gyllenhaal was cast](https://www.theatlantic.com/entertainment/archive/2010/05/why-is-a-white-actor-playing-prince-of-persia-title-role/345435/) in the lead role of “[The Prince of Persia: The Sands of Time](https://www.imdb.com/title/tt0473075/?ref_=nv_sr_1?ref_=nv_sr_1)” (2010), while Christian Bale and Joel Edgerton were cast in “[Exodus: Gods and Kings](https://www.imdb.com/title/tt1528100/?ref_=nv_sr_1?ref_=nv_sr_1)” (2014) as Egyptian characters.

Why were white actors assuming these roles?

When challenged, producer Ridley Scott [infamously said](https://www.theatlantic.com/entertainment/archive/2010/05/why-is-a-white-actor-playing-prince-of-persia-title-role/345435/) that he can’t “say that my lead actor is Mohammad so-and-so from such-and-such. I’m just not going to get it financed.”

#### Does the new ‘Aladdin’ make strides?

Perhaps in a desire to avoid the mistakes of the past, Disney executives sought advice from cultural consultants like me.

There’s certainly some notable progress made in the live-action “Aladdin.”

Egyptian Canadian actor Mena Massoud plays Aladdin. Given the [dearth of people of Middle Eastern descent in lead roles](https://www.menaartsadvocacy.com/), the significance of casting Massoud cannot be overstated. And despite the fact that [some white extras had their skin darkened during filming](https://www.huffpost.com/entry/disney-aladdin-skin-darkening_n_5a54e36fe4b003133eccb275), Disney did cast actors of Middle Eastern descent in most of the main roles.

Casting Indian British actress Naomi Scott as Jasmine was [controversial](https://www.huffingtonpost.ca/2017/07/17/disney-aladdin-jasmine-naomi-scott_a_23034316/); many hoped to see an Arab or Middle Eastern actress in this role and wondered whether casting someone of Indian descent would simply reinforce notions of “Oriental” interchangeability. Nonetheless, the film does note that Jasmine’s mother is from another land.

The biggest problem with the 2019 “Aladdin” is that it perpetuates the trend of reverting to magical [Orientalism](http://arabstereotypes.org/why-stereotypes/what-orientalism) – as if that’s a noteworthy improvement over terrorist portrayals. In truth, it’s not exactly a courageous move to trade explicit racism for clichéd exoticism.

To be fair, “Aladdin” distinguishes itself from “Hidalgo” and other Orientalist films of this trend by not revolving around the experiences of a white protagonist.

However, once again, characters with American accents are the “good guys” while those with non-American accents are mostly, but not entirely, “bad.” And audiences today will be as hard pressed as those in 1992 – or 1922, for that matter – to identify any distinct Middle Eastern cultures beyond that of an overgeneralized “East.” Belly dancing and Bollywood dancing, turbans and keffiyehs, Iranian and Arab accents all appear in the film interchangeably.

Just as making positive tweaks within a story about terrorism doesn’t accomplish much, so does making positive tweaks within a story about the exotic East. Diversifying representations requires moving beyond these tired tropes and expanding the kinds of stories that are told.

“Aladdin,” of course, is a fantastical tale, so questions about representational accuracy might seem overblown. It is also a really fun movie in which Mena Massoud, Naomi Scott and Will Smith all shine in their roles. But over the last century, Hollywood has produced [over 900 films that stereotype Arabs and Muslims](https://www.amazon.com/Reel-Bad-Arabs-Hollywood-Vilifies/dp/1566567521/ref=sr_1_1?keywords=reel+bad+arabs&qid=1557265888&s=books&sr=1-1-catcorr) – a relentless drumbeat of stereotypes that [influences public opinion and policies](https://theconversation.com/why-bad-news-for-one-muslim-american-is-bad-news-for-all-muslims-61358).

If there were 900 films that didn’t portray Arabs, Iranians and Muslims as terrorists or revert to old Orientalist tropes, then films like “Aladdin” could be “just entertainment.”

Until then, we’ll just have to wait for the genie to let more nuanced and diverse portrayals out of the lamp.

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[Evelyn Alsultany](https://theconversation.com/profiles/evelyn-alsultany-720086) is an Associate Professor of American Studies and Ethnicity, University of Southern California – Dornsife College of Letters, Arts and Sciences and a leading expert on the history of representations of Arabs and Muslims in the U.S. media and on forms of anti-Arab and anti-Muslim racism. Her essay originally appeared in [The Conversation.](http://theconversation.com/au)

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## Strategy: Reading Actively by Annotating

* Read to find the main ideas and support. Use your purpose to read actively.
* Find the answers to your questions.
* Find definitions for vocabulary.
* Make connections between the text and your experience, between parts of the text, and between the text and other lectures or text by annotating.
* Use headings and transition words to identify relationships in the text

An active reading strategy for articles or textbooks is **annotation**. Think for a moment about what that word means. It means to add notes (an-NOTE-tate) to text that you are reading, to offer explanation, comments or opinions to the author’s words. Annotation takes practice, and the better you are at it, the better you will be at reading complicated articles.

**Where to Make Notes**

First, determine how you will annotate the text you are about to read.

--If it is a printed article, you may be able to just write in the margins. A colored pen might make it easier to see than black or even blue. 

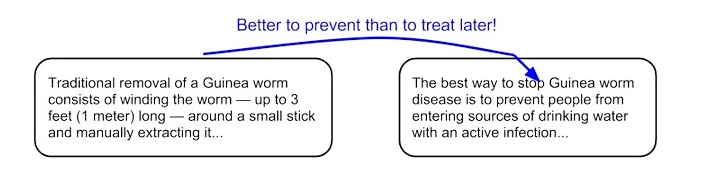
--If it is an article posted on the web, you could also you [**Diigo**](https://www.diigo.com/), which is a highlighting and annotating tool that you can use on the website and even share your notes with your instructor. Other note-taking plug-ins for web browsers might serve a similar function.  <https://www.diigo.com/index>

--If it is a textbook that you do not own (or wish to sell back), use Post-it notes to annotate in the margins.

--You can also use a notebook to keep written commentary as you read in any platform, digital or print. If you do this, be sure to leave enough information about the specific text you’re responding to that you can find it later if you need to. (Make notes about page number, which paragraph it is, or even short quotes to help you locate the passage again.)

**What Notes to Make**

1. Scan the document you are annotating. Some obvious clues will be apparent before you read it, such as titles or headers for sections. Read the first paragraph. Somewhere in the first (or possibly the second) paragraph should be a **BIG IDEA** about what the article is going to be about. In the margins, near the top, write down the big idea of the article in your own words. This shouldn’t be more than a phrase or a sentence. This big idea is likely the article’s thesis.
2. Underline or highlight topic sentences or phrases that express the main idea for that paragraph or section. Write in the margin next to what you’ve underlined a summary of the paragraph or the idea being expressed.



1. Connect related ideas by drawing arrows from one idea to another. Annotate those arrows with a phrase about how they are connected.
2. **If you encounter an idea, word, or phrase you don’t understand, circle it and put a question mark in the margin that indicates an area of confusion**. Write your question in the margin.
   * “Depending on the outcome of the assessment, the commission recommends to WHO which formerly endemic countries should be declared free of transmission, i.e., certified as free of the disease.” –> ?? What does this mean? Who is WHO?
3. Anytime the author makes a statement that you can connect with on a personal level, annotate in the margins a summary of how this connects to you. Write any comments or observations you feel appropriate to the text. You can also add your personal opinion.
   * “Guinea worm disease incapacitates victims for extended periods of time making them unable to work or grow enough food to feed their families or attend school.” –> My dad was sick for a while and couldn’t work. This was hard on our family.
4. Place a box around any term or phrase that emphasizes scientific language. These could be words you are not familiar with or will need to review later. Define those words in the margins.
   * “Guinea worm disease is set to become the second human disease in history, after smallpox, to be eradicated.” –> Eradicated = to put an end to, destroy

**Like many skills, annotating takes practice!**

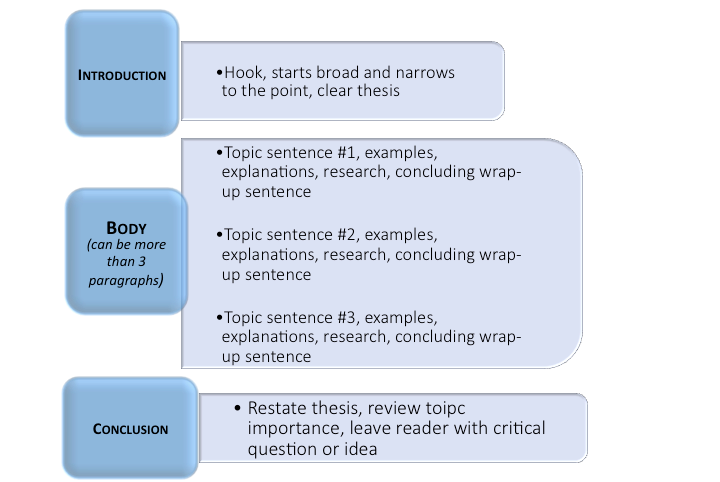
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### Built-In Practice: Annotating

Annotate the “How the New “Aladdin” Stacks Up Against a Century of Hollywood Stereotyping” essay. Try to use each type of annotation at least one time.

## Strategy: Reading for a Thesis



Being able to identify the purpose and thesis of a text, while you’re reading it, takes practice. This section will offer you that practice.

Questioning the text you’re reading is a good place to start. When trying to isolate the thesis, or main idea, of your reading material, consider these questions:

* What is the primary subject of this text?
* Is the author trying to inform me, or persuade me?
* What does the author think I need to know about this subject?
* Why does the author think I need to know about this subject?

Sometimes the answer to these questions will be very clearly stated in the text itself. Sometimes it is less obvious, and in those cases, the techniques on the following pages will be useful.

Once the thesis idea is identified, your role as a reader is to evaluate how effective that thesis is in the text. Does this thesis, and the text as a whole, fulfill its purpose? Are you, the reader, changed by reading the text in the way that was intended by the author?

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### Built-In Practice: Reading For a Thesis

Use these questions to find the thesis statement in “How the New ‘Aladdin’ Stacks Up Against a Century of Hollywood Stereotyping”.

* What is the primary subject of this text?
* Is the author trying to inform me, or persuade me?
* What does the author think I need to know about this subject?
* Why does the author think I need to know about this subject?

Write the thesis here:

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## Strategy: Finding the Supporting Points

Sometimes, an organization statement will be used in conjunction with a thesis. An organizational statement is a map that tells readers what they should expect to read in an essay. It introduces the two or three main pieces of evidence that the author will use to support the essay’s position. While not required in a thesis, organizational statements can make for stronger thesis statements.

An organizational statement can take the form of a separate sentence or can be attached to a thesis in a single sentence, as seen in the examples below. The organizational elements appear in bold text:

* Movies produced in the mid-1950s used obsessive behavior to depict teenage romance as something dangerous that should be avoided. Obsessive behavior was viewed as **rebellious, uncontrollable, and harmful**, both to the teenagers and to the people who loved them.
* Since obsessive behavior was viewed as **rebellious, uncontrollable, and dangerous**, movies produced in the mid-1950s used it to depict teenage romance as something that should be avoided for the sake of young adults and the people who loved them.

Notice how the second version, above, strengthens the original thesis by appearing as part of the same sentence.

Evidence in the body of an essay should be presented in the same order in which it appears in an organizational statement. In the example above, it means the paper would have to discuss rebelliousness, an uncontrollable nature, and danger (as they relate to obsessive teenage romance in film) *in that order*.

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### Built-In Practice: Finding The Supporting Points

In “How the New ‘Aladdin’ Stacks Up Against a Century of Hollywood Stereotyping”, find the two or three pieces of evidence that the author uses to support the essay’s position.

Write them here.

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## Strategy: Evaluating Supporting Claims of Texts

Once a thesis statement is established, you as a reader will know what a text is claiming. That claim defines what the author wants you to do, think, or believe by the time you finish reading his or her work. A significant claim answers a question that readers care about; it leads readers to think not, *That’s obvious* or *I already knew that*, but *Oh, you’ll have to prove that*; and it raises the kinds of issues that can be settled by factual evidence.

**Using the STAR Method to Evaluate Appeals to Logic**

Mapping or diagramming the arguments you read in a text may help you judge whether a claim is adequately supported. Applying the STAR Criteria—Sufficiency, Typicality, Accuracy, and Relevance—is one such technique for assessing whether an argument has sufficient depth and clarity.

|  |  |  |
| --- | --- | --- |
| Measure | Question | Examples & Notes |
| Sufficiency | Is there *enough* evidence cited to support the conclusion? | Generally, only “strongly” and not “weakly” supported conclusions should be accepted. The more controversial a claim is, the more evidence authors should provide before expecting an audience to accept it. If the evidence is not sufficient, the author may need to modify or qualify the claim, by stating that something is true ‘sometimes’ rather than ‘always’. |
| Typicality | Is the cited evidence typical or representative? | If an author makes a claim about a whole group but the evidence is based on a small or biased sample of that group, the evidence is not “typical.” Similar problems stem from relying just on personal experiences (anecdotal evidence) and from “cherry picking” data by citing only the parts that support a conclusion while ignoring parts that might challenge it. |
| Accuracy | Is the cited evidence up to date and accurate? | Authors using polls, studies and statistics must ask whether the data were produced in a biased way and also ask whether the sample was large and representative of its target population so that results were outside the “margin of error.” (**Margin of error**: If a sample is too small or not well chosen, results may be meaningless because they may represent random variation.) |
| Relevance | Is the cited evidence directly relevant to the claim(s) it is being used to support? | An author may supply lots of evidence, but the evidence may support something different from what the person is actually claiming. If the evidence is not relevant to the claim, the author may need to modify or qualify the claim—or even to acknowledge that the claim is indefensible. |

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### Built-In Practice: Evaluating Supporting Claims

With the same essay, “How the New ‘Aladdin’ Stacks Up Against a Century of Hollywood Stereotyping”, use the STAR method to analyze the evidence to support the thesis. Add examples to your analysis in the boxes below.

|  |  |  |
| --- | --- | --- |
| Measure | Question | Examples & Notes |
| Sufficiency | Is there *enough* evidence cited to support the conclusion? |  |
| Typicality | Is the cited evidence typical or representative? |  |
| Accuracy | Is the cited evidence up to date and accurate? |  |
| Relevance | Is the cited evidence directly relevant to the claim(s) it is being used to support? |  |

## Strategy: Using Context Clues

When authors write, they often give context clues to readers to suggest the meanings of new or difficult words. Context clues usually give you a sense of a word’s meaning. Here are a few clues you can use when you read.

**Definitions or Restatements**

The author directly defines the new word within the sentence.

Example: “When people **contravene** – break or violate – a law in Canada, they can expect to face legal consequences.”

Explanation: “Break or violate” is the definition of the word “contravene”.

**Synonyms**

The author uses a word or phrase with a similar meaning to suggest the meaning of the new word.

Example: “Following his death by accidental drug overdose, actor Heath Ledger **posthumously** received an Oscar for best supporting actor for his portrayal of The Joker in The Dark Knight.”

Explanation: “Following his death” has a similar meaning to the word “posthumously.”

**Antonyms**

The author uses a word or phrase with an opposite meaning to suggest the meaning of the new word.

Example: “I really don’t appreciate your **duplicity**. I expect you to give me an honest response from now on.”

Explanation: “Honest response” has the opposite meaning of “duplicity” since the speaker expects a different behavior from the other person from that point on.

**Examples**

The author provides examples or illustrations of the new word to suggest its meaning.

Example: “Bats, owls, raccoons, and crickets are chiefly **nocturnal** creatures.”

Explanation: “Bats, owls, raccoons, and crickets” are examples of “nocturnal creatures” (creatures of the night).

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### Built-In Practice: Using Context Clues

Using Context Clues, find the clue and possible meaning for each “blacked out” word in the reading selection below.

|  |  |
| --- | --- |
| Context Clue | Possible Word Meaning |
|  |  |
|  |  |
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#### From: “How the New “Aladdin” Stacks Up Against a Century of Hollywood Stereotyping” by Evelyn Alsultany

"Aladdin & the Genie of the Lamp" by Brian Neudorff is licensed under CC BY 4.0

Though critically acclaimed and widely beloved, the 1992 animated feature “Aladdin” had some serious issues with stereotyping.

Disney wanted to avoid repeating these same problems in the live action version of “Aladdin,” which came out on May 24. So they sought advice from a Community Advisory Council comprised of Middle Eastern, South Asian and Muslim scholars, activists and creatives. I was asked to be a part of the group because of my expertise on representations of Arabs and Muslims in the U.S. media.

The fact that a major studio wants to hear from the community reflects Hollywood’s growing commitment to diversity.

But while the live action “Aladdin” does succeed in rectifying some aspects of Hollywood’s long history of stereotyping and whitewashing Middle Easterners, it still leaves much to be desired. (What context clue could you use to understand the blacked out vocabulary word?) Synonym

In his seminal 1978 book “Orientalism,” literature professor Edward Said argued that Western cultures historically stereotyped the Middle East to justify exerting control over it.

Orientalism in Hollywood has a long history. Early Hollywood films such as “The Sheik” and “Arabian Nights” portrayed the Middle East as a monolithic fantasy land – a magical desert filled with genies, flying carpets and rich men living in opulent palaces with their harem girls. (What context clue could you use to understand the blacked out vocabulary word?) Definition

While these depictions were arguably silly and harmless, they flattened the differences among Middle Eastern cultures, while portraying the region as backwards and in need of civilizing by the West.

Then came a series of Middle Eastern conflicts and wars: the Arab-Israeli war of 1967, the Arab Oil Embargo of 1973, the Iran Hostage Crisis and the Gulf War. In American media, the exotic Middle East faded; replacing it were depictions of violence and ominous terrorists.

As media scholar Jack G. Shaheen observed, hundreds of Hollywood films over the last 50 years have linked Islam with holy war and terrorism, while depicting Muslims as either “hostile alien intruders” or “lecherous, oily sheikhs intent on using nuclear weapons.”

**Cringeworthy moments in the original ‘Aladdin’**

Against this backdrop, the Orientalism of Disney’s 1992 animated “Aladdin” wasn’t all that surprising.

The opening song lyrics described a land “Where they cut off your ear if they don’t like your face” and declared, “It’s barbaric, but hey, it’s home!”

When the American Arab Anti-Discrimination Committee protested the lyrics, Disney removed the reference to cutting off ears in the home video version but left in the descriptor “barbaric.”

Then there were the ways the characters were depicted. As many have noted, the bad Arabs are ugly and have foreign accents while the good Arabs – Aladdin and Jasmine – possess European features and white American accents. (What context clue could you use to understand the blacked out vocabulary word?) Antonym

The film also continued the tradition of erasing distinctions between Middle Eastern cultures. For example, Jasmine, who is supposed to be from Agrabah – originally Baghdad but fictionalized because of the Gulf War in 1991 – has an Indian-named tiger, Rajah.

**Questionable progress**

After 9/11, a spate of films emerged that rehashed many of the old terrorist tropes. But surprisingly, some positive representations of Middle Eastern and Muslim characters emerged.

In 2012, I published my book “Arabs and Muslims in the Media: Race and Representation after 9/11.” In it, I detail the strategies that writers and producers used after 9/11 to offset stereotyping.

The most common one involved including a patriotic Middle Eastern or Muslim American to counterbalance depictions as terrorists. In the TV drama, “Homeland,” for example, Fara Sherazi, an Iranian American Muslim CIA analyst, is killed by a Muslim terrorist, showing that “good” Muslim Americans are willing to die for the United States. (What context clue could you use to understand the blacked out vocabulary word?) Example

But this didn’t change the fact that Middle Easterners and Muslims were, by and large, portrayed as threats to the West. Adding a ‘good’ Middle Eastern character doesn’t do much to upend stereotypes when the vast majority are still appearing in stories about terrorism.

Another strategy also emerged: reverting to old Orientalist tropes of the exotic, romantic Middle East. Maybe writers and producers assumed that depicting the Middle East as exotic would be an improvement over associating it with terrorism.

The 2004 film “Hidalgo,” for example, tells the story of an American cowboy who travels to the Arabian desert in 1891 to participate in a horse race. In classic Orientalist fashion, he saves the rich sheik’s daughter from the sheik’s evil, power-hungry nephew.

The 2017 movie “Victoria and Abdul” depicts an unlikely friendship between Queen Victoria and her Indian-Muslim servant, Abdul Karim. While the film does critique the racism and Islamophobia of 19th-century England, it also infantilizes and exoticizes Abdul.

Nonetheless, some glaring problems persisted. Jake Gyllenhaal was cast in the lead role of “The Prince of Persia: The Sands of Time” (2010), while Christian Bale and Joel Edgerton were cast in “Exodus: Gods and Kings” (2014) as Egyptian characters.

Why were white actors assuming these roles?

When challenged, producer Ridley Scott infamously said that he can’t “say that my lead actor is Mohammad so-and-so from such-and-such. I’m just not going to get it financed.”

Does the new ‘Aladdin’ make strides?

Perhaps in a desire to avoid the mistakes of the past, Disney executives sought advice from cultural consultants like me.

There’s certainly some notable progress made in the live-action “Aladdin.”

Egyptian Canadian actor Mena Massoud plays Aladdin. Given the dearth of people of Middle Eastern descent in lead roles, the significance of casting Massoud cannot be overstated. And despite the fact that some white extras had their skin darkened during filming, Disney did cast actors of Middle Eastern descent in most of the main roles.

Casting Indian British actress Naomi Scott as Jasmine was controversial; many hoped to see an Arab or Middle Eastern actress in this role and wondered whether casting someone of Indian descent would simply reinforce notions of “Oriental” interchangeability. Nonetheless, the film does note that Jasmine’s mother is from another land.

The biggest problem with the 2019 “Aladdin” is that it perpetuates the trend of reverting to magical Orientalism – as if that’s a noteworthy improvement over terrorist portrayals. In truth, it’s not exactly a courageous move to trade explicit racism for clichéd exoticism.

To be fair, “Aladdin” distinguishes itself from “Hidalgo” and other Orientalist films of this trend by not revolving around the experiences of a white protagonist.

However, once again, characters with American accents are the “good guys” while those with non-American accents are mostly, but not entirely, “bad.” And audiences today will be as hard pressed as those in 1992 – or 1922, for that matter – to identify any distinct Middle Eastern cultures beyond that of an overgeneralized “East.” Belly dancing and Bollywood dancing, turbans and keffiyehs, Iranian and Arab accents all appear in the film interchangeably.

Just as making positive tweaks within a story about terrorism doesn’t accomplish much, so does making positive tweaks within a story about the exotic East. Diversifying representations requires moving beyond these tired tropes and expanding the kinds of stories that are told.

“Aladdin,” of course, is a fantastical tale, so questions about representational accuracy might seem overblown. It is also a really fun movie in which Mena Massoud, Naomi Scott and Will Smith all shine in their roles. But over the last century, Hollywood has produced over 900 films that stereotype Arabs and Muslims – a relentless drumbeat of stereotypes that influences public opinion and policies.

If there were 900 films that didn’t portray Arabs, Iranians and Muslims as terrorists or revert to old Orientalist tropes, then films like “Aladdin” could be “just entertainment.”

Until then, we’ll just have to wait for the genie to let more nuanced and diverse portrayals out of the lamp.

## Strategy: Learning Vocabulary

Vocabulary through action is a method that involves the muscle memory of the learner.  By acting out or Role-playing the vocabulary term, though it may feel ridiculous and awkward, will create a powerful memory of the term that is being learned.  Actors have used this strategy to aid in memorization of scripts, people that compete in Speech or Debate use this technique for similar reasons.

Vocabulary through personal usage is a method that allows each individual to assign a sentiment or significant meaning to a term.  By using powerful emotions and memories to associate with a term it will allow for retention and later recall.  To use this strategy effectively it is a good technique to write using the word in your writing.  Repetition through usage and association with memories should increase the ability to learn certain terms.  To find an easier way to assist in using the term in your writing to give it relevance is to find a synonym for the word that you are familiar with to associate with the original term.

One of the easiest ways to memorize vocabulary is with mnemonics. A mnemonic device is any specific learning technique that aids information retention. Mnemonics (pronounced neh-MA-nicks) are tricks for memorizing lists and data. The most commonly used mnemonic devices are acronyms, acrostics, rhymes, and jingles.

**Acronyms** are words or phrases made up by using the first letter of each word in a list or phrase. Need to remember the names of the Great Lakes? Try the acronym HOMES using the first letter of each lake:

**H**uron

**O**ntario

**M**ichigan

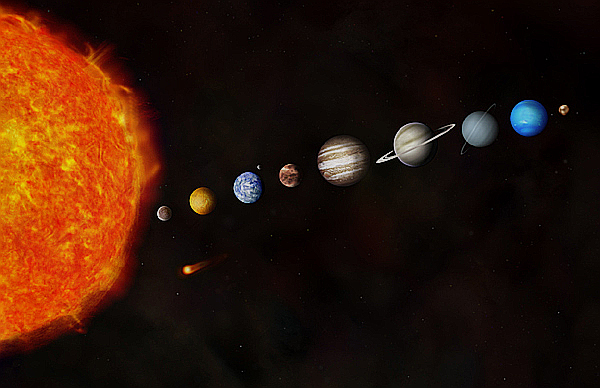
**E**rie

**S**uperior

To create an acronym, first write down the first letters of each term you need to memorize. Then rearrange the letters to create a word or words.

**Acrostics** are similar to acronyms in that they work off the first letter of each word in a list. But rather than using them to form a word, the letters are represented by entire words in a sentence or phrase. If you’ve studied music, you may be familiar with “Every Good Boy Deserves Fudge” to learn the names of the notes on the lines of the musical staff: E, G, B, D, F.

|  |  |
| --- | --- |
| My | Mercury |
| Very | Venus |
| Educated | Earth |
| Mother | Mars |
| Just | Jupiter |
| Served | Saturn |
| Us | Uranus |
| Nine | Neptune |
| Pizzas | Pluto |



To create an acrostic, list the first letters of the terms to be memorized in the order in which you want to learn them (like the planet names). Then create a sentence or phrase using words that start with those letters.

**Rhymes** are short verses used to remember data. A common example is “In fourteen hundred and ninety-two, Columbus sailed the ocean blue.” Need to remember how many days a given month has? “Thirty days hath September, April, June, and November…,” and so forth.

**Jingles** are phrases set to music, so that the music helps trigger your memory. Jingles are commonly used by advertisers to get you to remember their product or product features. Remember “Two all-beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun”—the original Big Mac commercial. Anytime you add rhythm to the terms you want to memorize, you are activating your auditory sense, and the more senses you use for memorization, the stronger the links to the data you are creating in your mind. To create a jingle for your data, start with a familiar tune and try to create alternate lyrics using the terms you want to memorize. Another approach you may want to try is reading your data aloud in a hip-hop or rap music style.

**Mental images** are one of the best ways to remember vocabulary. We need a fast way to create new memories that last a long time and can be easily recalled later. The best way to do this is to create a mental image and focus on it intensely. It only takes a moment. It’s hard for us to forget something that we see or imagine, especially if it is unusual or vivid. If you can put something that you want to learn into a mental picture, it creates a new, lasting memory of whatever you’re learning.

* Identify the cue and response.
* Pick a visual representation of the cue (what prompts you to remember).
* Pick a visual representation of the response (what you want to recall).
* Form a vivid mental image that involves the cue interacting with the response.
* Remembering the mental picture that has the cue in it will remind you of the other part of the image.

It’s important to truly “see” and focus on the mental picture. Sometimes it’s easy to just coming up with the idea for the picture but move on before imagining it; this will not work. Pause to imagine the image.

This chart is commonly used in elementary schools to teach children vocabulary.

|  |  |
| --- | --- |
| Vocabulary Word | Drawing or Image |
| Definition |  |
| Sentence |  |
|  |  |

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### Built-In Practice: Learning Vocabulary

Use one of the above strategies for learning vocabulary with the blue highlighted words from the text.

|  |  |
| --- | --- |
| Vocabulary Word  Stereotyping | Drawing or Image |
| Definition |  |
| Sentence |  |

|  |  |
| --- | --- |
| Vocabulary Word  Diversity | Drawing or Image |
| Definition |  |
| Sentence |  |

|  |  |
| --- | --- |
| Vocabulary Word  Orientalism | Drawing or Image |
| Definition |  |
| Sentence |  |

|  |  |
| --- | --- |
| Vocabulary Word  Depictions | Drawing or Image |
| Definition |  |
| Sentence |  |

|  |  |
| --- | --- |
| Vocabulary Word  Distinctions | Drawing or Image |
| Definition |  |
| Sentence |  |

|  |  |
| --- | --- |
| Vocabulary Word  Tropes | Drawing or Image |
| Definition |  |
| Sentence |  |

### Built-In Practice 2: Learning Vocabulary

Use a Vocabulary method of your choosing to define these terms in the manner that best suits your learning style.

**Coherence**

**Conclusion**

**Database**

**Digression**

**Documentation**

**Organization**

**Perspective**

**Plausibility**

**Qualitative Data**

**Quantitative Data**

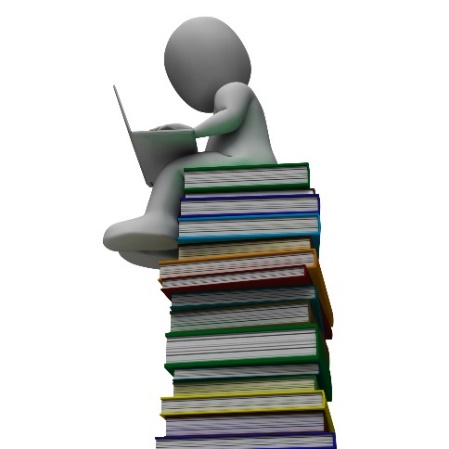
**Unity**

**Analysis**

## Strategy: Reading Online

How is traditional print reading different from online reading?

|  |  |
| --- | --- |
| In Print reading | Online reading |
| Writers/sources are typically deemed authoritative by virtue of being published. | Because it’s easy for anyone to publish online, authority of information typically merits more evaluation. |
| Information typically consists only of text, sometimes with images. | Hyperlinks, images, audio, and video are usually part of the reading experience. |
| Information typically flows sequentially (from the first word of the text to the last). | Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading). |
| Reading is focused on one page at a time — choice of the reader is limited. | Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.). |

Given that we are reading more online, we need to find ways to process the information we are finding, and how to find it with more precision and understanding. Here are few ideas that might be helpful. Colorado State University offers a **useful** [**guide to reading on the web**](https://writing.colostate.edu/guides/guide.cfm?guideid=33). The following list includes some of the CSU strategies to strengthen reading comprehension:

* Synthesize online reading into meaningful chunks of information. Use summarizing and reviewing techniques to put a text’s ideas into your own words.
* Scan a page, as opposed to reading every word. Using your eye to sift through key words and phrases allows you to focus on what is important.
* Avoid distractions as much as necessary. [Readability](https://www.readability.com/) is one tool that can make this possible. Advertising-blocking tools are another effective way to reduce unnecessary, and unwanted, content from a web page.
* Understand the value of a hyperlink before you click the link. This means reading the destination of the link itself. It is easier if the creator of the page puts the hyperlink into context, but if that is not the case, then you have to make a judgment about the value, safety, and validity of the link.

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### Built-In Practice: Reading Online

Choose an online article from The Conversation online magazine: <https://theconversation.com/us>

1. How might you evaluate the information in the article that you’re going to read?
2. What hyperlinks, images, audio, and video are part of the article?
3. As you start reading, what hyperlinks or video might take you to another article entirely?
4. How do you interact with the reading, such as click on a video or an image or listen to audio?
5. How could you summarize this article or break it into chunks?
6. Can you block any of the advertisements?
7. What decisions might you make before clicking on a hyperlink and heading over to another article or video?

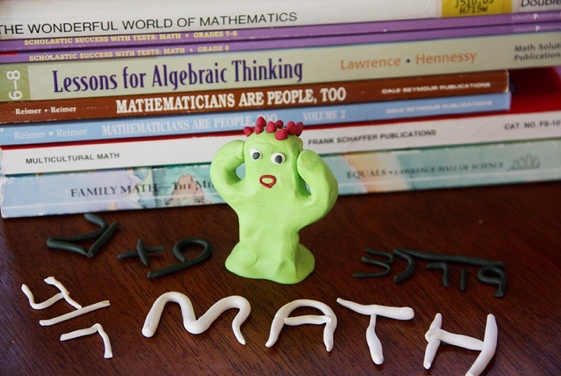
## Strategy: Reading Effectively in Math

Math text typically alternates passages of explanation in English with pieces of mathematics such as example problems.

When reading explanatory material in a math text…

* Read every word, one word at a time. You can’t catch the “drift” by skimming
* Every word counts (even 2-letter ones)

When looking at mathematics (equations and numerical expressions)…

* See how each line follows from the line before
* Read any written explanations the author gives you
* Know where each line comes from before going on
* Do not skip steps!
* Read with pencil and paper in hand
* Try to work out each line for yourself, step by step
* Go over problems that the author has worked out in detail

How to work a solved problem in the textbook

1. Work through the problem one step at a time
2. Close the book and try to work it again on your own
3. Repeat until you can reproduce the solution with the book closed
4. Try not to memorize the solution
5. Keep track of “what to do” to move from each line to the next
6. It’s okay if your version has more lines than the author’s (it may take you two or three steps to accomplish what the author does in one). This is a good sign that you’re thinking for yourself!

Math texts with visual illustrations

Spend time studying any pictures. Every line and symbol is there for a specific reason. Take the time to understand the picture thoroughly—in detail. Pay special attention to graphs and charts (they convey lots of information in a small space).

The bottom line is to **go slow** when reading math text. It’s not a race to see how fast you finish, but how much you understand.

So be patient, remember that “slow is fast,” and enjoy math reading!

Annotation is essential to reading any subject matter in school or work.  While reading slowly and thoroughly make certain to annotated your thoughts, questions, and/or answers either in the margins or insert a piece of notepaper to the text in that section.

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### Built-In Practice: Reading Effectively in Math

Use the above strategies to read the following Math exercises.

1. A real estate agent received a 6% commission on the selling price of a house. If his commission was $8,880, what was the selling price of the house?

2. An electric motor makes 3,000 revolutions per minute. How many degrees does it rotate in one second?

1a. 6% x = 8,880 : x = selling price of house. x = $148,000 : solve for x.

2a. 3000 revolutions / minute = 3000×360 degrees / 60 seconds = 18,000 degrees / second

<https://www.analyzemath.com/high_school_math/grade_10/problems.html>

## Strategy: Reading Effectively in the Social Sciences

**How to work through long reading assignments**

Faced with a long list of readings in any social science field, you need to learn to read extensively as well as intensively; it is rarely practical to read everything word for word and line for line. Although close textual reading and interpretation is part of social science tradition, it is often not possible, especially for introductory and intermediate level survey courses. Instead of trying to read every line and word, consider the following suggestions for more efficient and effective course reading.

**Organize reading over the weeks and months.**

Look over the material to be covered (syllabus and tables of contents in assigned books). Estimate the amount of reading for the semester and try to divide the work on a weekly basis. Try to keep your work and pace steady. It will become less burdensome and easier to manage.

**Begin any reading assignment by reading the abstract, preface, introductions, and conclusions.**

These are often the most important parts of any text because the author often signals his or her major themes and arguments. It is necessary, however, to look over, sometimes very carefully and completely, the central portions of the text to identify the evidence provided for the major themes/ theses. Often, the topic (first) sentences of paragraphs provide the links in the author’s argument.

Pre-reading (of a book or article):

1. Look at the title page and the preface
2. Study the table of contents to obtain a general sense of a book’s structure
3. Check the index
4. Skim the summary statements in the opening and closing paragraphs.
5. What do you already know? What do you consider the essential points and key explanatory factors?

**Mechanics of reading and note taking**

Find the main ideas and most important supporting points. Annotate to make connections on post-its or separate piece of paper. When you have completed a once through the text, go back and take notes in outline form, by paraphrasing sentences or paragraphs until you have reduced the many pages of text to a few pages. *Do not rely on underlining. Do not rely on highlighting. This is insufficient.*

**Analytical reading**

1. Classify the book or article according to kind and subject matter. Into what genre does that work fit? What is the book about?
2. Number the major parts in their order and relations. Outline these as you have outlined the whole.
3. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
4. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance.
5. What are the concepts and variables used? Become familiar with the author by defining key words. Know the details of the argument. In the example above: what is social structure? What is meant by deviance? Do structural theorists/ writers assume the reader knows what is meant by social structure? Do you need to find out what this means in order to understand the reading?
6. How does the author’s argument/ position compare with that of others who address the same question or related questions? Where are the points of similarity and difference
7. What value judgments does the author make? What values does the author assume readers will share? What assumptions does the author make that may be contestable?
8. What is the author’s methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author’s arguments by finding them in, or constructing them out of, sequences of sentences.
9. Determine which of the problems the author has solved and which she has not. Of those not solved, decide which the author knows she has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the evidence (both that presented by the author and other evidence in the field) support the argument?

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### Built-In Practice: Reading Effectively in The Social Sciences

<https://www.mdpi.com/2076-0760/9/5/87/htm>

#### Covid-19 and Women’s Triple Burden: Vignettes from Sri Lanka, Malaysia, Vietnam and Australia

by Helen Jaqueline McLaren, Karen Rosalind Wong, Kieu Nga Nguyen, andKomalee Nadeeka Damayanthi Mahamadachchi

1. Classify the article according to kind and subject matter. Into what genre does that work fit? What is the reading material about?
2. Number the major parts in their order and relations. Outline these as you have outlined the whole.
3. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
4. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance.
5. What are the concepts and variables used? Become familiar with the author by defining key words. Know the details of the argument. In the example above: what is social structure? What is meant by deviance? Do structural theorists/ writers assume the reader knows what is meant by social structure? Do you need to find out what this means in order to understand the reading?
6. How does the author’s argument/ position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
7. What value judgments does the author make? What values does the author assume readers will share? What assumptions does the author make that may be contestable?
8. What is the author’s methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author’s arguments by finding them in, or constructing them out of, sequences of sentences.
9. Determine which of the problems the author has solved and which she has not. Of those not solved, decide which the author knows she has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the evidence (both that presented by the author and other evidence in the field) support the argument?

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## Strategy: Reading Effectively in the Sciences

**Explore Your Science Textbook**

**Explore the Textbook.** Go over the course outline, the table of contents, and compare the two. In addition, explore the Lab manual. Go over the course outline or lab sheet, go over the table of contents, and compare the two. This process helps you to develop a base understanding for how the material is organized. This is key to understanding the course contents.

**Explore Your Assignments.** You benefit from knowing what you’re required to learn. Read the introduction of your assigned chapter and connect it with previous chapters or your prior knowledge of the topic. It is important to read the headings, subheadings, summary, and review questions. Remember that most science texts contain review questions; use them to guide you readings.

**Look Over** the pictures, tables, diagrams, photographs, and other images. Sometimes those elements are easier to understand than the words.

**Check The Vocabulary**

**L**earn basic scientific root, prefixes and suffixes; use glossary and indexes; use context clues contain in the paragraphs; and as last resort, use a dictionary or encyclopedia to understand and develop scientific concepts or vocabulary.

**Analyze For Comprehension.**

Remember that scientific texts usually follow the same writing patterns. Once you can recognize and analyze them, your comprehension will increase.

**The Classification Pattern:** used by scientists to group and sub-group various things, objects, or areas. For example, a scientist who wishes to discuss the structure of a plant may break his topic into various subheadings as roots, stems, leaves, or flowers. Recognizing these structural parts in order of importance or position is essential to good comprehension and note taking.

**The Process Description Pattern:** what the process is and how the process works. You need to understand what the description pattern is about. Is it about the process? or how the process works?

**The Factual-Statement Pattern:** facts are usually used in defining things, in comparing or contrasting things, and in citing examples or illustrations. In science, the word “fact” has a more exacting meaning that other areas.

**The Problem-Solving Pattern:** usually found in passages from science texts which describe or recount past scientific problems, or scientific discoveries made through experimentation. When you’re confronted with the problem solving pattern, use the following questions to help you understand and analyze the passages.

* What is the question or problem?
* How was the question answered?
* How do we know it was answered?

In addition, application of these questions can help you to separate the major and minor points.

**Experiment-Instruction Pattern:** to understand this pattern and to make sure that you follow the instructions exactly, use the following questions.

* What is the purpose of the experiment?
* What equipment is needed?
* What, in order, are the basic steps involved?
* What are the results?

Usually you must alternate between the reading matter and the experimental tool, so have the questions firmly in mind before attempting the experiment. In addition, use the questions when you have been given an assignment from your lab manual.

**The Combination Pattern:** not all science texts follow one pattern. Sometimes the writer may use a combination of patterns. For instance, a reading passage may begin with factual statement of definition, move to classifying the components or parts of the term being classified, and end up discussing a process. An awareness of all patterns is needed in this case to aid in distinguishing the main ideas and supporting details in the various pattern used.

**Taking Notes** is important for several reasons:

* it helps you keep your mind on what you are reading,
* paying close attention as you read will result in longer retention if you connect it to what you already know,
* good notes are helpful for review,
* if you mark correctly, not only will you connect the author’s ideas with your own, but you will also have a record of your thoughts and reactions.

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### Built-In Practice: Reading Effectively in The Sciences

To practice reading in the Sciences, click on the following link:

<https://courses.lumenlearning.com/wm-nmbiology1/chapter/reading-the-diversity-of-life/>

Use the above strategies to read the “The Diversity of Life”.

* Look over the pictures and graphs.
* Check the vocabulary.
* Determine the writing pattern.
* Finally, take notes.

## Strategy: Reading Charts and Graphs

Visual data is meant to be “read,” just like text on a page. Images with data often contain crucial information that isn’t available elsewhere in a text.

Ask these questions when you encounter visual data in your reading:

1. **What is the topic?**
   1. look for the title and reword it in your own words
2. **What is being measured?**
   1. look for labels to get an idea of what the graph is saying
3. **How is it being measured?**
   1. look for units
   2. ask yourself if the units make sense with what you know about the graph so far
4. **Is color-coding use and if so, how?**
   1. color-coding is often used to add additional information to a graph without taking up extra space
   2. check for a key that explains the color coding
5. **Can I summarize this information in my own words?**
   1. look for a trend or a piece of information that you find interesting and mentally form a sentence about it
   2. if you are struggling with this step, don’t get frustrated or give up–start over from Step 1. Each time you investigate the graph you are building up your knowledge and understanding of the information.

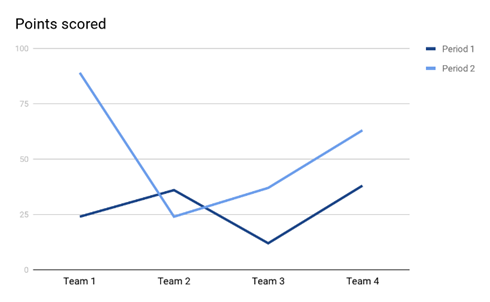
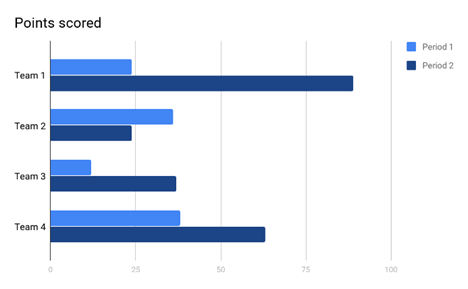
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### Built-In Practice: Reading Charts and Graphs

Answer questions about the following graphs.

**Basketball Scores**



1. **What is the topic?**
2. **What is being measured?**
3. **How is it being measured?**
4. **Is color-coding used and if so, how?**
5. **Can I summarize this information in my own words?**

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## Strategy: Test-taking

Tests and assessments are an integral part of the education system.  Tests vary in format from multiple-choice, matching and identification, short answer, and show your knowledge, and essay.  For each of the listed formats, a strategy needs to be employed in order to eliminate anxiety and increase test scores.

Primarily the most important strategy for test-taking is in-class attendance.  A majority of test questions and answers will be addressed through classroom lectures, discussions, and notes.  The next factor is your note-taking ability.  Note-taking during class and through assignments will allow a more organized manner to assess the information that is vital to the subject materials.  Third on the list diet and hydration.  Studies have shown that to have optimal cognitive capabilities the human brain requires proper hydration and sustenance.  This means that before you take a test eat an appropriate meal and drink an adequate amount of water (not energy drinks, soda, etc.).  Lastly is to have an appropriate amount of sleep/rest.  Staying up late and cramming is counterproductive to doing well on an exam.  When a person is well-rested, they have lower anxiety and are able to recall information without added distractions.

* **Multiple choice** is common in standardized tests for all subjects.  The most important strategy is to eliminate the obviously wrong answers.  If the elimination has not made the correct answer clear, make a notation and proceed to the next question.  After completion of the multiple-choice portion go back and see if other questions have aided in answering the passed over questions.  If all else fails to give your best guess to the question after you reread it.
* **Matching and Identification** use a similar strategy to multiple-choice, start with the known, and work through the unknown.  Look for hints from earlier or later parts of the test to assist in answering this style of questions.
* **Short answer and Show your knowledge** test questions test your ability to recall information from the materials covered in class or assigned as work.  These are directly related to your ability to take precise notes and to recall pertinent information.  Most of these styles of questions may have a point value associated with them, these are giveaways to the amount of information that your instructor is looking for in the answer.
* **Essay questions** require the student to organize and present their information to address the question asked.  Read the question or prompt thoroughly, look for clues to aid in creating a graphic organizer to focus your writing.  Adhere to the paragraph structure model: Hook (Introduction), Body, and Conclusion.  If you create a clear outline and adhere to it, you should be able to answer the question in a clear and concise manner.

An excellent resource to check further test-taking strategies and best practices can be found here:<http://www.pstcc.edu/counseling/_files/pdf/test-taking-hints2.pdf>

### Built-In Practice: Test Taking

<https://www.testprepreview.com/common-core-test-prep.htm>

<https://www.test-guide.com/free-act-practice-tests.html>

## Strategy: using a Thesaurus

<https://www.amazon.com/BLT-Robotics-Thesaurus-Rex/dp/B01EDTE3G0>

**What is a thesaurus and why should you use one?**

One of the major factors in writing a paper is to avoid repetition or redundancy.  Using the same word or phrase repeatedly in a paper detracts from the flow, voice, and professionalism of the writing.  Almost every writing program has a built-in tool to assist, aid, help, support, or contribute in completed any written work. In Google Docs by highlighting the word of choice, ctrl+shift+y will bring up the dictionary, which will provide a definition and synonyms for the word.   To use the thesaurus in Word, highlight the word and right-click to bring up the options drop-down menu, and synonyms is an option to show you other options for the word.  If you are using a different program aside from the two listed another option is to use your preferred search engine and the term and synonym will provide a list of alternative terms, use the website<https://www.thesaurus.com/>.

**Best Practice**

Generally, an uncommon term or phrase should be used no more than 2-3 times in an essay.  If you notice this in your writing or in a peer’s writing, notate and suggest the use of a thesaurus to improve the quality of the writing.

### Built-In Practice: Using a Thesaurus

Below are 10 terms commonly used in academic courses that would benefit from a thesaurus, please find 3 synonyms per term using one of the thesaurus options.

**Evaluate**

**Analyze**

**Summarization**

**Academia**

**Relegate**

**Diction**

**Verbiage**

**Indenture**

**Ethos**

**Relevance**

## Strategy: Writing Summaries

**Process and Hints to Summary Writing**

One major challenge with summary writing is deciding what to include and what to leave out. A bit of instruction on the process to follow, along with useful techniques, will have you writing expert summaries in no time.

1. Read the text for understanding, without editing. Make sure you understand the content, including major and minor sections, as well as the overlying message being conveyed. Look closely at topic sentences and key words repeated throughout.
2. Read through the material and cross out non-vital information. Underline what you believe to be the most important points, even if those points are words or phrases.
3. Write your summary in your own words.
4. Begin your summary with the type of work, title, author, and any other pertinent information
5. Use the present tense
6. Follow both the organization (follow the same order of the original text) of the original as well as its tone, though you need to make sure your own point of view is purely objective (reporting content of the text, only).
7. Opinions should not appear in a summary. Any words or phrases from the original need to be properly documented and punctuated.
8. Do not include anything that *doesn’t* appear in the original version
9. Your summary should be 15 to 20% the length of the original.
10. Be sure to go back when you’ve finished your summary and compare it to the original for accuracy.

**Effective and Ineffective Summaries**

**ORIGINAL TEXT**

“For nearly 1,400 years Islam, though diverse in sectarian practice and ethnic tradition, has provided a unifying faith for peoples stretching from the Atlantic to the Indian Ocean and beyond. Starting in the 1500s, Western ascendancy, which culminated in colonization, eroded once glorious Muslim empires and reduced the influence of Islam. After the breakup of the Ottoman Empire following World War I and the decline of European colonial empires following World War II, Muslim nations adopted Western ideologies–communism, socialism, secular nationalism, and capitalism. Yet most Muslims remained poor and powerless. Their governments, secular regimes often backed by the West, were corrupt and repressive” (Belt 78).

Belt, Don. “The World of Islam.” *National Geographic.* January 2002: 76-85. Print.

**POORLY-WRITTEN SUMMARY**

Despite Western-style governments, Muslim countries are mired in deep poverty and radical governments. This despite the fact that the religion has existed for several centuries. European colonization ruined the Islamic religion for a long time. You would find it hard to imagine how many Muslims there really are out there.

**Analysis**

This summary...

* does not follow the order of information found in the original
* the phrase “several centuries” minimizes the historic significance of the religion
* sentence-level problems like “mired,” “you would,” and “out there” change the formal tone of the original to a biased, informal representation
* it is approximately half the length of the original, which is too long
* no credit is given to the original source

**WELL-WRITTEN SUMMARY**

For almost 1,500 years, Islam has united people globally. Western interference, through colonization and political ideologies, has not improved Muslims’ lives (Belt 78).

**Analysis**

This summary...

* follows the order of the original
* maintains the original tone
* is approximately 20% of the original’s length
* is properly documented and punctuated

### Built-In Practice: Writing Summaries

Try your hand at summarizing the following passages.

**PRACTICE PARAGRAPH 1**

“In 1925 the land aristocracy of Germany owned most of the large estates which occupied 20.2 per cent of the arable land of the country. They had 40 per cent of the land east of the Elbe River. All told, these large estates constituted but 0.4 per cent of the total number of landholdings in Germany. At the base of the pyramid were those who occupied small holdings: 59.4 per cent of the total holdings of Germany accounted for only 6.2 per cent of the arable land” (Lasswell 17).

Lasswell, Harold. *Politics: Who Gets What, When, How*. New York: Meridian Books, Inc. 1960. Print.

**Type your summary in the space provided.**

**PRACTICE PARAGRAPH 2**

“The Indian tribes of North and South America do not contain all the blood groups that are found in populations elsewhere. A fascinating glimpse into their ancestry is opened by this unexpected biological quirk. For the blood groups are inherited in such a way that, over a whole population, they provide some genetic record of the past. The total absence of blood group A from a population implies, with virtual certainty, that there was no blood group A in its ancestry; and similarly with blood group B. And this is in fact the state of affairs in America” (Bronowski 92).

Bronowski, J. *The Ascent of Man*. Boston: Little Brown and Company, 1973. Print.

**Type your summary in the space provided.**

**PRACTICE PARAGRAPH 3**

“A solenoid is an electrically energized coil that forms an electromagnet capable of performing mechanical functions. The term ‘solenoid’ is derived from the word ‘sole’ which in reference to electrical equipment means ‘a part of,’ or ‘contained inside, or with, other electrical equipment.’ The Greek word solenoides means ‘Channel,’ or ‘shaped like a pipe.’ A simple plunger-type solenoid consists of a coil of wire attached to an electrical source, and an iron rod, or plunger, that passes in and out of the coil along the axis of the spiral. A return spring holds the rod outside the coil when the current is deenergized, as shown in figure 1” (Lannon 432).

Lannon, John. *Technical Communication*. New York: Longman, 2000. Print.

**Type your summary in the space provided.**

CC LICENSED CONTENT, ORIGINAL Revision and Adaptation. Provided by: Lumen Learning. License: [*CC BY-NC: Attribution-NonCommercial*](https://creativecommons.org/licenses/by-nc/4.0/)CC LICENSED CONTENT, SHARED PREVIOUSLY Summary Writing. Authored by: David Wehmeyer. Provided by: Wisc-Online. Located at: <https://www.wisc-online.com/learn/humanities/literature/trg2603/summary-writing>. License: [*CC BY-NC: Attribution-NonCommercial*](https://creativecommons.org/licenses/by-nc/4.0/)

### Built In Practice 2: Additional Summary Paragraphs for Practice

*Summarize the following paragraph:*

By and large Yosemite has been preserved as though it were a painting. The boundaries of the park are the gilt frame around a masterpiece, and within the frame we are urged to take only pictures, leave only footprints. There are enormously important reasons to do so—there are too many people coming to the park to do it any other way—and yet I cannot help feeling something is sadly missing from this experience of nature. Looking is a fine thing to do to pictures, but hardly an adequate way to live in the world. It is nature as a place in which we do not belong, a place in which we do not live, in which we are intruders. A tourist is by definition an outsider, a person who does not belong, a stranger in paradise.

Solnit, Rebecca. Savage Dreams: A Journey into the Landscape Wars of the American West.   
 Berkeley: University of California Press, 1999. Print.

*Interactive* summarizing activity #1 from the Excelsior Online Writing Lab: Summarizing Reference Guide: <https://owl.excelsior.edu/orc/what-to-do-after-reading/summarizing/summarizing-activity-1/>

*Interactive* summarizing activity #2 from the Excelsior Online Writing Lab: Summarizing Reference Guide: <https://owl.excelsior.edu/orc/what-to-do-after-reading/summarizing/summarizing-activity-2/>

*Interactive* summarizing activity #3 from the Excelsior Online Writing Lab: Summarizing Reference Guide: <https://owl.excelsior.edu/orc/what-to-do-after-reading/summarizing/summarizing-activity-3/>

An additional helpful OER resource for summarizing: From Excelsior Online Writing Lab: Summarizing Reference Guide: https://owl.excelsior.edu/wp-content/uploads/sites/2/2017/03/Summarizing2019.pdf

## Strategy: Writing a Summary Response

A summary response summarizes the main ideas of an author’s work and also responds to the author’s essay by critiquing or evaluating the ideas presented. Note that there is an appropriate time for opinion, evaluation, and summary; take a closer look at some of the best practices in structuring your summary response.

**Topic Paragraph:**

* Somewhere near the beginning of your essay include the full name of the text and author that is being discussed. Situate the issue with any relevant context or background information that might be necessary.
* Include necessary background or contextual information about the *author*. Consider profession, culture, education, and so forth. Additionally, describe the author’s perspective on the issues at hand and consider the “why.”
* Craft your thesis statement. In it, sum up what the author claims and include your opinion regarding the argument or perspective.

**Subsequent Paragraphs: The Summary**

* Lay out the author’s perspective(s). Present the facts of the author’s argument. *\*Note--Within the summary paragraph, this is not the time to include your own opinions.*
* Discuss the context of the issue and explain the author’s overall perspective.
* Present the major points in the order that the author made them.
* Be sure to include the author’s concluding point(s) and any actions or recommendations that are relevant to the text.

**Subsequent Paragraphs: The Response**

Following the summary, you have the opportunity to respond, evaluate, and critique.

* Briefly recap the author’s main points and perspectives. Then, include your own perspective on the issues at hand and explain *why* that is.
* Include specific supporting examples and textual references to support your perspectives.

Loyola University Chicago Writing Center. (2017). How To Write A Summary Response Essay. Retrieved June 24, 2019, from <https://www.luc.edu/media/lucedu/writing/lucwcowls/How> to Write a Summary Response Essay.pdf

The Writing Studio at Colorado State University. (2019). Writing Effective Summary and Response Essays. Retrieved June 24, 2019 from <https://writing.colostate.edu/guides/teaching/rst/pop5i.cfm>

## Strategy: Writing a Journal

Many instructors use journal writing as a way for students to interact with course material, to make connections, to ask questions, and to encourage further thinking. Below are a few best practices when it comes to journal writing:

* Write in complete sentences
* Use specific examples to show and explain *why*
* Use both course material and your own personal experiences to further elaborate
* Do not simply summarize. Ask probing questions. Discuss your perspectives.
* Use your journal space as a place to further elaborate on any research you are doing.

### Built-in Practice: Writing a Journal

Use the space below to reflect on your learning in this class. What have you learned? What has been helpful? What mistakes are you learning from? What would you like to learn more about? What would you like to do differently as you move forward?

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## Strategy: Double-Entry Journal

This form of journaling is especially helpful for research, writing, preparing for discussion, or debate. It is usually done on a piece of notebook paper. To give you a visual, it looks like the following:

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| **Specific Textual References** | **Your perspective** |
| *Use this left column for specific places in the text: direct quotes—with citations—paraphrases, or even summaries.* | *Use the right-hand column for your own response and perspective. This right side could also be used for restating quotes, applying them to your issue at hand, responding to the text, agreeing or disagreeing with the idea, and so forth.* |

The double-entry journal is an effective way to build paragraphs, to develop your perspective, to provide credibility to your ideas, and to prepare for the task.

### Built-In Strategy: Double Entry Journal

Read through the following article written by Research Fellow, Center for Philosophy and History of Science, Boston University’s Lee McIntyre “Everyday ethics: Should I be taking unemployment insurance?” <https://theconversation.com/everyday-ethics-should-i-be-taking-unemployment-insurance-138776>

Based on McIntyre’s article, complete ***at least two*** specific and separate entries using the following double-entry journal format:

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| --- | --- |
| Specific Textual References | Your perspective |
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## Strategy: Writing Online Discussions Posts

Online discussions are a common way for students and instructors to interact with course content, ideas, and lessons. How does one write an effective discussion post, though? The trick is to write thoughtful responses and to engage in meaningful discussion with your classmates.

**Writing an Online Discussion Post**:

The bullet points below are some tips and advice when it comes to *writing* your next post:

* **Read the prompt carefully.** Before you write, there are a few details to note. Jonson & Wales College of Online Education recommends the tips below regarding the task of reading the prompt carefully:
  + **Purpose**: What question or required reading are you being asked to respond to?
  + **Particulars**: What is the word limit? When is the due date and time? What sources are you expected to draw on?
  + **Response type**: Are you being asked to reflect on personal experience, determine a solution to a problem, compare two ideas, or make an argument?
  + **Formatting**: What formatting has your instructor requested?
* **Expectations**: How will your discussion post be assessed?
* **State your perspective & use course material for support**. Think of the task at hand and form a clear perspective/thesis/argument about it. What is your perspective? What is your stance? What are your specific thoughts about the topic? Pick a relevant question to ask yourself about the topic, answer it, and then be ready to explain why. As you discuss the “why,” use evidence from course material for support.
* **Make it applicable.** As you discuss your ideas and connect it to course material, be sure and make the topic relevant. Can you relate anything to your life now? Is there a way for your classmates to apply the topic at hand to their lives? Find a way to include a personal or professional experience as part of the conversation. Make the topic appeal and apply to real life.
* **Continue the conversation**. One goal of an online discussion is to encourage and continue the conversation. Invite others to interact with your post. Offer open-ended questions to your classmates, seek clarity, encourage new ideas, or inquire about further information from them.
* **Write a specific title.** Don’t forget a title for your post. Use a clear and specific title with key words from the assignment topic to show your overall perspective.

Johnson & Wales University College of Online Education (2018). How to Write A Strong  
 Discussion Post. Retrieved June 24, 2019 from <https://online.jwu.edu/blog/how-write-strong> -discussion-post-infographic  
University of Waterloo: Centre For Teaching Excellence  
Online Discussions: Tips for Students: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students> This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](http://creativecommons.org/licenses/by-nc/4.0/).

**Responding to an Online Discussion Post:**

Okay, so you’ve written your discussion post, but many instructors require students to respond to other classmate’s posts, too. What might a discussion post *response* look like? Take a peek at these recommendations:

* Continue the discussion. **“Yes, and...”** Discussion posts and responses are with the hope that students engage in a productive conversation about a particular issue or idea. Responding with “I like your post. This was really great. Good job.” are not the most constructive. You can do better.
* Respectfully disagreeing is an option. **“No, because...”** Show an appreciation for the writer’s perspective. Include your own and explain your points. Perhaps finish your response post with a question for the writer to probe further thinking.  
  \**For specific examples of respectfully disagreeing with a discussion post, take a look at the Responding Thoughtfully online forum from the Writing Commons link.*
* Agreeing with and expanding upon a post is also a response option. **“Yes, but...”** Open up discussion, explain your points and perspective, and then add another idea to keep the conversation going.

\**For specific examples of agreeing with and expanding upon a discussion post, take a look at the Responding Thoughtfully online forum from the Writing Commons link.*

Writing Commons Open Text (2017). Online Forums: Responding Thoughtfully. Retrieved June  
 24, 2019 from <https://writingcommons.org/open-text/new-media/online-forums/651-online-> forums-responding-thoughtfully

### Built-In Practice: Online Discussion Forum

This practice activity has two parts.

First, respond to the following prompt. Read the prompt carefully.

**Prompt: Many Disney movies use stereotypes for their characters. Describe at least two and argue for and against this practice. Your discussion post should be at least 250 words.**

* What question or required reading are you being asked to respond to?
* What is the word limit? What sources are you expected to draw on?
* Make an argument
* What is your perspective? What is your stance?
* Make it applicable.
* Continue the conversation.
* Write a specific title..

Once you’ve written your post, ask another student to respond. (Make sure you respond to another student’s post as well.)

* Continue the discussion (“Yes, and...”)
* Respectfully disagreeing is an option (“No, because...”)
* Agreeing with and **expanding** upon a post is also a response option (“Yes, and...”; ‘Yes, but...”)

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## Strategy: Citing Sources

*What does it mean to “cite a source?”*  
Citing a source is a way to properly acknowledge that you took words, information, and ideas from another place. Citing is a way to identify the work of others and to give credit to the original source of information. It can be done within the body of a text as well as at the end in a reference or works cited page.

*WHY do I have to cite my sources?*

* It gives credit to the authors of the sources you used
* It strengthens your position as a writer and researcher by gathering credible outside support for your ideas
* It enables your reader to locate your sources
* It shows your credibility by demonstrating the accuracy and reliability of your information
* It helps you to avoid plagiarism

*How do I cite my sources?*

Depending on the course you are taking, each may require a different citation format. APA format is one that is commonly used in Comp. II and in many of the sciences and social sciences. Because of its frequent use, let’s take a closer look at citing sources in APA format.

**Basic *in-text* citation in APA format**:

After a direct quote in text, put the author’s last name, year of publication, and page number in parenthesis. (Smith, 2018, p. 32).

Example: “….*direct quote*….” (Smith, 2018, p. 32).

**Putting a quote inside a paragraph:**

From the section above, you can see the basic information needed to cite a source in text. Now, though, you’ll need to fit in the direct quotes and source information seamlessly inside your paragraphs. Rather than throw the quote in wherever, leave it there, and move on, a few things need to be done.

**Introduce the quote** (explain the who, where, when, etc.).

Set up the quote and introduce the source using some of the initial who, where, when questions. Here are a few examples:

* According to [author’s last name; name of journal; name of a study] “………….”
* \_\_\_\_\_\_\_\_\_\_ states that \_\_\_\_\_\_\_\_\_\_\_\_\_
* In an article entitled \_\_\_\_\_\_\_\_, by \_\_\_\_\_\_\_\_ it is discussed that \_\_\_\_\_\_\_\_\_

**Insert the quote/paraphrase *and* the source citation**.

· “Our purpose is to examine what we know about the overall structure of intervention sessions” (Caldwell, 2013, p. 29).

· Caldwell (2013) acknowledges, “our purpose is to examine what we know about the overall structure of intervention sessions (p. 29).

**Restate the quote and its ideas, apply it, respond to it, continue the discussion, and so forth.**

Many people forget this last part. What does the information mean? How does it fit in with your perspective/point/argument? How can you apply it to other related ideas? Think about some of these questions and pick an appropriate way to end and to wrap up the quote and its ideas.

For additional information on citing sources, take a look at the following resource: Excelsior Online Writing Lab: <https://www.oercommons.org/courses/citation-documentation/view>

## Strategy: Documenting Sources at the End of Your Paper

Every cited source from your essay should appear in your References page, which comes at the end of the essay.

The References page must conform to the following rules:

* Begin on a separate page at the end of your essay, using the same format as your essay (i.e., one-inch margins, running head, and page number).
* Entries in your list of references should be alphabetized by the authors’ last names. Use the title, if a work does not have an author.
* Center the word References at the top of the page.
* Double-space all references.

Single Author

**Elements**: Author’s last name, Author’s first and middle initials. (Year of publication). *Title italicized*. Place of publication: Publisher.

Larson, M. S. (1977). *The rise of professionalism*. Berkeley, CA: University of California Press.

Multiple Authors (two to seven)

List up to seven authors by their last names followed by initials. Use an ampersand (&) before the last author.

Rivano, N. S., Hoson, A., & Stallings, B. (2001). *Regional integration and economic development*. New York, NY: Palgrave.

Online Book

**Elements:** Author’s last name, Author’s first and middle initials, & Last names and initials of other authors, if any. (Year of publication). *Title of the book italicized*. Retrieved from URL to the full text ebook or to the distributor’s homepage

Austen, J. (1813). *Pride and prejudice*. Retrieved from <http://www.gutenberg.org/ebooks/1342>

Journal Articles with Digital Object Identifier (DOI) Assigned to Some Articles

**Elements:** Author’s last name, Author’s first and middle initials, & Last names and initials of other authors, if any. (Year). Title of article. *Title of Journal italicized, Volume number italicized*(Issue number if non-consecutive pagination), Page numbers. doi: xxxxxxxxxxxx

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*(2), 225-229. doi: 10.1037/027806133.24.2.225

Article without DOI

**Elements:** Author’s last name, Author’s first and middle initials, & Last names and initials of other authors, if any. (Year). Title of article. *Title of Journal italicized, volume number italicized*(Issue number if non-consecutive pagination), Page numbers. Retrieved from URL to the journal’s homepage

Kelley, H. & Betsalel, K. (2004). Mind's fire: Language, power, and representations of stroke. *Anthropology & Humanism, 29*(2), 104-116. Retrieved from <http://www.onlinelibrary.wiley.com/journal/10.1111/&28ISSN%291548-1409>

Web Page

**Elements:** Author (person or organization). (Year published or updated). *Title of web page italicized*. Retrieved from URL

Boyd, V. (2012). *About Zora Neale Hurston*. Retrieved from <http://zoranealehurston.com/about/>

**NOTE:** If the above example had no author or date, the title of the web page would be moved to the front, and (n.d.) should be used to reflect that no date is available.

*About Zora Neale Hurston*. (n.d.). Retrieved from <http://zoranealehurston.com/about>

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### Built-In Practice: Documenting Sources at the End of Your Paper

Practice documenting sources by creating either a “Reference List” in APA style, <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

Or a “Works Cited” page in MLA Format <https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html>

**Magazine**

Title of article: Left-handed Monkey Wrenchs and assorted Bilge

Title of the magazine:  Grote

Name of author:  Amanda Huganess

Page Numbers:  45, 47, 89-91

Date; July 5, 1965

**Book**

Title:  Why Tent Stretchers are Useful Things

Publisher:  Shovel and Wader Inc.

Place: Backwater, Minnesota

Author: Rohls Canardly

Date:  1890

**Book**

Title:  Muffler Belts and Carbatooters:  Imaginings of Youth

Editor:  Elrod Elwanger

Place:  A strange and mystic land far to the east (New York & San Francisco)

Date:  1969

Publisher:  Groovy Printers

**Website**

Title: How To Use Skyhooks- Advanced Trad and Big Wall Climbing

URL:<https://www.vdiffclimbing.com/hook/>

Date updated: February 21 2018

Date accessed: December 5 2019

Editor: VDiff

**Film**

Title: Free Solo

Year: 2018

Directors: Jimmy Chin, Elizabeth Chai Vasarhelyi.

Stars: Alex Honnold, Tommy Caldwell, Jimmy Chin.

Production Company: Little Monsters Films

## Strategy: Business Writing Best Practices

**Audience**:

An audience in business writing is about the individual or group of people whom the writer seeks to address. It is a critical consideration in planning, writing, and reviewing a document. It is important to identify your readers’ characteristics, interests, and expectations before making decisions about what to write. Considering audience allows you to adapt your writing to meet the needs, interests, and background of your intended readers.   
Think about your audience of readers for any given assignment and consider these anticipated audience analysis topics:

* **Background**: knowledge, experience, training. How much experience, training, and knowledge do you expect of your readers? Knowing this will allow you to make choices about your writing and the content of your message.
* **Needs and Interests:** As part of this planning-to-write phase, think about what your audience is going to expect from your message. How will they want to use your document and how will they respond?

**Tone**:

Tone in business writing has a lot to do with the attitude toward the potential reader as well as the subject of the message. The tone of a message reflects the writer and ultimately impacts how the reader will perceive the message. In most cases, business communication should work toward a confident, courteous, and sincere tone.

* Use active voice
* Use nondiscriminatory language
* Stress the benefits for the reader
* Write at an appropriate level of difficulty

**Purpose**:

Every piece of business-like communication has some sort of purpose. It could be to inquire, to change something, to inform, and so forth. In order to write the message, you should definitely know the purpose of it. What do you want your message to do? What do you want your audience to do?

BC Campus: <https://pressbooks.bccampus.ca/arley/chapter/ch-3-context-audience-purpose/> This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](http://creativecommons.org/licenses/by-nc/4.0/). Purdue University: Purdue Online Writing Lab (2019). Tone in Business Writing. Retrieved June 24, 2019 from https://owl.purdue.edu/owl/subject\_specific\_writing/professional\_technical\_writing/tone\_in\_ business\_writing.html

The University of Hawaii: <http://pressbooks-dev.oer.hawaii.edu/cmchang/chapter/17-1-purpose-audience-tone-and-content/>

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## Strategy: Email Correspondence

**Email Basics**

*Every email has a* ***subject line****, at least one* ***recipient****, and* ***content****. Here are some other things you should know about email:*

Emails can include multiple recipients. Recipient addresses can be placed in one of three fields.

* + TO: This field is for your intended audience.
  + CC: Short for "Carbon Copy", this field is for sending a copy of the message.
  + BCC: Short for "Blind Carbon Copy", this field is for sending a copy of the message without other recipient's knowledge.

Using the "Reply" is not the same as "Reply All". If you want only the original sender of a message to receive your reply, use the "Reply" button. If you want all recipients to see your reply as well, use "Reply All" to include everyone in your reply.

[*http://www.oercommons.org/courses/technology-tools-q1/view*](http://www.oercommons.org/courses/technology-tools-q1/view)

Other Email Tidbits:

* **No CAPS**. DO NOT TYPE IN ALL CAPITAL LETTERS. It is like yelling in type.
* **Blank lines**. Leave blank lines (one extra space) between paragraphs. This makes longer messages easier to read.
* **Subject Line**. Always fill something out in the subject line. It should be specific and should reflect the title/topic of what the email is about. Capitalize every major word.
* **Single space** an email.
* Include an appropriate **greeting**.
  + Hi Tim
  + Dear Tim:
  + Tim,
* Do not indent paragraphs
* Begin the email message on a new line—BELOW the initial greeting
* Avoid abbreviations and emoticons.
* Finish the email by including a “**closing**” and then your name

Thanks,

Jon Doe

**Additional Email Correspondence Resources**:

Excelsior Online Writing Lab-- Emails: <https://owl.excelsior.edu/online-writing-and-presentations/emails/>

Virginia Tech—Email, Career, and Professional Development:<https://career.vt.edu/job-search/presenting_yourself/email.html>

### Built-In Practice: Email Correspondence

**Housekeeping Email**

In most cases, juggling school, work, and other tasks involve a lot of housekeeping "stuff." Emails tend to be a part of that. Considering the emails you will need to write in the near future, let's practice. In a nutshell, write an email message using the tidbits from class.

Write a housekeeping email. The person and purpose is your choice. *Still stuck?* What about to any of the following people for any number of reasons?

* Your boss or supervisor
* An instructor or teacher
* An email to your advisor asking about something
* A coach
* Someone to help you get your financial aid in place
* Craigslist (as a buyer or seller)
* Your landlord
* Someone at work
* The bookstore
* Another classmate--asking about an assignment or an upcoming project
* Someone else?

**Additional Tidbits:**

* Put the recipient of the email in the “To:” line
* Be sure to include something specific in the subject line...and remember to capitalize every major word.
* Review the tips and tricks in the email basics handout
* Include an appropriate salutation and closing

***Your* Email**

TO:

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Subject:

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## Strategy: Writing an Academic Essay [in pieces...]

**The Introduction**:

The introduction has work to do, besides grabbing the reader’s attention. Below are things to consider about the purposes or the tasks for your introduction and some examples of how you might approach those tasks.

* The introduction needs to alert the reader to what the central issue of the paper is.
* The introduction is where you provide any important background information the reader should have before getting to the thesis.
* The introduction tells why you have written the paper and what the reader should understand about your topic and your perspective.
* The introduction tells the reader what to expect and what to look for in your essay.
* The thesis statement (typically at the end of the introduction) should clearly state the claim, question, or point of view the writer is putting forth in the paper.

**The Thesis Statement:**

The purpose of academic writing is to offer your own insights, analyses, and ideas—to show not only that you understand the concepts you’re studying, but also that you have thought about those concepts in your own way, agreed or disagreed, or developed your own unique ideas as a result of your analysis. The thesis sentence is the one sentence that represents the result of your thinking as it offers your main insight or argument in condensed form.

A basic thesis statement has two main parts:

1. **Topic:** What you’re writing about
2. **Angle:** What your main idea is about that topic

As you begin drafting your own thesis statement, be sure to check out the following thesis statement checklist:

My thesis statement...

* is debatable.
* states an opinion or provides an angle on my topic.
* states my topic.
* lets my readers know the main idea of the essay.
* is specific but not so specific that I cannot develop it well for the length requirements of my assignment.

**Body Paragraphs:**

Use body paragraphs to elaborate, support, and expand upon the ideas that you originally presented in your introduction. A good paragraph should have at least the following four elements: transition, topic sentence, specific evidence and analysis, and a short wrap-up sentence.

Take a glance at the above-mentioned paragraph elements:

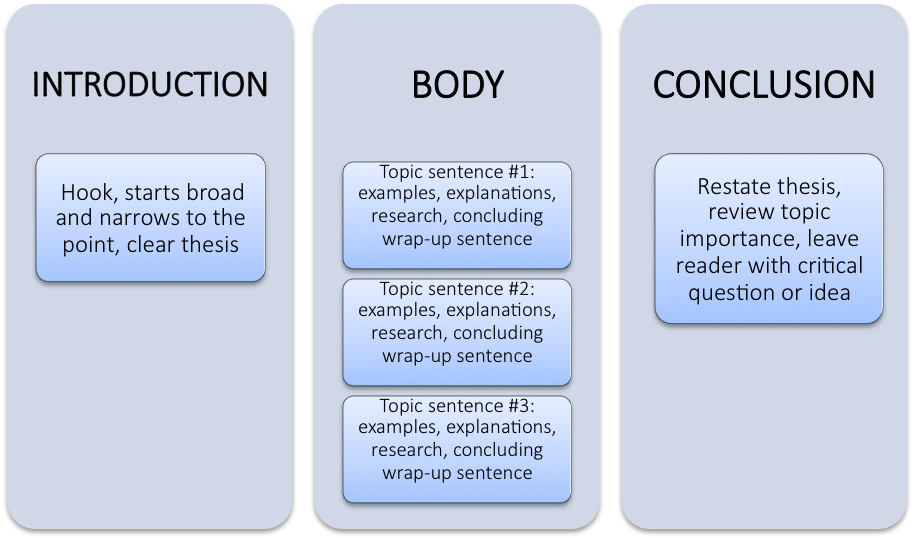
* **Transition sentence** that leads in from a previous paragraph to the next. This assures smooth reading and acts as a hand-off from one idea to the next.
* **Topic sentence** that tells the reader what you will be discussing in the paragraph.
* **Specific evidence** that supports one of your claims. It [evidence] should provide more specific detail about your topic sentence.
* **A brief wrap-up sentence** that tells the reader how and why this information supports the paper’s thesis. It connects your reasoning and support to your thesis, and it shows that the information in the paragraph is related to your thesis and helps defend it.

**The Conclusion**:

A satisfying conclusion allows your reader to finish your paper with a clear understanding of the points you made and possibly even a new perspective on the topic.

* Restate your main points for emphasis (don’t literally use the same sentence(s) as in your introduction, but come up with a comparable way of restating your thesis.) You’ll want to smoothly conclude by showing the judgment you have reached is, in fact, reasonable.
* Point out the importance or worthiness of your topic
* Point out the limitations of the present understanding of your topic, suggest or recommend future action, study or research that needs to be done.

Here is the general essay structure including the introduction, body, and conclusion:



## Strategy: Editing Up Close—Best Practices

*You have gone through the earlier stages of the writing process (prewriting, writing, revising), so now it is time to edit. The list below includes an editing checklist. Ask yourself the following guided editing questions—and look through, fix, and tweak your paper accordingly—as you prepare your draft for submission.*

* Are there any **grammar errors? (**have you been consistent in your use of tense, do your pronouns agree?)
* Have you accurately and effectively used **punctuation**?
* Do you rely on **strong verbs and nouns** and maintain a good balance with **adjectives and adverbs**, using them to enhance descriptions but ensuring clear sentences?
* Are your words as **accurate** as possible?
* Do you **define any technical or unusual terms** you use?
* Are there **extra words or clichés** in your sentences that **you can delete**?
* Do you **vary your sentence structure**?
* Have you **accurately presented facts**; have you copied quotations precisely?
* If you’re writing an academic essay, have you tried to be **objective** in your evidence and tone?
* If writing a personal essay, is the **narrative voice lively and interesting**?
* Have you **spellchecked** your paper?
* If you used sources, have you **consistently documented all of the sources’ ideas and informatio**n using a standard documentation style?

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## Strategy: Editing Checklist: Common Mistakes

*The checklist below gives examples and explanations of some of the common mistakes that students make. Use the following tidbits as you edit your papers.*

**Comma Splice**

A comma splice occurs when you use a comma to separate two independent clauses. A comma is not strong enough to perform this function which causes the problem. It’s important to remember to use proper punctuation to separate your independent clauses; otherwise, you end up with a sentence like the following:

He promised me, if I didn’t report him, he would never do it again, however, the next night, he was back, playing his bagpipes under my balcony.

Here, you should notice the only comma error is the one between **again** and **however**. The reason this is a comma splice is because **the** actually begins a new sentence or independent clause, but there is not a proper boundary between these two sentences. Here is how the sentence could be corrected:

He promised me, if I didn’t report him, he would never do it again; however, the next night, he was back, playing his bagpipes under my balcony.

**Pronoun Reference**

Pronoun reference errors also make the list because pronouns seem to give a lot of beginning writers some trouble. A pronoun reference error occurs when you use a pronoun like **he** or **she**, and it’s not clear what that pronoun refers to. Here is an example:

* When Darth Vader and Luke Skywalker were battling with their light sabers, **he became angry**.

Who does **he** refer to? It isn’t clear. A pronoun should clearly refer to its **antecedent** (the word it replaces), so if the antecedent is not clear, you need to revise. Here’s an example of how you might correct the pronoun reference error:

* When Darth Vader and Luke Skywalker were battling with their light sabers, **Luke became angry**.

**Unnecessary Comma**

When beginning writers are first learning comma rules, they have a tendency to forget that the rules all depend upon the situation. So, when you learn to place a comma before a [**coordinating conjunction**](https://owl.excelsior.edu/grammar-essentials/parts-of-speech/conjunctions/coordinating-conjunctions/) **like and**, **but**, or **so** when you join two independent clauses, you might have an urge to place a comma before **and**, **but**, or **so** every time you use these words. You should avoid this urge!

Just because you need to use commas with coordinating conjunctions sometimes doesn’t mean you’ll use them all the time.

* I have a wide variety of supernatural powers, but wish I had the power to go out in the daylight.

In this example, you don’t need a comma before the **but** because you aren’t combining two independent clauses. Here is a corrected version of the sentence:

* I have a wide variety of supernatural powers but wish I had the power to go out in the daylight.

You should also be careful that you aren’t using commas unnecessarily around information that is essential to the sentence. The comma rule is that non-essential information should be set off with commas, but essential information should not.

* I find that a little fear is the best seasoning, for my food, so I often sneak up on my husband while he cooks and frighten him.

In this example, **for my food** is not extra information that should be set off with commas. But, you do need a comma before the **so** to separate the two independent clauses. Here is a corrected version of the sentence:

* I find that a little fear is the best seasoning for my food, so I often sneak up on my husband while he cooks and frighten him.

**Sentence Fragment**

Sentence fragments always make the list of the most common errors, and they are among the most seriously stigmatizing errors we can make. To put it simply, a **sentence fragment** is an incomplete sentence that you have punctuated as if it is a complete sentence.

Sometimes, fragments are missing a verb. Sometimes, fragments are missing a subject. Sometimes, a fragment is simply a dependent clause punctuated like a complete sentence. Here are some examples:

* The haunting of the house on the craggy hill just outside of town.
* Because they are hairy and fr Built-In Practice: Editing Checklist (p. 51)
* ightening with large, pointed fangs and shiny, yellow eyes.

You’ll notice that each of these so-called sentences is not a complete sentence. They are both missing parts that would make them complete.

You always have options about how you correct a sentence fragment, but here are some possible corrections for our two sample sentence fragments:

* The haunting of the house on the craggy hill just outside of town was the subject of a recent documentary.
* I am afraid of those spiders because they are hairy and frightening with large, pointed fangs and shiny, yellow eyes.

**Apostrophe Errors**

Apostrophes give many writers a lot of trouble. Sometimes, you might be tempted to put an apostrophe where it does not belong, such as when you are simply making a word plural. Other times, you need to make a word possessive, but you might forget to use the apostrophe.

Then, of course, there is that whole **its / it’s** thing that confuses most everyone.

Remember, the rule is to use an apostrophe when you need to show possession or ownership. The exception is with **its**.

**Its** shows ownership because **it’s** means **it is**. So, it’s like **it’s** is already taken, so **its** gets to be an ownership exception. To make sure you are using **It’s** correctly, just say **it is** when you read it. If it makes sense, you’re fine. However, if you’re trying to show ownership, and **it is** would not work in the sentence, you need to make the change to **its**.

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### Built-In Practice: Editing Checklist and Common mistakes (p. 51)

The following passage is from *Dominion’s Strong Men & Women: Excellence in Leadership.* <https://www.troup.org/userfiles/929/My%20Files/ELA/MS%20ELA/7th%20ELA/Unit%202/Editing%20Exercises%20to%20coordinate%20with%20Gifted%20Hands.pdf?id=16165>

Edit the passages for common errors regarding grammar, usage and mechanics.

**Annie Brown Kennedy**

Annie Brown Kennedy born and raised in Atlanta Georgia has shared her passion for law and justice with Georgia citizens, those in North Carolina and her family. Her quest to uphold the laws of the land began ore than 50 years ago.

Kennedy earned an undergraduate degree from Spelman College and a low degree from Howard University. She was licensed to practice law in Georgia in 1952 and moved to North Carolina in 1953 with her husband and children. She passed the North Carolina bar in 1954 and immediately began practicing law. At the time that she began practicing law she was the second African-American female to practice law in North Carolina. In 1955, her husband joined Kennedy in the practice of law forming one of the first husband and wife law partnerships in North Carolina.

Kennedy whose special interests include the rights of women, African Americans and children counsels young people to “set goals and high standards for yourself and work hard to achieve them. Be kind and considerate of other people and always have a positive attitude.”

## Strategy: Use CLC’s Editing (and other writing) Resources

* **CLC’s Learning Commons** (editing help, tutors for the following: editing, paper writing, reading, test prep., math practice, and so forth): <http://www.clcmn.edu/library/learning-commons-2/>
* **Research and Writing Tools library resource page** (APA & MLA format, dictionaries, Google Scholar, BibMe resource citation guide, research paper planner, etc.): <http://www.clcmn.edu/library/research-writing-tools/>
* **Online tutoring 24/7 for CLC students**: <http://www.clcmn.edu/onlinetutoring/>

The following is a self-checklist as you make final edits--from the Excelsior Owl: <https://owl.excelsior.edu/wp-content/uploads/sites/2/2019/06/EditingChecklistInteractive2019.pdf>

**Editing Checklist:**

* Have I checked to make sure the spell checker did not change any words to words I did not intend to write?
* Have I looked closely at my sentences to see if any words are missing?
* Did I review the rules for commas before editing for commas?
* Did I review other rules for punctuation before editing for punctuation?
* Is there something missing anywhere? Are all of my sentences complete?
* Did I include citations for all of my borrowed information?
* Have I tried reading my essay in reverse, from the last sentence, to help see each sentence on its own?
* Have I tried reading my essay out loud to see how it sounds?

## Strategy: Taking Focused Notes

Focused note taking is a skill that can be especially applied to an information source. This would include taking notes during lectures, discussions, or any reading from a text. For learning to take place most effectively—and for you to remember the material—it is important to revisit your notes multiple times in a variety of ways. This is where the “focused note taking” comes into play.

There are five phases of the focused note taking process. Take a look and get ready to apply the various note taking phases to your courses in the near future…

Phase 1: Taking notes. In this phase, you select a format, set up the page, record the essential question, and take notes based on the source (lecture, discussion, text, etc.). Check out the following strategies when it comes to taking notes in this first phase.

* + Establish a purpose and objective for note taking. Ask an essential question to guide your note taking.
  + In a complete sentence, what are you trying to answer by writing notes on this topic or objective? Why do you have to do this? Every time you write down notes, your mind should keep coming back to that question to remind you that what you are writing is part of a larger idea

Select the best format for the notes. The following are a few possibilities:

**Cornell Notes.** This is a note-taking format best done on a piece of notebook paper (rather than pre-formatted paper). Take a look at the following example Cornell Notes template. The print within the boxes provide further guidance for each section.

|  |  |
| --- | --- |
| Topic: | Name: |
| Note Taking Purpose: | Class: |
|  | Date: |
| Questions/Connections:  *Use this space after you take notes (on the right side). Consider some of the following options:*   * *formulate your own questions based on the notes in the right-hand column.* * *Write key words or brief phrases to summarize main points* * *Develop and write potential test questions* * *Link right side notes to previously learned concepts.* * *Add personal meaning and details to create ownership of the material.* | **Notes**:    *Take notes first in this right-side column. Use this space to take notes during the lecture/video/discussion/text/etc. Here are a few examples to get you started:*  *Write down...*   * *Big ideas* * *Definitions* * *Supporting details* * *Facts* * *Specific examples*   *Keep in mind...*   * *Bullet each piece of new information* * *Skip lines to visually organize notes* * *Don’t use complete sentences* * *Take notes in your own words. Paraphrase what you hear.* * *Abbreviate words and use symbols when appropriate.* * *Use bullets or lists.* * *Include graphics (charts or diagrams) as needed.* * *Recognize cues “This is important…” “This may be on the test…”* |
| Summary Reflection:  *Add space for a summary at the end of your notes. Consider these prompts as you write your summary:*   * *Use the notes from the right-side column as you write your summary.* * *Answer the questions from the left and use them to tie together the main ideas.* * *Use the summary space as a way to make sense of the information and identify any additional points of confusion.* |  |

**2 Column Notes**

|  |  |
| --- | --- |
| Lesson Topic | Name, date, subject/course |
| *Use this left column to develop study questions, topics, and main ideas.* | *Use the right-hand column for detailed information.*   * *Summarize content in your own words and simplify writing* * *Use abbreviations* * *Use symbols and graphics* * *Skip lines in between new ideas.* |

**3 Column Notes.** In this format of note taking, a third column offers a space for questions, diagrams, math answers, and so forth. It can especially be handy with vocabulary, math, or science note taking.

|  |  |  |
| --- | --- | --- |
| *Use the far left column for the following:*   * *Study questions* * *Main ideas* * *Major topics* | *Use the middle column to write down detailed information*.   * *Summarize content in your own words and simplify writing* * *Use abbreviations* * *Use symbols and graphics* * *Skip lines in between new ideas.* | *Use this far right space for additional questions, additional diagrams, math answers, etc.* |

Phase 2: Processing notes. This step involves thinking *about* the notes. Review and revise notes in order to clarify content and make connections. Underline, circle, delete, add, chunk, and highlight to identify, sort, organize, and classify the main ideas and supporting details.

Phase 3: Connecting Thinking. Phase three involves thinking *beyond* the notes.

Ask questions and make connections to deepen content knowledge. Add your own thinking to identify places of confusion and to make connections to prior knowledge. Note that within each of the above note formatting options, this step [connecting thinking] is already built in to the process.

Phase 4: Summarizing and Reflecting on Learning. Think about the notes collectively. Pull out the most important pieces from the notes and write a summary that includes the meaning and importance of the content.

* As you summarize and reflect, consider the following prompt: What have I learned?
* Answer the original essential question.
* Think about how your set of notes will be useful.

Phase 5: Applying Learning. *Use* your notes and apply them to future learning.

**Abbreviate**

Most classes have jargon you can abbreviate. In an American Government class, for example, the word “Government” will be used a great deal. In an Earth Science class, long words like “environment” or “Photosynthesis” might be used regularly. Abbreviate them—“gov,” “env” and “PhSyn” will be much easier for you to write quickly. If you are worried you will forget what your abbreviations mean, make a glossary at the top of your page.

Abbreviate common concepts. For examples, instructor may say that something has increased or decreased, improved, or gotten worse etc. Use an arrow up or an arrow down to represent that idea. You can the arrow up or down in any class.

Use mathematical symbols to represent ideas like “added,” or “lost,” “divided” or “multiplied.” For example the concept:

“The Governor needed five more Congress members’ votes in order to pass the bill” might show up like this in your notes:

“Gov need 5 + cong member to pass bill.”

Pay Attention to Numbers

**Listen for Phrases that Help You Set Goals**

Most instructors provide some direction for students about what they will cover in a lecture. Often this happens at the beginning of class (So make sure you arrive at class on time, notebook and pen ready!)

Listen for phrases like:

“Today we are going to talk about . . . “

“We are going to discuss the reasons why \_\_\_\_\_\_\_\_\_\_\_\_\_ happened.”

“There are five kind of . . . .”

“It is important for you to understand . . . “

“\_\_\_\_\_\_\_\_\_\_\_ is significant because . . . .”

Phrases like this help you understand what the goal of a lecture is. If your instructor says “The Civil Rights Movement had five significant effects on public policy” that means you need to end class knowing those five effects—you can make sure your notes reflect that.

**Listen for Transitions**

Most instructors give you some warning when they are about to move on to another topic. Learn to pay attention to how your instructor’s transition. Here are some clues:

Some will stop a lecture and ask if there are questions about what he/she just said. Often, that is a cue that he/she is moving on to another topic.

Others will cue the class by saying something like “The second important point . . . .” This tells you that the instructor is moving on. In your notes, write “2nd important point . . .”

Sometimes instructors will “change gears” by warming you that something is different than something else. For example, is a Biology teacher is talking about deciduous trees and wants to shift to talking about evergreen trees, she might say something like, “Evergreen trees are different from deciduous trees in several important ways . . . .” In your notes, write something like “Evergreen diff from decid trees ‘cuz .. . .”

Instructors will sometimes write lecture outlines on the board—make sure to use them! However, many students make the mistake of writing down only what the instructor puts on the board. Usually, this simply isn’t enough. Taking more through notes is necessary.

**After the Lecture**

The notes you take are like another book for your class. You need to use them like you would a book to study for your class, which mean that your notes have to have some of the same qualities a book does. Here are some ways to organize your notes:

* Create an “index.” After the lecture is over, jot down a few words about the subject of that day’s notes. Put it under the date that you put across the top of the page. Something like “Reasons the Civil War Started” will be fine. When you review notes later, you can scan the subjects to find the notes you need.
* As you know, textbooks often have important terms bolded. You can do the same thing. Use a highlighter to mark important terms. Make sure your notes have a definition of the term that makes sense to you. If they don’t add to the definition by drawing an arrow and writing in the margin.
* As you also know, textbooks often use bullet lists, headings and subheadings. Use a different colored pen and/or highlighters to go back to your notes and make your own headings and subheadings. For example, if you instructor is lecturing over the five major outcomes of the Civil Rights movement, go back to your notes and write (in the margins if you have to) “Five major outcomes of Civil Rights Movement.” Next, number each reason so you can clearly see them. If you seem to be short a reason or two, visit your instructor or talk to classmate to see what you missed.
* Tab your notes. As you get closer to a big exam or paper, make tabs for your notes. You can buy tabs at office supply stores or make your own out of tape and colored paper. The tabs will run alongside the edge of the notes and will divide your notes up by subject. If you are taking an American History class, one tab might say “Revolutionary War.” Another might say “Civil War” etc.

Having well-organized notes is a great start, but it isn’t quite enough. After you organize your notes, you need to review them. Here are some ways to review your notes:

* Ask yourself why your instructor decided to lecture over this material in the way that he or she chose to do. What type of lecture is it? Hand-in-Hand or Jumping-off-point? Why do you suppose he or she chose to deliver that type of lecture to the class today? How does the lecture relate to other course materials you have to read for the course?
* Make sure you understood the lecture itself. When you review, pretend you need to tell a classmate who missed the lecture what the main ideas were. Actually explain the notes—either out loud or silently.
* Add additional notes of explanation you didn’t get a chance to add in class. Make sure you understand any abbreviations you might have used.
* Identify concepts that were not clear to you. Mark confusing parts up with questions marks and find a classmate, a tutor, or your instructor to get the concepts clarified.
* Share notes with a classmate. What did he or she write down? How is it different from what you wrote down? What can you add to one another’s notes?

### Built-In Practice: 2 Column Notes

Read through the following open essay: “Must the President Be a Moral Leader?”: <https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>

* Set up the page according to 2 column note taking...
* Read through the essay and take 2 column notes accordingly.

### Built-In Practice: Cornell Notes

View Chimamanda Ngozi Adichie’s “The Danger of a Single Story” Ted Talk  
<https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story>

Take notes—using the Cornell note method

|  |  |
| --- | --- |
| Topic: | Name: |
| Note Taking Purpose: | Class: |
|  | Date: |
| ***Questions/Connections****:* | **Notes**: |
| **Summary Reflection:** |  |

## Strategy: Preparing For and Participating in Classroom Discussions

Discussion can be a big part of college instruction. Most instructors use discussion in their class at least a few times during the semester, so it is important to understand the purpose of college discussions.   
  
Many students have a negative opinion about discussion because they believe important information and learning can only come from the instructor, so what students have to say isn’t really that important.

Some students even get mad when their class has discussions—they believe that instructors have discussions when they want a “day off” and make the students do the work. Since an instructor’s attention cannot be everywhere, some students use discussion time as an opportunity to text their friends and family, have side conversations or do homework for another class. They also believe that, since their classmates are not experts, what difference does it make what they have to say? However, your instructor has discussions for specific purposes. Usually, an instructor will use a discussion to engage in your own learning. Discussion is also an important life skill. Lastly, instructors might use discussion to find out if you really know the material.

**Preparing for a Discussion:**

You have probably heard the saying “You get out of it what you put into it.” This is true to discussions. You need to participate in discussions to get anything out of them. Discussions take the same kind of preparation that lectures do.

In order to get the most out of a discussion make sure you **read all materials and do all assignments ahead of time.**

### Built-In Practice: Discussion & Responses:

Read through the NPR article: “In a Grain Of Golden Rice, A World of Controversy Over GMO Foods”

<https://www.npr.org/sections/thesalt/2013/03/07/173611461/in-a-grain-of-golden-rice-a-world-of-controversy-over-gmo-foods>

* Complete a double entry journal:

*Double entry journal reminder (on a piece of notebook paper)…*

* Left column: pull out interesting pieces of text
* Right column: Respond, offer perspective, restate, challenge, etc.

**Discussion Question:**    
Do you think it is acceptable for researchers and scientists to genetically modify crops in order to improve the lives of those who especially need it? Why or why not?

## Strategy: Inductive and Deductive Reasoning

**Two Ways of Understanding**

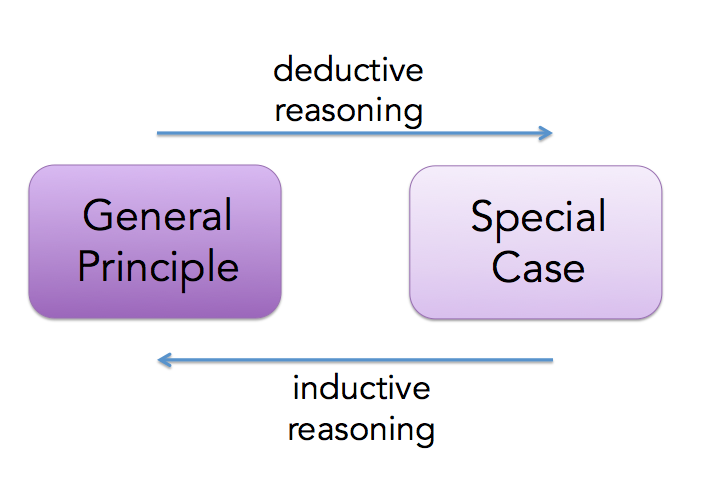
We have two basic approaches for how we come to believe something is true.

The first way is that we are exposed to several different examples of a situation, and from those examples, we conclude a general truth. For instance, you visit your local grocery store daily to pick up necessary items. You notice that on Friday, two weeks ago, all the clerks in the store were wearing football jerseys. Again, last Friday, the clerks wore their football jerseys. Today, also a Friday, they’re wearing them again. From just these observations, you can conclude that on all Fridays, these supermarket employees will wear football jerseys to support their local team.

This type of pattern recognition, leading to a conclusion, is known as inductive reasoning.

Knowledge can also move the opposite direction. Say that you read in the news about a tradition in a local grocery store, where employees wore football jerseys on Fridays to support the home team. This time, you’re starting from the overall rule, and you would expect individual evidence to support this rule. Each time you visited the store on a Friday, you would expect the employees to wear jerseys.

Such a case, of starting with the overall statement and then identifying examples that support it, is known as deductive reasoning.



**The Power of Inductive Reasoning**

You have been employing inductive reasoning for a very long time. Inductive reasoning is based on your ability to recognize meaningful patterns and connections. By taking into account both examples and your understanding of how the world works, induction allows you to conclude that something is likely to be true. By using induction, you move from specific data to a generalization that tries to capture what the data “mean.”

Imagine that you ate a dish of strawberries and soon afterward your lips swelled. Now imagine that a few weeks later you ate strawberries and soon afterwards your lips again became swollen. The following month, you ate yet another dish of strawberries, and you had the same reaction as formerly. You are aware that swollen lips can be a sign of an allergy to strawberries. Using induction, you conclude that, more likely than not, you are allergic to strawberries.

Data: After I ate strawberries, my lips swelled (1st time).

Data: After I ate strawberries, my lips swelled (2nd time).

Data: After I ate strawberries, my lips swelled (3rd time).

Additional Information: Swollen lips after eating strawberries may be a sign of an allergy.

Conclusion: Likely I am allergic to strawberries.

Inductive reasoning can never lead to absolute certainty. Instead, induction allows you to say that, given the examples provided for support, the claim more likely than not is true. Because of the limitations of inductive reasoning, a conclusion will be more credible if multiple lines of reasoning are presented in its support.

The results of inductive thinking can be skewed if relevant data are overlooked. In the previous example, inductive reasoning was used to conclude that I am likely allergic to strawberries after suffering multiple instances of my lips swelling. Would I be as confident in my conclusion if I were eating strawberry shortcake on each of those occasions? Is it reasonable to assume that the allergic reaction might be due to another ingredient besides strawberries?

This example illustrates that inductive reasoning must be used with care. When evaluating an inductive argument, consider

* the amount of the data,
* the quality of the data,
* the existence of additional data,
* the relevance of necessary additional information, and
* the existence of additional possible explanations.

**The Power of Deductive Reasoning**

Deductive reasoning is built on two statements whose logical relationship should lead to a third statement that is an unquestionably correct conclusion, as in the following example.

All raccoons are omnivores.  
This animal is a raccoon.  
This animal is an omnivore.

If the first statement is true (All raccoons are omnivores) and the second statement is true (This animal is a raccoon), then the conclusion (This animal is an omnivore) is unavoidable. If a group must have a certain quality, and an individual is a member of that group, then the individual must have that quality.

Going back to the example from the opening of this page, we could frame it this way:

Grocery store employees wear football jerseys on Fridays.  
Today is Friday.  
Grocery store employees will be wearing football jerseys today.

Unlike inductive reasoning, deductive reasoning allows for certainty as long as certain rules are followed.

**Evaluating the Truth of a Premise**

A formal argument may be set up so that, on its face, it looks logical. However, no matter how well-constructed the argument is, the additional information required must be true. Otherwise any inferences based on that additional information will be invalid.

Inductive reasoning can often be hidden inside a deductive argument. That is, a generalization reached through inductive reasoning can be turned around and used as a starting “truth” for a deductive argument. For instance,

Most Labrador retrievers are friendly.  
Kimber is a Labrador retriever.  
Therefore, Kimber is friendly.

In this case we cannot know for certain that Kimber is a friendly Labrador retriever. The structure of the argument may look logical, but it is based on observations and generalizations rather than indisputable facts.

**Methods to Evaluate the Truth of a Premise**

One way to test the accuracy of a premise is to apply the same questions asked of inductive arguments. As a recap, you should consider

* the amount of the data,
* the quality of the data,
* the existence of additional data,
* the relevance of the additional data, and
* the existence of additional possible explanations.

Determine whether the starting claim is based upon a sample that is both representative and sufficiently large, and ask yourself whether all relevant factors have been taken into account in the analysis of data that leads to a generalization.

Another way to evaluate a premise is to determine whether its source is credible.

* Are the authors identified?
* What is their background?
* Was the claim something you found on an undocumented website?
* Did you find it in a popular publication or a scholarly one?
* How complete, how recent, and how relevant were the studies or statistics discussed in the source?

LICENSES AND ATTRIBUTIONS

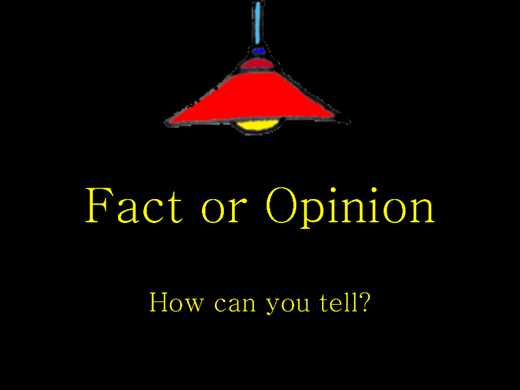
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### Built-In Practice: Inductive and Deductive Reasoning

Use these common terms in a sentence then create Inductive and Deductive reasoning for each.

|  |  |  |
| --- | --- | --- |
| Term | Inductive Reasoning | Deductive Reasoning |
| Squirrel |  |  |
| Rabbit |  |  |
| Raspberry |  |  |
| Flower |  |  |
| Tree |  |  |
| Car |  |  |
| Sport |  |  |
| Walk |  |  |
| House |  |  |
| Road |  |  |

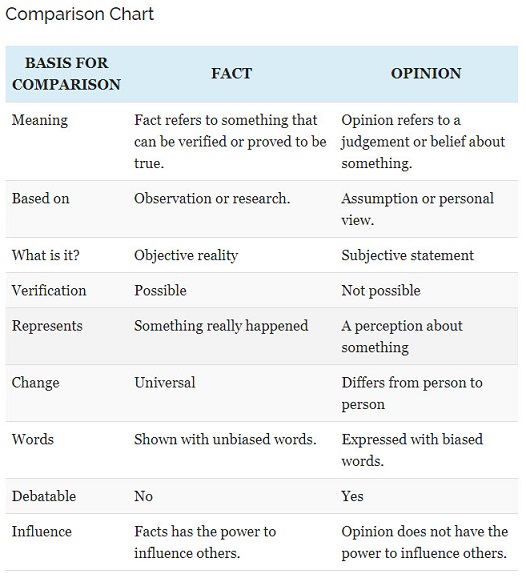
## Strategy: Fact versus opinion

The basics of fact versus opinion can be more complex than most realize. In addition, it is possible for facts to become opinions and vice versa.

**Fact**

A fact can be described as something that is known and can be proven true or false. An example of this is that the earth is round. Fact is generally associated with empirical evidences and the sciences, but fact is an essential element in debate, argumentation, rhetoric, and politics.

**Opinion**

An opinion, in contrast is a belief that is based on an individual’s perception and preexisting knowledge on a given subject. Opinion is also a very useful tool in discourse as it can change and/or be changed. The difficulty that exists between Fact and Opinion is being able to recognize which is which. Depending on the source a person may present an opinion in such a manner that it seems like it is a fact and the opposite is true for fact. The following diagram is useful in identifying which is which.

Images source <https://teachingcommons.lakeheadu.ca/fact-vs-opinion-resource> © 2020 Lakehead University. All Rights Reserved.

### Built-In Practice: Fact versus Opinion

In small groups discuss and create a list of at least 5-10 facts and opinions. Once the lists are completed, research to determine if they are a fact or opinion. Discuss the results with the class and instructor.

|  |  |
| --- | --- |
| Facts | Opinions |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Find three examples of what was once considered opinion and is now fact and vice versa.

|  |  |
| --- | --- |
| WAS Opinion | NOW Fact |
|  |  |
|  |  |
|  |  |

Make a chart consisting of three columns. Label the columns as Fact, Opinion, Fiction.

|  |  |  |
| --- | --- | --- |
| Facts | Opinions | Fiction |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Next, visit this image of a baseball field.

<https://en.wikipedia.org/wiki/Baseball#/media/File:Angels_Stadium.JPG>

Observe it carefully. Then generate a list of facts and opinions about the image (or about baseball in general). For the fun of it, create a few “fictions” to complete the chart.

|  |  |
| --- | --- |
| Facts | Opinions |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

On the back of your chart, write your own definitions of fact, opinion, and fiction (based on prior knowledge). In other words, resist the urge to look them up. Later, you can come back to your chart and definitions to see if you were accurate.

You might like this little Quizlet to check your understanding of Facts versus Opinions. <https://quizlet.com/43295057/flashcards>

Watch this short video about the science behind what makes a fact a fact. <https://prairiepublic.pbslearningmedia.org/resource/facts-knowledge-subjectivity-video-braincraft-1003/what-is-a-fact-braincraft/#.WUGEfRPyu1s>

When finished, list three facts and three opinions you have about the video, along with any questions you have.

|  |  |
| --- | --- |
| Facts | Opinions |
|  |  |
|  |  |
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|  |  |

Watch this video on facts vs. opinions in research writing (great resource for constructing arguments).

<https://www.youtube.com/watch?v=BTZjqOU_6Vc>

Click here to take the quiz online. <https://www.goconqr.com/en-US/p/9729683-Fact--Opinion-or-Just-Fiction--quizzes> You do not have to log into the quiz site in order to take this quiz. If a window pops up asking you to sign up for the quiz site, just close the sign-up window and start your quiz.

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### Built-In Practice: Debate & Philosophical Chairs

Read the MPR News article to develop a debate topic.

MPR News article: “As Feds Raise Smoking Age, Debate Isn’t Yet Over In Minnesota” <https://www.mprnews.org/story/2019/12/23/as-feds-raise-smoking-age-debate-isnt-yet-over-minnesota>

**Take time to ESTABLISH YOUR PERSPECTIVE.** Ask yourself the following questions:

* What is the topic at hand?
* What do you think about the issue?
  + What is the most important reason *why* you think this way?
* What are the advantages? Disadvantages?
* Who does it impact?
* What are the practicalities (e.g., cost, time, resources, etc...)
* What else should we know about this topic?

***\*For instructors:*** *additional option: reversing students’ original debate perspective beforehand*

Prior to class, put a long piece of [masking] tape up on the wall—representing a continuum. One end represents the strongly agree side, the other end is strongly disagreeing, and everything in between might be views leaning one way or the other.

--Hand out a post-it to each student—they should write their name on it  
--Student place their post it somewhere on the masking tape continuum  
--Instructors--find out the half-way point on the line. That equally divided place becomes the debate sides  
--Reverse and flip flop student original perspective

**ANTICIPATE the opposing perspective**:

Think of two opposing points that people on the *other* side will make (against your side). Plan your own rebuttal against those two opposing perspectives. How would you argue against their views? Brainstorm ideas. Write them down.

**Research and Write**: You have a few research tasks. Check out the following:

1.) Consider your already-brainstormed anticipated opposing perspective *and* your rebuttal(s). Do a little credible research. ***\*Reminder:*** *you can find more about credible research on page 14+ of this text.*

2.) Read through the research. Take notes *(****\*Reminder****: you can refresh yourself on notetaking strategies by looking at pages 73+ of our text)*. Find at least two pieces of evidence/places of text to reference and use later on during the debate. Write the information down and remember to fully cite the information. Include your own perspective on the ideas.

**On the day of the DEBATE: Philosophical chairs method**

Here are the basic rules...

1. One person speaks at a time

2. To initiate speaking, say the person's name and then throw the ball.

3. Before you get to talk, you will need to ***restate*** what the person before you said

4. Before you are able to talk again, there will need to be at least two people on your "side" who have already spoken (before you get to speak again).

5. Throughout the course of the discussion, you will have opportunity to "move sides" if your perspective shifts

# Thematic Chapter Example—Technology

## Reading 1: “The Relationship Between Cell Phone Use and Academic Performance in a Sample of U.S. College Students” by Andrew Lepp, Jacob E. Barkley, and Aryn C. Karpinski

<https://courses.lumenlearning.com/readinganthology/chapter/the-relationship-between-cell-phone-use-and-academic-performance-in-a-sample-of-u-s-college-students-by-andrew-lepp-jacob-e-barkley-and-aryn-c-karpinski/>

**Abstract**

The cell phone is ever-present on college campuses and is frequently used in settings where learning occurs. This study assessed the relationship between cell phone use and actual college grade point average (GPA) after controlling for known predictors. As such, 536 undergraduate students from 82 self-reported majors at a large, public university were sampled. A hierarchical regression (*R*2 = .449) demonstrated that cell phone use was significantly (*p* < .001) and negatively (β = −.164) related to actual college GPA after controlling for demographic variables, self-efficacy for self-regulated learning, self-efficacy for academic achievement, and actual high school GPA, which were all significant predictors (*p* < .05). Thus, after controlling for other established predictors, increased cell phone use was associated with decreased academic performance. Although more research is needed to identify the underlying mechanisms, findings suggest a need to sensitize students and educators about the potential academic risks associated with high-frequency cell phone use.

**Introduction**

Cell phones are an integral part of college life and culture. Even a casual observation of today’s college students will reveal cell phones being used, both overtly and covertly, in every possible campus setting, including the classroom. Research suggests that college students frequently use the cell phone during class time despite rules against doing so (Tindell & Bohlander, 2012). As cell phone technology continues its rapid development, the device appears capable of contributing to student learning and improved academic performance. For example, modern “smartphones” provide students with immediate, portable access to many of the same education-enhancing capabilities as an Internet-connected computer, such as online information retrieval, file sharing, and interacting with professors and fellow students (Bull & McCormick, 2012; Tao & Yeh, 2013). Conversely, recent research suggests that many college students perceive the cell phone primarily as a leisure device, and most commonly use cell phones for social networking, surfing the Internet, watching videos, and playing games (Lepp, Li, & Barkley, 2015; Lepp, Barkley, Sanders, Rebold, & Gates, 2013). If typically utilized for leisure rather than education, then cell phones may disrupt learning within academic settings (Levine, Waite, & Bowman, 2007). Thus, the potential relationship between cell phone use and academic performance is not clear.

In support of the “cell phone as disrupter” hypothesis, a recent study by our group (Lepp et al., 2013) found that cell phone use was negatively associated with an objective measure of cardiorespiratory fitness in a sample of typical U.S. college students. Interview data collected for the study explained the negative relationship by suggesting that cell phone use disrupts physical activity and encourages sedentary behavior. Unpublished interview data collected as part of the same study suggest that cell phone use may also disrupt behaviors conducive to academic success. For example, when asked to describe cell phone use habits, one participant stated, “I usually go on my phone if I’m bored sitting there in class. Or during homework I’ll take little Twitter breaks.” Another student said, If I’m in class and I’m bored then I’ll use my phone to look on Facebook. I think it’s just kind of a habit now that I have, which probably isn’t a good one. But, it’s just that I always have it [the phone] on me.

Across the interviews, such statements were more common among high-frequency cell phone users than among low-frequency users. These statements suggest that some students, particularly high-frequency users, may have difficulty regulating their cell phone use during academic endeavors such as class participation, homework, and studying. Thus, the purpose of the present study was to investigate the relationship between cell phone use and academic performance in a large sample of U.S. college students.

**Literature Review**

Although the cell phone is likely to be on hand while college students are in class and studying, research investigating its relationship to academic performance is limited. In an early study of the phenomenon, Sánchez-Martínez and Otero (2009) used a combination of self-reported monthly cell phone expenses and frequency of use data to identify intensive cell phone users in a large sample of Spanish high school students. In the study, intensive cell phone use was related to school failure as well as other negative behaviors such as smoking and excessive alcohol use. More recent studies operationalize cell phone use as calling and texting while utilizing a variety of measures for academic performance. For example, Jacobsen and Forste (2011) identified a negative relationship between calling, texting, and self-reported grade point average (GPA) among university students in the United States. Similarly, Hong, Chiu, and Hong (2012) found that calling and texting were positively correlated with a self-reported measure of academic difficulty among a sample of female, Taiwanese university students. While these studies provide a starting point for understanding the relationship between cell phone use and academic performance, they neither use objective measures of academic performance nor do they take into account the cell phone’s expanding capabilities beyond calling and texting.

Modern cell phones enable users to access a variety of electronic media at almost any time and any place. Popular activities such as playing video games, surfing the Internet, and monitoring social media sites are now all easily accomplished with most cell phones. Researchers have linked each of these activities, independent of cell phone use, to academic performance. For example, heavy video game playing has been associated with lower GPAs (Jackson, von Eye, Fitzgerald, Witt, & Zhao, 2011; Jackson, von Eye, Witt, Zhao, & Fitzgerald, 2011). Also, low levels of Internet use have been associated with improved academic performance (Chen & Peng, 2008).Chen and Tzeng (2010) found that among heavy Internet users information seeking was associated with better academic performance, while video game playing was associated with lower levels of academic performance. Several recent studies have identified a negative relationship between social-networking site use (e.g., Facebook, MySpace, Twitter) and academic performance (e.g., Rosen, Carrier, & Cheever, 2013; Stollak, Vandenberg, Burklund, & Weiss, 2011). In particular, Kirschner and Karpinski (2010)demonstrated that Facebook users have a lower self-reported GPA and spend fewer hours per week studying than nonusers. Likewise, Junco (2012a, 2012b) found a strong, negative relationship between time spent on Facebook and actual cumulative GPA. These negative relationships have been found in populations across the world, including North America, Europe, and Asia (e.g., Chen & Tzeng, 2010; Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013).

Recently, multitasking has emerged as a possible explanation for the negative relationship between electronic media use (including cell phone use) and academic performance (Jacobsen & Forste, 2011; Junco & Cotton, 2011;2012; Karpinski et al., 2013; Kirschner & Karpinski, 2010; Rosen et al.,2013; Wood et al., 2012). Indeed, several studies reveal that students frequently report using a variety of electronic media including cell phones while in class, studying, and doing homework (Jacobsen & Forste, 2011;Junco & Cotton, 2012; Sánchez-Martínez & Otero, 2009; Tindell & Bohlander, 2012). Several recent studies, using a variety of methods, identify a negative relationship between multitasking and academic performance. First, Wood et al. (2012) measured the influence of multitasking with an array of electronic media on students’ ability to learn from typical, university classroom lectures. Emailing, MSN messaging, and Facebook use via computer were all investigated as was cell phone texting. Results showed that multitasking with any of the technologies was associated with lower scores on follow-up tests compared with students who did not multitask. Second, Junco and Cotton (2012) used a hierarchical regression to determine the power of multitasking to predict actual cumulative college GPA. Results showed that Facebook-multitasking and texting-multitasking were significantly and negatively related to college GPA after controlling for sex, actual high school GPA, time preparing for class, and a student’s Internet skills. Finally, Rosen et al. (2013) observed the study behaviors as well as study settings of a sample of middle school, high school, and university students. Participants were observed for 15 min with on-task and off-task behavior recorded every minute. Results showed that participants typically became distracted by media such as Facebook and texting after less than 6 min of studying. Furthermore, measurements of daily Facebook use and daily texting behavior predicted off-task behavior during study periods as well as self-reported GPA.

In review, emerging research suggests that texting, Internet use, email, and social-networking sites such as Facebook can potentially increase multitasking and task-switching during academic activities and decrease academic performance. Notably, all of these previously investigated activities can now be accomplished with a single, Internet-connected cell phone. Therefore, measurements of cell phone use should not be limited to only texting and calling but should take this wide array of activities into account. Furthermore, and in consideration of the ubiquity of the cell phone, the relationship between this expanded definition of cell phone use and academic performance warrants investigation.

**Self-Efficacy Beliefs and Academic Performance**

In addition to improving the way cell phone use is measured, a better understanding of the relationship between cell phone use and academic performance requires incorporating additional, well-established predictors into any statistical models designed to assess this relationship. An abundance of research suggests that self-efficacy beliefs are among the strongest predictors of academic performance (for a comprehensive review, see Pajares, 1996). Generally speaking, self-efficacy describes an individual’s belief in his or her capabilities to organize and execute the behaviors necessary for success; as such, self-efficacy beliefs are a key mechanism in human agency (Bandura, 1982). Self-efficacy beliefs are domain specific; thus, research has identified self-efficacy beliefs pertinent to academic performance (Pajares, 1996). The strength of academic self-efficacy constructs is their influence over behavior. Students who report high academic self-efficacy apply greater effort to academic pursuits, are more persistent in the face of obstacles, and exhibit a greater interest in learning (Schunk, 1984, 1989). In addition, research illustrates that academic self-efficacy can mediate the effects of academic ability (Pajares, 1996). As a result, academic self-efficacy is positively correlated with virtually all measures of academic performance, including semester grades, cumulative GPA, homework, test scores, and writing assignments (Multon, Brown, & Lent, 1991; Pajares, 1996).

Research has demonstrated that efficacy beliefs are often better predictors of academic performance than other commonly used social-psychological variables (e.g., Klomegah, 2007; Paulsen & Gentry, 1995; Pintrich & Schunk, 2002). For example, self-efficacy proved to be the strongest predictor of college student’s academic performance in a model including task value, goal orientations, metacognitive self-regulation, self-regulation, and learning strategies (Al-Harthy & Was, 2010). Two self-efficacy constructs in particular have received much attention for their ability to predict academic performance (Pajares, 1996). These are self-efficacy for self-regulated learning (SE:SRL) and self-efficacy for academic achievement (SE:AA;Zimmerman, Bandura, & Martinez-Pons, 1992). SE:SRL concerns an individual’s belief in his or her capabilities to proactively regulate his or her learning on the path to academic achievement. This includes belief in one’s ability to resist distractions while learning and to create study environments conducive to learning. As such, it is an important variable to consider when exploring the relationship between potential distractors such as cell phones or other new media and academic performance (LaRose & Eastin, 2004;LaRose, Lin, & Eastin, 2003; LaRose, Mastro, & Eastin, 2001; Odaci, 2011). A related construct is SE:AA, which describes an individual’s belief in his or her capabilities to learn material from specific content areas such as math, science, and history. As originally conceived and validated byZimmerman et al. (1992), SE:SRL influences SE:AA, which in turn influences final academic achievement. As predicted by the original model and subsequently verified, previous academic performance can influence both SE:SRL and SE:AA (Caprara, Vecchione, Alessandri, Gerbino, & Barbaranelli, 2011).

**Research Question**

Considering the existing research, as well as the unpublished interview data presented in the introduction of this article, it is hypothesized that cell phone use and academic performance are related. However, in assessing this relationship, there is a need to consider important statistical controls such as SE:SRL, SE:AA, and previous academic performance (i.e., high school GPA). Similarly, research suggests that choice in academic major, as well as demographic and behavioral factors, may also be predictive of academic performance and should, therefore, be considered. This study considered four such factors: sex, cigarette smoking, class standing, and undergraduate major. Indeed, there are well-established sex-related differences in college students’ academic performance (Peter & Horn, 2005). Likewise, cigarette smoking has been associated with problematic cell phone use and poor academic performance (DeBerard, Spielmans, & Julka, 2004; Sánchez-Martínez & Otero, 2009). Class standing and undergraduate major may also be potential predictors (Kirschner & Karpinski, 2010; Sulaiman & Mohezar, 2006). In addition, there is a need to operationalize cell phone use more broadly (i.e., assess total cell phone use) in consideration of the device’s increased functionality. Finally, there is a need to use objective measures of academic performance such as students’ official cumulative GPA. This study fulfills these many needs by answering the following question: What is the relationship between total cell phone use (i.e., calling, texting, video games, social networking, surfing the Internet, software-based applications, etc.) and academic performance (i.e., actual college GPA) after controlling for previously identified predictors of academic performance (i.e., actual high school GPA, SE:SRL, SE:AA, sex, cigarette use, class standing, and academic major)?

**Method**

The dependent variable for this study, academic performance, was objectively assessed using participants’ actual cumulative college GPA. In addition, actual high school GPA was used as a statistical control. Because these are sensitive data, and collecting them involves accessing participants’ official academic records, participants were assured that data collection, storage, and reporting would guarantee confidentiality and anonymity. Participants were recruited during class time from courses that typically attract students from a diversity of undergraduate majors. Representative courses include introduction to sociology, general biology, American politics, human nutrition, and world history. During class time, the principal investigators explained the methods to all students present, answered questions, addressed concerns, and ensured that the informed consent document was read, understood, and signed. After this, a survey was distributed and completed during class by all students who consented to participate in the study. On the survey, students provided their university email address, which was later used to access their academic records. If students did not consent to have their GPA retrieved, they did not participate in the study. This method produced an initial sample size of 536 undergraduate students from 82 self-reported majors.

**Measures**

The survey took approximately 10 min to complete. Students first provided basic demographic and lifestyle information. Students completed the validated SE:SRL (Zimmerman et al., 1992) and SE:AA scales (Zimmerman et al., 1992). Participants also provided information regarding their cell phone use as operationalized by Lepp et al. (2013) and, finally, their email addresses. Email addresses were used to access each student’s official academic records from which college and high school GPAs were collected.

SE:SRL is an 11-item scale that measures how well students believe that they can use a variety of self-regulated learning strategies such as finish homework assignments by deadlines, study when there are other interesting things to do, concentrate on school subjects, and arrange a place to study without distractions (Zimmerman et al., 1992, p. 668). SE:AA is a nine-item scale that measures how well students believe that they can achieve success in important academic domains such as reading, writing, English grammar, mathematics, science, social studies, and computer use. For the items in both self-efficacy measures, students used a seven-point Likert-type scale to rate their perceived capability to do well (i.e., 1 = *not too well* to 7 = *very well*). Responses for the items in each scale were summed, thereby producing a total score. Higher scores indicate greater self-efficacy. Both scales have been previously validated and found to have strong internal consistency (coefficient α = .87 and .70, respectively; Zimmerman et al., 1992). Since their development, both have been consistently shown to be reliable predictors of academic performance in variety settings (Pajares, 1996). Likewise, the SE:SRL and SE:AA scales demonstrated strong internal consistency with this study’s sample of undergraduate students (coefficient α = .84 and .73, respectively; *N* = 536).

Total daily cell phone use was measured using the following item: As accurately as possible, please estimate the total amount of time you spend using your mobile phone each day. Please consider all uses except listening to music. For example: consider calling, texting, sending photos, gaming, surfing the Internet, watching videos, Facebook, email, and all other uses driven by “apps” and software.

Participants provided best estimates for hours of cell phone use per day and minutes per day. Total use in minutes was calculated for each participant as hours × 60 + minutes. In developing this measure of total cell phone use, two focus groups of undergraduate students reviewed the question for content validity criteria, including (a) clarity in wording, (b) relevance of the items, (c) use of standard English, (d) absence of biased words and phrases, (e) formatting of items, and (f) clarity of the instructions (Fowler, 2002). Most students provided feedback from the criteria categories of (a), (b), (c), and (f). Appropriate alterations were made to the survey based upon the responses and suggestions. In consideration of this measure’s construct validity, participants’ daily text messaging and daily calling were assessed as this is how cell phone use has been operationalized in previous research (e.g.,Jacobsen & Forste, 2011). Total daily cell phone use (calling, texting plus all other uses such as Internet browsing and games) was positively correlated with daily texting (*r* = .430, *p* < .001) and daily calling (*r* = .210, *p* < .001), suggesting that the measures are related but not identical. In addition, we assessed construct validity in a small group (*N* = 21) of undergraduate college students at the same university from which the present sample was culled. Self-reported total cell phone use (minutes) as assessed by this measure had a large, significant correlation (*r* = .510, *p* = .018) to objectively measured cell phone use (minutes) obtained by accessing students’ actual cell phone records (unpublished data). Thus, this self-report measure was carefully developed to assure content validity, while subsequent testing provided evidence of construct and criterion validity.

**Data Analysis**

All analyses were performed using SPSS for Windows (Version 18.0, SPSS Inc, Evenston, Illinois). First, independent samples *t* tests were used to examine differences in GPA between males and females and smokers and nonsmokers. Likewise, ANOVA was used to examine differences in GPA between class (i.e., freshman, sophomore, junior, senior) and a categorization of students based on the college that houses their major (i.e., education, health, and human services; arts and sciences; business and communications). Second, Pearson’s correlations were performed to examine the relationships between the following variables: college GPA, SE:SRL, SE:AA, high school GPA, and total cell phone use. Third, hierarchical regression was used to answer this study’s central research question:

* **Research Question 1:** What is the relationship between total cell phone use and academic performance after controlling for known predictors? Toward this end, the following model was initially proposed:

The categorical variables of interest were assessed in the first block of this model: sex, cigarette smoking, class, and college. Blocks 2 to 4 in this model are identical to the model developed by Zimmerman et al. (1992) and supported by others (e.g., Caprara et al., 2011) to predict academic performance. Block 5 added cell phone use to the model and thereby tested whether or not daily cell phone use uniquely predicted college academic performance (GPA) after controlling for these other, previously established variables.

Finally, to further illustrate the relationship between cell phone use and GPA, a tertile split for cell phone use was performed. Students in this final sample (*N* = 518) were divided into the following groups: low cell phone use group (*M*= 94.6 min per day, *SD* = 41.0, *n* = 180), moderate use group (*M* = 235.1 min per day, *SD* = 45.2, *n* = 173), and high use group (*M* = 601.3 min per day, *SD*= 226.8, *n* = 164). An ANOVA was then utilized to compare mean GPA across the three cell phone use groups (high, moderate, low). Post hoc *t* tests were performed for any significant main effect.

**Results**

**Assumption Checking, Descriptive Statistics, and Preliminary Analyses**

Before conducting any descriptive or inferential statistics, an examination of outliers (i.e., cell phone use, GPA, age, SE:SRL, SE:AA) was conducted. Following the method of Rosen et al. (2013), total cell phone use values that were more than 3 standard deviations from the mean were truncated to exactly 3 standard deviations from the mean. This procedure was applied to measures of total cell phone use for seven participants. Outliers on any of the remaining variables were removed from the study. This procedure resulted in 18 cases being removed and yielded a final analysis sample of 518 students. The age range of the data set was 18 to 28, with a mean of 20.28 (*SD* = 1.78). The data set was evenly distributed by class (freshmen = 132, sophomores = 139, juniors = 134, and seniors = 113). Females comprised 69% of the data set (*n* = 360), which is greater than the percentage of females (59%) in the overall undergraduate student body of the University.

From this data set, the assumptions of regression were examined, and a preliminary analysis was performed to assess the linearity of the relationship between the study’s independent continuous variables (SE:SRL, SE:AA, high school GPA, total cell phone use) and college GPA. Using a Lack of Fit Test, the assumption of linearity was upheld (*p* = .906). The assumptions of normality and homoskedasticity were also met using residual scatterplots.

On average, students reported spending 300 min per day using their cell phones (*SD* = 243). The sample’s mean GPA was 3.03 (*SD* = 0.60). Independent sample *t* tests demonstrated significant differences between males and females (*p* < .001) and smokers and nonsmokers (*p* < .001). Females’ GPA (*M* = 3.09, *SD* = 0.63) was significantly higher than males’ (*M*= 2.88, *SD* = 0.62), and nonsmokers’ GPA (*M* = 3.07, *SD* = 0.64, *n* = 432) was significantly higher than smokers’ (*M* = 2.80, *SD* = 0.58, *n* = 85). An ANOVA demonstrated significant differences in mean GPA between the four classes (*p* < .001). Freshmen had a mean GPA of 3.21 (*SD* = 0.67), sophomores had a mean GPA of 2.93 (*SD* = 0.64), juniors had a mean GPA of 3.02 (*SD* = 0.55), and seniors had a mean GPA of 2.94 (*SD* = 0.48). Finally, the 82 self-reported majors were categorized into three groups based on the college housing the major (education, health, and human services; arts and sciences; business and communications). An ANOVA found no significant difference in mean GPA between these three groups (*p* = .081). Thus, this variable was not included in further analysis.

Table 1 provides descriptive statistics for the continuous variables used in this model. Table 2 illustrates the results of Pearson’s correlations. There are several significant correlations worth noting. There was a significant, negative correlation between cell phone use and college GPA (*p* < .001). There was a significant, positive correlation between both measures of self-efficacy (SE:SRL, SE:AA) and college GPA (*p* < .001). There was a significant, negative correlation between both measures of self-efficacy (SE:SRL, SE:AA) and cell phone use (*p* ≤ .041). Finally, high school GPA was significantly and positively correlated with college GPA (*p* < .001).

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 1. Descriptive Statistics.** |  |  |  |
|  | *N* | *M* | *SD* |
| College GPA | 518 | 3.03 | 0.601 |
| High School GPA | 483 | 3.22 | 0.473 |
| SE:SRL | 518 | 56.42 | 8.96 |
| SE:AA | 518 | 44.44 | 7.07 |
| Cell phone use | 518 | 300.55 | 243.52 |

Note. GPA = grade point average; SE:SRL = self-efficacy for self-regulated learning; SE:AA = self-efficacy for academic achievement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2. Pearson Correlation Coefficients (r).** |  |  |  |  |
|  | *College GPA* | *High School GPA* | *SE:SRL* | *SE:AA* |
| High School GPA | .611\*\*\* |  |  |  |
| SE:SRL | .341\*\*\* | .242\*\*\* |  |  |
| SE:AA | .200\*\*\* | .275\*\*\* | .456\*\*\* |  |
| Cell phone use | -.234\*\*\* | -.168\*\*\* | -.90\* | -.239\*\*\* |

*Note*. GPA = grade point average; SE:SRL = self-efficacy for self-regulated learning; SE:AA = self-efficacy for academic achievement.  
\**p* < .05. \*\*\**p* < .001.

**Hierarchical Regression**

As described above, the preliminary analysis supported testing the following hierarchical regression model:

Table 3 provides the model summary results for the hierarchical regression predicting college GPA with total cell phone use as the final block in the model. Each block significantly added to the prediction of the criterion variable. In Block 1, females had a significantly greater GPA than males (β = .120, *p* = .007), nonsmokers had a significantly higher GPA than nonsmokers (β = .155, *p* = .001), and class standing proved significant as well (β = −.111,*p* = .013). In Block 2, there was a significant, positive relationship between college GPA and SE:AA (β = .210, *p* < .001). In Block 3, there was a significant, positive relationship between college GPA and SE:SRL (β = .289,*p* < .001). In Block 4, there was a significant, positive relationship between college GPA and high school GPA (β = .553, *p* < .001). Finally, there was a significant, negative relationship between total daily cell phone use and college GPA (β = −.164, *p* < .001). This total model explained 44.9% of the variance in college GPA (*R*2 = .449).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 3. Hierarchical Regression Predicting College GPA: Model Summary.** |  |  |  |  |  |
|  | *Sex/class/smoke*  Block 1 | *SE:AA*  Block 2 | *SE:SRL*  Block 3 | *HS GPA*  Block 4 | *CP use*  Block 5 |
| R² | .058 | .101 | .165 | .425 | .449 |
| ΔR² | .058 | .043 | .064 | .259 | .024 |
| ΔF | 9.755 | 22.922 | 36.580 | 213.86 | 20.454 |
| ρ | .000 | .000 | .000 | .000 | .000 |

*Note*. GPA = grade point average; SE:SRL = self-efficacy for self-regulated learning; SE:AA = self-efficacy for academic achievement; HS = high school; CP = cell phone.

Finally, the ANOVA comparing GPA across the three cell phone use groups (low, moderate, high) revealed a significant main effect (*F* = 11.70, *df* = 2, *p* < .001). Specifically, the high cell phone use group had a GPA (*M* = 2.84, *SD* = 0.61) that was significantly lower (*p* < .001) than both the moderate use group (*M* = 3.06, *SD* = .61) and the low use group (*M* = 3.15, *SD* = 0.45). There was not a statistically significant difference between the low use and moderate use groups (*p* = .175).

**Discussion**

This study was exploratory in nature. Therefore, the findings are best understood as initial steps into a new line of inquiry. The study’s aim was to assess the relationship between cell phone use and academic performance after controlling for known predictors of academic performance. A hierarchical regression was used for this purpose allowing for the development of a model which used sex, cigarette smoking behavior, class standing, SE:AA, SE:SRL, and high school GPA to predict college GPA. Each of these variables were significant predictors of college GPA. Females, as has been the recent trend, had higher GPAs than males (Peter & Horn, 2005). Smokers, as suggested in previous research, had lower GPAs than nonsmokers (DeBerard et al., 2004; Sánchez-Martínez & Otero, 2009). Class was a significant predictor as well, with freshmen and juniors doing slightly better academically than sophomores and seniors in this sample. As expected, SE:SRL, SE:AA, and high school GPA were all positively associated with GPA (Zimmerman et al., 1992). Finally, total cell phone use (min/day) was added to the end of this regression model. After controlling for the previously established predictors of academic performance, total cell phone use was found to be a significant negative predictor of GPA. These results suggest that given two college students from the same university with the same class standing, same sex, same smoking habits, same belief in their ability to self-regulate their learning and do well academically, and same high school GPA—the student who uses the cell phone more on a daily basis is likely to have a lower GPA than the student who uses the cell phone less.

Previous research suggests that college students’ cell phone use may be a distraction in academic settings (Levine et al., 2007). Two previous studies using large random samples of college students found that 89% (*N* = 302) and 83% (*N* = 251) of the students surveyed perceived the cell phone primarily as a leisure device rather than as an educational tool (Barkley & Lepp, 2013; Lepp et al., 2013). Because the cell phone is ever-present and commonly used for leisure, it is likely that it occasionally distracts from learning in class, in the library, in the dormitories, and in any other setting utilized by students for academic purposes. In addition, there is a growing amount of research that suggests electronic media in any form encourages multitasking (Jacobsen & Forste, 2011; Junco & Cotton, 2011, 2012;Karpinski et al., 2013; Kirschner & Karpinski, 2010; Wood et al., 2012) and task-switching (Rosen et al., 2013), both of which are negatively related to academic performance.

Considering these explanations, it is likely that the modern cell phone creates a temptation to surf the Internet, check social media (e.g., Facebook), play video games, contact friends, explore new applications, or engage with any number of cell-phone-based leisure activities, which some students fail to resist when they should otherwise be focused on academics. As such, the negative relationship between cell phone use and academic performance identified here could be attributed to students’ decreased attention while studying or a diminished amount of time dedicated to uninterrupted studying. Indeed, a similar argument has been proffered to explain the negative relationship between general social-networking site use or Facebook use and academic performance (Karpinski et al., 2013; Kirschner & Karpinski, 2010). Future research should examine the many potential underlying reasons for the negative relationship identified here, including time spent studying and multitasking. Of course, this line of research has demonstrated only relationships and not causality. Thus, there is a need to explore these relationships over time and with experimental designs.

There is also a need to better understand how specific cell phone uses are related to academic performance. While this study found that cell phone use as a whole was negatively associated with academic performance, the relationship may vary with particular uses. In other words, contrary to the findings presented here, there may be specific uses that are positively related to academic performance. For example, Norris (1996) found that while TV watching as a whole was negatively associated with political participation, watching TV news and public affairs programming was positively associated with political participation. Likewise, Chen and Tzeng (2010) found that using the Internet for information seeking was associated with better academic performance, while using the Internet for video game playing was associated with lower levels of academic performance. Finally, Junco (2012a) found that the total amount of time college students spend on Facebook, as well as the total number of times students check Facebook, were negatively associated with campus engagement. However, some Facebook activities such as creating events and RSVPing for events were positively associated with campus engagement. Thus, assessing cell phone use as a whole is likely to provide only a partial understanding of an undoubtedly complex relationship. Additional research assessing time devoted to specific cell phone uses such as gaming, social networking, information search, and the use of educational software (apps) is needed.

While these findings build upon and extend previous research in this area, there are limitations. First, cell phone use was self-reported. Although the self-report measure used in this study was carefully developed to assure content validity and a subsequent test provided evidence of criterion validity, research by Boase and Ling (2013) illustrates that continuous, open-ended self-report cell phone measures are at risk of over reporting use. In lieu of objective data, future studies may seek to further validate this measure. Furthermore, future studies should assess the time devoted to common specific uses such as social networking, gaming, and information search, in addition to measuring overall use as was done here. Second, the sample consisted of undergraduate college students from a single, large, public university in the Midwestern United States. Although the behavioral norms governing cell phone use appear to be consistent among today’s college students (Anderson & Rainie, 2011; Tindell & Bohlander, 2012), attempts to generalize these results to other populations should be made with caution. Therefore, future research should include college students from different types of universities and from different geographic regions. In addition, high school and junior high school students should be studied as recent research suggests that the relationships identified here may be evident in younger students as well (Rosen et al., 2013).

### Applicable Academic Strategies:

**Evaluate what type of reading material.** Is the reading from an academic journal? A magazine, database, book, or newspaper? Use the “Strategy: Evaluating Types of Reading Materials” section to first evaluate this reading.

**Ask questions prior to reading**. What is the topic? What do I already know? What is my purpose for reading? Look at the subheadings and make predictions.

**Take focused notes using Cornell Notes.** Use the table below as a guide to set up your own notebook paper

|  |  |
| --- | --- |
| Topic: | Name: |
| Objective/Note Taking Purpose: | Class: |
|  | Date: |
| Essential Question: | |
| **Questions/Connections**: | **Notes**: |
| **Summary Reflection:** |  |

## Reading 2: “Cell Phone Use and Its Effects on Undergraduate Academic Performance” by Juliet M. Womack and Corinne L. McNamara1 Kennesaw State University

<https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1089&context=kjur>

**ABSTRACT**

In this literature review, we explore cell phone use and its impact on academic performance of students in college classrooms. We discuss the prevalence of and motivation for cell phone use and how it affects user and peer academic performance as measured by grades earned in class and overall grade point average. Moreover, we include in our discussion the impact of classroom technology use on student-teacher interactions. Potential solutions to guide students and faculty toward more appropriate use of technology in the classroom and development of classroom syllabus policy are provided. Additional implications of research findings as well as suggestions for future research in this field are included in our literature review.

***Keywords***: technology, students, classroom, academic performance, cell phones

Technology use in the classroom has the potential to reignite student learning by offering more engaging and interactive ways to learn course material. However, the benefits of technology in the classroom may be outweighed by the costs, particularly of the use of cell phones in the classroom. Cell phones have allowed students flexibility in managing their coursework, such as organizing assignments and finding course information, with little or no effort (Tossell, Kortum, Shepard, Rahmati, & Zhong, 2015). On the other hand, they may also cause undergraduate students to perform worse academically. The contrast between student perceptions of cell phones in academics and the reality of cell phones and their effect on academic performance is the fundamental purpose of this literature review.

The most recent literature review published on this topic extended two previous literature reviews by analyzing the effects cell phones have on learning and why these effects occur, based on a variety of theories. Chen and Yan (2016) included literature on cell phone use while driving and generalized the findings to the effects on learning. The present literature review makes a unique contribution in that we primarily analyze the literature on in-classroom cell phone use in the undergraduate student population. Thus, unlike previous reviews, ours is focused rather than broad and so permits a deeper exploration of in-classroom cell phone behavior. At the suggestion of the reviewers, we also discuss outside of class multitasking (i.e. using a cell phone while studying or doing homework) because it may affect in-classroom behavior.

This review includes an analysis of the body of literature that focuses on the prevalence, perception, and effects of multitasking with cell phones in-class and ways multitasking outside of the classroom translates into the classroom environment. Subsequently, we discuss the conflict between different operational definitions of cell phone usage in the classroom and different definitions of academic performance followed by statistical data collected across the literature describing how prevalent cell phone use in the classroom has become. Finally, we present a discussion of motivators for cell phone use in the classroom; the effects of cell phone use on academic performance; student, peer, and professor perceptions of cell phone use in the classroom; solutions to reduce or resolve cell phone usage in the classroom; and implications and suggestions for future research.

**Multitasking Prevalence, Perceptions, and Effects**

Multitasking in class is normal for college students and is often encouraged by their professors. Listening, thinking, answering questions, challenging ideas, and taking notes are all part of the normal, multitasking classroom environment that lead to an enriching and dynamic educational experience. On the other hand, there are some multitasking behaviors, such as talking to other students about matters that are off topic, studying for another class, or using technology for personal use, that may detract from the learning experience and result in lower academic performance. In this review, we specifically focus on exploring the relationship between the personal use of technology in class and how it affects undergraduate academic performance.

Recently, researchers have found that 57% of students multitask in class with their cell phones, behavior that may be exacerbated by overall phone obsession (Lee, 2015). Most often, students who multitask in class are either texting or using Facebook, both of which are negatively correlated with overall semester grade point average (GPA; Junco, 2012). Some students even admit that multitasking hinders their ability to understand and focus on their class lectures, but continue to multitask anyway (Lee, 2015). Students who multitask on their cell phones are usually communicating with others and may perceive themselves to be unaffected by their multitasking habits. However, how students perceive their multitasking to affect their performance may not align with how students actually perform academically.

**Translation of Multitasking**

Outside-of-class multitasking translates into the classroom environment and decreases academic performance (Bellur, Nowak, & Hull, 2015; Patterson, 2017). Using a 3 x 2 matrix, Patterson (2017) found that both the number of technologies students utilized while studying for an exam and the number of hours students studied had a significant main effect on exam scores. Prior to the exam, students were optimistic about their ability to multitask while studying for an exam, but the exam scores revealed the effects of multitasking while studying. Based on participants’ self-reports, the researcher divided participants into two groups based on study time using a median split method. The median split divided participants into a low study group, participants who studied less than two hours for their exam, and a high study group, participants who studied more than two hours for their exam. Additionally, participants were divided into three groups, those who used zero to two technologies, three to six technologies, and seven or more technologies, while studying. Patterson (2017) found that students who did not use technology while studying or used only one or two types of technology and studied for more than two hours had an average exam score of 76.44%. In contrast, students who used three to six different types of technology and studied less than two hours had an average exam score of 68.48%. The study’s results demonstrated the effect of outside of class multitasking with technology on in- class academic performance.

Like Junco (2012), Bellur and colleagues found that students were mostly texting or using Facebook while doing homework, but gender differences contribute to the context of multitasking. They also discovered that females most often multitask by communicating with others, whereas males who multitask engage in entertainment, like watching online videos, while doing homework. Multitasking outside of class directly translates into multitasking within the classroom environment, which has a greater and more negative impact on GPA, than multitasking while doing homework (Bellur et al., 2015). Regardless of whether students are using technology while in class or while studying outside of the classroom, research clearly demonstrates academic performance is negatively affected.

**Cell Phones in the Classroom Operationally Defining Cell Phone Use**

Due to the versatility of today’s cell phones, cell phone use in the classroom has been studied using a variety of operational definitions. Most research studies have operationalized cell phone usage in class as texting (Froese et al., 2012; Gingerich & Lineweaver, 2014; Lawson & Henderson, 2015; McDonald, 2013). Similarly, Olmsted and Terry (2014) operationalized cell phone usage as texting during class, but also included cell phone usage outside of class to link it to in-classroom behavior. Overall cell phone usage in class (Bjornsen & Archer, 2015; Elder, 2013) and cell phone ringing during a lecture (End, Worthman, Mathews, & Wetterau, 2010) have also been considered. Because researchers do not agree on the operational definition of cell phone use in the classroom, it is difficult to compare and contrast results.

**Operationally Defining Academic Performance**

Academic performance has been more consistently defined by quiz or test scores on lecture content (Elder, 2013; Froese et al., 2012; Gingerich & Lineweaver, 2014; Lawson & Henderson, 2015) and also by test scores over the course of a semester (Katz & Lambert, 2016), or multiple semesters (Bjornsen & Archer, 2015). Few studies have operationalized academic performance as grade point average (Harman & Sato, 2011; Tossell et al., 2015) or final course grades (McDonald, 2013). End and colleagues (2010) utilized both quiz scores on a lecture and a student’s ability to record the correct information from a lecture interrupted by a cell phone ringing to operationally define academic performance. By consistently defining different types of cell phone usage and academic performance, researchers may be able to better determine the extent to which certain types of cell phone usage affect academic performance.

**Prevalence of Cell Phones**

Statistical data on cell phone use in the classroom may offer insight into how prevalent the effects of cell phone use are on academic performance (Olmsted & Terry, 2014). Over 95% of undergraduate students own cell phones, as noted across multiple studies (Elder, 2013; Olmsted & Terry, 2014; Pettijohn, Frazier, Rieser, Vaughn, & Hupp- Wilds, 2015). With the widespread ownership of cell phones among students, cell phone usage in the classroom is probable. Of the students who own cell phones, Froese and colleagues (2012) found that 75% have their cell phones with them in every class period. Likewise, in a study published in 2012, Tindell and Bohlander found that even more students, 95%, bring their cell phones to every class meeting. Fortunately, the majority of students try to accommodate to the learning environment by putting their cell phones on “vibrate” during class (Berry & Westfall, 2015; Tindell & Bohlander, 2012) because cell phone ringing can hinder the academic performance of other students (End et al., 2010) as well as be disruptive to the teacher. However, only between 8% and 9% of students turn their phones completely off during class time (Berry & Westfall, 2015; Tindell & Bohlander, 2012).

Over half of cell phone usage in the classroom is allocated to texting while the remaining proportion of cell phone usage is directed to checking social media websites like Facebook and Twitter, behavior that has the potential to cause problems for peers in the classroom (Lee, 2015; Olmsted & Terry, 2014; Pettijohn et al., 2015). Pettijohn and collegues (2015) found that students who text in-class usually communicate with friends or significant others, like boyfriends, girlfriends, or spouses. Rarely will a student ever leave the classroom to use a cell phone (Pettijohn et al., 2015). In general, research reveals how prevalent cell phone presence and use in class are likely to be. Considering the motivation for using cell phones in class may provide a better understanding of why cell phone presence in the classroom is so heavy despite knowledge of its negative impact on academic performance.

**Motivators for Cell Phone Use**

Cell phone usage has become habitual for students outside and inside the classroom environment (Elder, 2013). Pettijohn and colleagues (2015) found three motivators for cell phone texters during class time: boredom, checking for emergencies, and texting to resolve work conflicts. Although 32% of in- class student texters reported leaving the classroom to check for emergencies, one may infer that 68% remained in class. Furthermore, habitual texting outside of class translates into the classroom environment (Olmsted & Terry, 2014). Students who text in class may have a larger number of people whom they text on a regular basis, they often text while studying for their courses or while driving, and they become anxious or have anxious thoughts when they are unable to access their cell phones (Olmsted & Terry, 2014). Thus, the literature indicates that many college students are motivated to use cell phones in the classroom, as part of staying socially connected and reducing anxiety that may result from a fear of missing out on something socially important.

**Effects on Academic Performance**

The negative effects of cell phone usage in the classroom on academic performance have been demonstrated across multiple studies (Bjornsen & Archer, 2015; Elder, 2013; End et al., 2010; Froese et al., 2012; Gingerich & Lineweaver, 2014; Lawson & Henderson, 2015; McDonald, 2013). Froese and colleagues (2012) found that students who texted in class during a 6- minute lecture spent an average of 2.69 minutes texting a confederate, time that could have been spent focusing on the material. Additionally, when quizzed on the lecture material, students who texted during the lecture performed 27% worse on the quiz than students in the no-texting condition.

Similarly, Gingerich and Lineweaver (2014) ran two experiments, each with a texting and a no-texting condition, both of which demonstrated a significant negative effect on academic performance. In the first experiment, students who texted during the lecture had an average quiz score of 60.14%, and students who did not text had an average quiz score of 79.22%. The second experiment replicated these results with students in the texting condition scoring an average of 73.41% and those in the no- texting condition scoring an average of 83% on the quiz. However, it may be that students who text in-class perform worse overall academically, and they do not specifically perform worse on quiz questions that require information disrupted by text messages (Lawson & Henderson, 2015). Thus, students’ scores on a particular measure may be confounded with their overall academic performance.

Studies that have examined overall cell phone use in-class have found different results than studies that have strictly operationalized cell phone usage as texting. For example, Bjornsen and Archer (2015) found that, instead of texting in class, students who often use their cell phones in class to utilize social media are affected the most negatively academically. Yet Elder (2013) found no significant difference on quiz performance by students who did or did not use their cell phones in class, even though students who used their cell phones in class perceived their quiz performance to be worse than their no cell phone use counterparts did. This finding may indicate that students are aware of the negative effects cell phone use in the classroom has on academic performance, yet they continue to use their phones.

**Perspectives of Cell Phone Use Student Perspectives**

Student attitudes about the effects of cell phone usage in the classroom are relatively neutral (Elder, 2013). Only 8% of students feel that their cell phone usage in class hinders their academic performance (Berry & Westfall, 2015). Students also understand there is a fine line between cell phone usage in class, obsessive cell phone usage in class, and the degree of appropriateness (Berry & Westfall, 2015). Many students indicate that they know they will perform worse academically if they text during a lecture (Froese et al., 2012; Gingerich & Lineweaver, 2014). On the other hand, some students tend to be optimistic about using cell phones in class for academic instead of personal purposes, despite knowledge of the possible negative consequences.

In a study by Tossell and colleagues (2015), students who had never owned a smartphone or tablet were given a smartphone to use for a whole year. Participants were asked before and after the study whether they thought cell phones were beneficial to them academically. At the beginning of the study, 63% of the participants believed that the compactness of their cell phones allowed them to have on- the-go access to their courses and expected their cell phones would play a fundamental part in their academic achievement for that school year. At the end of the study, participants had a negative perspective of cell phone usage in academia in that they believed that cell phone usage had become an addiction and a distraction from their education. Instead of using their cell phones for academic purposes, students more often used them for communicating with others and for entertainment.

**Peer Perspectives**

With cell phones creating distraction in the college classroom for individual students, the peer perspective on cell phone use in the classroom must also be considered. In other words, students who sit next to cell phone users are also impacted in tangible ways. Approximately 90-97% of students report that they are aware of their classroom neighbors’ cell phone use (Berry & Westfall, 2015; Tindell & Bohlander, 2012). In contrast, 84% of students claim to not be bothered by their peers using their cell phones during class (Elder, 2013), and 77.2% report not being bothered when their peers are texting during class (Pettijohn et al., 2015). One explanation for these findings is that students may be more sensitive to cell phone noises, such as a vibration or unwarranted alarm ring, by their peers during class than the act of seeing a cell phone being used in class (Berry & Westfall, 2015; End et al., 2010).

End and colleagues (2010) set up two conditions, the first being one in which a cell phone did not ring during a lecture and the second condition being one in which a cell phone did ring at specific intervals during a lecture. The goal of the study was to find whether or not a cell phone ring during a lecture hindered student recall of information presented in the lecture on a multiple-choice quiz. Researchers also explored whether the cell phone’s ringing during two specific time intervals similarly interfered with note taking. Results showed that students in the cell phone ringing condition performed significantly worse on quiz items that required information presented when the cell phone rang. Additionally, students in the cell phone ringing condition were unable to correctly record information from the lecture during the two cell phone ringing intervals.

**Professor Perspectives and Methods of Prevention**

Professors, just like peers, are highly aware of cell phone usage in their classrooms and believe cell phone use is a major factor of distraction to students and their learning (Berry & Westfall, 2015). Yet some professors are no longer willing to try to control their students’ cell phone usage in the classroom even though they are aware of the negative effects (Lawson & Henderson, 2015). Frequent student cell phone use in class may be due to ineffective cell phone policies set by professors. McDonald (2013) compared three different cell phone policies in three sections of the same course. One section was threatened with loss of points for cell phone use during class, and another section had no cell phone policy. The most effective policy stated, “Cell phones were [sic] to be turned off and not used during class. This is an issue of respect for others and your professor” (p. 36). McDonald (2013) found that students in the section with the moderate cell phone policy stated above had the highest average final course grade, 81%. However, cell phone policies that may work for one class may not work for others, so it is the professor’s responsibility to tailor an effective policy for that specific course (Lawson & Henderson, 2015).

Other strategies that may help reduce cell phone use in the classroom include reducing class size, interactive instruction, such as group activities or discussions (Berry & Westfall, 2015), and offering incentives to students who put away their cell phones for the entirety of the class (Katz & Lambert, 2016). Katz and Lambert (2016) offered students the opportunity to earn extra credit points in their introductory level psychology course for every class period in which they agreed to give up their cell phones for the entire lecture. Students who gave up their cell phones more frequently had higher test scores than students who gave them up less often. The classroom environment was also transformed by becoming more academically enhanced. Students claimed at the end of the study that they had been able to focus more on the lecture material in class and the relationships between peers and the professor had been improved (Katz & Lambert, 2016). Students, peers, and professors’ perspectives about cell phone use in the classroom vary by individual and by course.

**Implications and Future Research**

Cell phone usage in the undergraduate classroom environment continues to be an important issue in higher education (Berry & Westfall, 2015). In this review, we highlight the overall prevalence of cell phone use, its effects on academic performance, and student, peer, and faculty perspectives about cell phone use in undergraduate classrooms to extend and make an original contribution to the existing literature. Further research needs to be conducted that taps into the motives behind student cell phone use and methods to better control cell phone usage in the classroom (Lee, 2015). Additionally, researchers should consider assessing the relationship between cell phone use and academic performance under different circumstances, such as taking a free response test or performing an activity after being distracted by a cell phone ringing while directions are being given (Gingerich & Lineweaver, 2014). Future studies must also be more rigorous when controlling for participant characteristics such as academic performance (Katz & Lambert, 2016). By controlling for academic aptitude, for example, by ensuring all participants are within the same GPA range, future researchers would be able to create samples that limit confounding variables that may mask the effects of cell phone use on academic performance. It would be interesting to determine whether there are characteristics that allow some students to be more affected by the technical disruption. The conclusions from such research could help educators better understand and guide their students towards more appropriate cell phone usage in the classroom.

### Applicable Academic Strategies:

**Read effectively in the sciences.** Apply this strategy to longer texts or reading assignments. Look at Reading 2 and evaluate using the following reading in the sciences questions:

1. Classify the book or article according to kind and subject matter. Into what genre does that work fit? What is the book about?
2. Number the major parts in their order and relations. Outline these as you have outlined the whole.
3. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
4. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance.
5. What are the concepts and variables used? Become familiar with the author by defining key words. Know the details of the argument. In the example above: what is social structure? What is meant by deviance? Do structural theorists/ writers assume the reader knows what is meant by social structure? Do you need to find out what this means in order to understand the reading?
6. How does the author’s argument/ position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
7. What value judgments does the author make? What values does the author assume readers will share? What assumptions does the author make that may be contestable?
8. What is the author’s methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author’s arguments by finding them in, or constructing them out of, sequences of sentences.
9. Determine which of the problems the author has solved and which she has not. Of those not solved, decide which the author knows she has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the evidence (both that presented by the author and other evidence in the field) support the argument?

### Applicable Strategy: Journal Writing

As you journal, remember the following journal writing strategies from earlier:

1. Write in complete sentences
2. Use specific examples to show and explain *why*
3. Use both course material and your own personal experiences to further elaborate
4. Do not simply summarize. Ask probing questions. Discuss your perspectives.
5. Use your journal space as a place to further elaborate on any research you are doing.

After reading Womack and McNamara’s article, write a journal entry based on the following prompt: Do you support the ideas presented in Lepp, Barkley, and Karpinski’s article? Use evidence from the text to support your perspectives.

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## Taking Notes on a Lecture

### Listen to Jeff Butler’s “How Smartphones Change The Way You Think” TED Talks (11 mins)

<https://www.youtube.com/watch?v=pWvSwX-jq7o>

### Applicable Academic Strategies:

**2 Column Note Taking.** Take focused notes using the 2 Column note taking strategy. Use the table below as a guide.

|  |  |
| --- | --- |
| **Lesson Topic** | **Name, date, subject/course** |
| *Use this left column to develop study questions, topics, and main ideas.* | *Use the right-hand column for detailed information.*   * *Summarize content in your own words and simplify writing* * *Use abbreviations* * *Use symbols and graphics* * *Skip lines in between new ideas.* |

### Applicable Strategy: Online Discussion Post.

Complete the following online discussion writing prompt: Further develop and expand upon your earlier journal entry. Do you think there is a correlation between cell phone use and academic performance? Why or why not? Explain your perspective(s) on the issue and use specific evidence from course material to support your ideas.

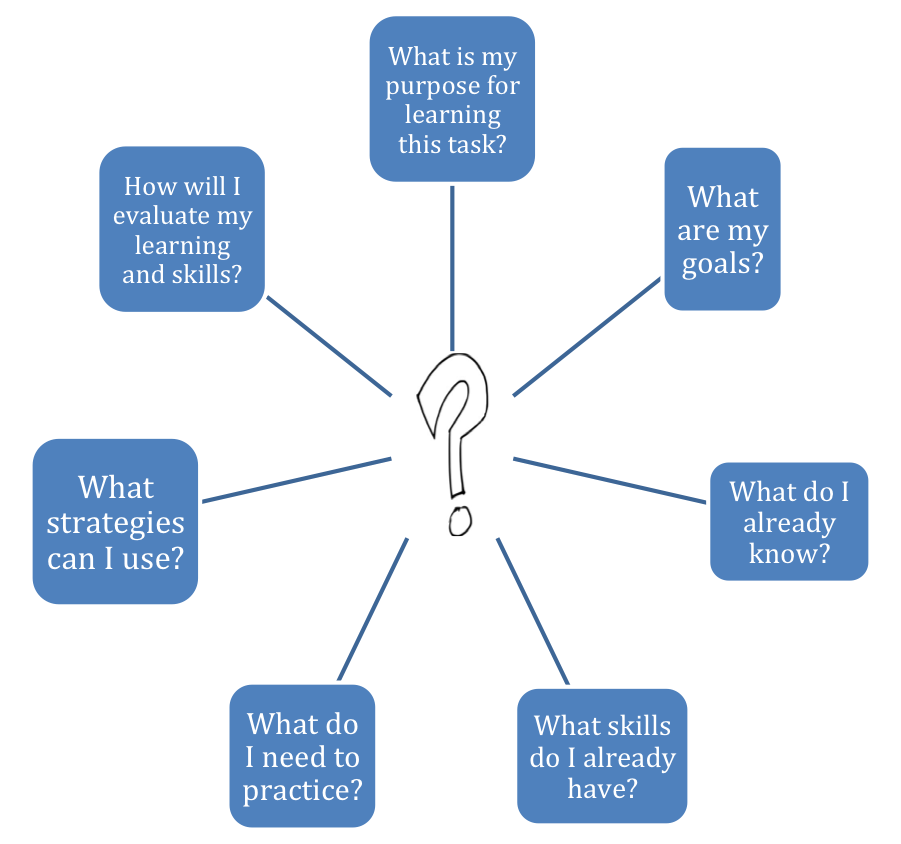
Remember the following tips when writing your online discussion post:

* **State your perspective & use course material for support**. Think of the task at hand and form a clear perspective/thesis/argument about it. What is your perspective? What is your stance? What are your specific thoughts about the topic? Pick a relevant question to ask yourself about the topic, answer it, and then be ready to explain why. As you discuss the “why,” use evidence from course material for support.
* **Make it applicable.** As you discuss your ideas and connect it to course material, be sure and make the topic relevant. Can you relate anything to your life now? Is there a way for your classmates to apply the topic at hand to their lives? Find a way to include a personal or professional experience as part of the conversation. Make the topic appeal and apply to real life.
* **Continue the conversation**. One goal of an online discussion is to encourage and continue the conversation. Invite others to interact with your post. Offer open-ended questions to your classmates, seek clarity, encourage new ideas, or inquire about further information from them.
* **Write a specific title.** Don’t forget a title for your post. Use a clear and specific title with key words from the assignment topic to show your overall perspective.

# Thematic Chapter Example: Learning about China

In this chapter, you are pretending to be in a class where you’re learning about China. You’ll be using the essential questions and strategies to complete several literacy tasks common in college classrooms.

Let’s begin!



**Directions for this Chapter**

1. **Use the Applicable Strategies to read the following two articles on China and listen to the lectures.**
2. **Compare the ideas presented in each of the readings and the lectures. Evaluate the claims made by each author or lecturer.**
3. **Write a Summary/Response Journal. Use at least three other sources in your response.**
4. **Click on the link to the Textbook Chapter on China. Create a list of the most important vocabulary to study for a test. Take notes on the chapter to study for a test. (You won’t actually be taking a test in this chapter, but you will read and take notes as if you were going to be taking a test.)**

### Applicable Strategy: Evaluating Types of Reading Materials

There are three readings in this chapter. Using this strategy to describe the types of readings.

|  |  |  |  |
| --- | --- | --- | --- |
| Type | Information | Use | Examples |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Applicable Strategy: Asking Questions before Reading

**Before you begin reading the two articles in this chapter, use the following strategies.**

* What is my purpose for reading?
  + What will I need to know when I finish?
  + What will I be expected to do with the information, such as write a response, summarize, take a quiz, etc.?
* What is the topic of the material?
  + What does the title suggest?
  + What do the subheading, italics and summaries suggest?
* What do I already know?
  + What do I already know about this topic or a related topic?
  + Is this new topic a small part of a larger idea or issue that I have thought about before?
* How is the material organized?
  + What is the general outline or framework of the material?
  + Is the author listing reason, explaining a process, or comparing a trend?
* What will be my plan of attack?
  + What parts of the textbook seem most important?
  + Do I need to read everything with equal care?
  + Can I skim some parts?
  + Can I skip some sections completely?
* Turn the headings into questions so you have a plan for finding the main ideas.
* Make sure you have room to annotate for either finding vocabulary or developing a response.

### Applicable Strategy: Reading Actively

**As you read the two articles use the following strategies.**

* Read to find the main ideas and support. Use your purpose to read actively.
* Find the answers to your questions.
* Find definitions for vocabulary.
* Make connections between the text and your experience, between parts of the text, and between the text and other lectures or text by annotating.
* Use headings and transition words to identify relationships in the text

Take a look back at now to read actively by annotating.

* Look for the big ideas such as the titles and headings.
* Write down the big idea of the article in your own words.
* Underline or highlight topic sentences.
* Connect ideas by drawing arrows between them.
* Put question marks by things you don’t understand.
* If you relate to something the author has said, make that connection in the margins.
* Draw a box around words you might need to add to vocabulary.

The more you interact with a text, the easier it will be to remember and understand what you’re reading.

### Applicable Strategy: Reading for a Thesis

Take a look back at strategy of reading for a thesis.

Questioning the text you’re reading is a good place to start. When trying to isolate the thesis, or main idea, of your reading material, consider these questions:

* What is the primary subject of this text?
* Is the author trying to inform me, or persuade me?
* What does the author think I need to know about this subject?
* Why does the author think I need to know about this subject?

Write the thesis of each article here.

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| Thesis Statements |
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### Applicable Strategy: Finding the Supporting Points

Take a look back at the strategy for finding the supporting points. Write down the most important supporting points from each of the articles.

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| Supporting Points |
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### Applicable Strategy: Evaluating Supporting Claims of Texts

Using the STAR Method to Evaluate Appeals to Logic

|  |  |  |
| --- | --- | --- |
| Measure | Question | Examples & Notes |
| Sufficiency | Is there *enough* evidence cited to support the conclusion? |  |
| Typicality | Is the cited evidence typical or representative? |  |
| Accuracy | Is the cited evidence up to date and accurate? |  |
| Relevance | Is the cited evidence directly relevant to the claim(s) it is being used to support? |  |

## Reading 1 Daily Life in Ancient China

by Emily Mark

Originally published April 27, 2016 in *Ancient History Encyclopedia*

Chinese culture is one of the oldest in the world today. Over 6,000 years ago this culture began to develop in the Yellow River Valley and many of those ancient practices are still observed in the present. The Chinese developed a society based on respect for the spirits of the earth, one’s ancestors, the gods, and other people. It was believed that the world was governed by spirits and deities and so people should behave as though they were in the presence of these spirits at all times.

Figure 1: Banpo Village, Xi’an, China

Daily life in ancient China changed through the centuries but reflected these values of the presence of the gods and one’s ancestors in almost every time period. In the prehistoric age (c. 5000 BCE) people lived in small villages in the Yellow River Valley. Villages like Banpo show evidence of a matriarchal society, where there was a priestly class dominated by women who governed and were the religious authorities. The people lived in small, round homes built into the ground, wore the skins of animals, and practiced an animistic form of religion. Small villages like Banpo grew into larger communities and then into cities. The Xia Dynasty (2070-1600 BCE) is the first form of government in China which established large cities. It was thought to be mostly mythological until archaeological evidence was discovered which, according to some scholars, proves its existence (although this evidence continues to be debated). After the Xia came the Shang Dynasty (1600-1046 BCE), when writing was developed and the first written evidence appears of what life was like for people in ancient China.

**SOCIAL CLASS, CLOTHING & ADORNMENTS**

Silk is thought to have been invented c. 2696 BCE, when the goddess Leizu, wife of the supreme god Shangti, was having tea and a cocoon fell into her cup. As the cocoon unraveled, she saw it was all one thread and so planted mulberry trees for silkworms to spin their webs in to make silk. The nobles and royalty were the only people who could wear silk. Those who processed the silk into clothing, and even the merchants who sold it, were not allowed to wear it. Most of the population of China wore clothing made of hemp. Women wore long tunics which went to their ankles with a tie around their waists; men’s tunics were shorter, only to their knees, and sometimes they wore pants with cloth boots or sandals. In the colder seasons they would wear a thick jacket made of hemp, which was padded for additional warmth. Chinese women would sew an image of a tiger onto the clothing of their children as a sign of protection. The tiger was thought to be the king of the beasts and its image would ward off evil. Sometimes mothers sewed images of toads or snakes onto clothing along with the tiger to add more protection against danger. This practice spread to the upper classes where dragons and tigers were embroidered on silk gowns for the same purpose. In the Sui Dynasty (589-618 CE), the emperor decreed that there was too much similarity between what the peasants and the upper classes wore (even though the wealthy nobles were still the only ones who could wear silk) and passed a law that all peasants had to wear either blue or black clothing; only the wealthy were allowed to wear colors.

One’s social class was determined, more or less, by birth. If one’s father was a peasant, one would also be a peasant. The social division between a ruling class, nobles, merchants (business owners), and the working class peasants deepened further with the invention of writing; people became divided between an upper class who could read and an illiterate peasant population. From the Shang Dynasty on, though, a person could improve their station in life by passing the Imperial Examinations and working for the government. These exams were very hard to pass. Not only did one need to be literate but one had to almost memorize nine books (known as The Five Classics and The Four Books) to be able to answer questions concerning them. The wealthy and middle class were either nobility, merchants, politicians, or civil servants while the poor were the peasant farmers and laborers. Taverns and pubs were popular gathering places for men of all classes, but they each had their own type of tavern, the upper classes would not go to lower class pubs, and the lower class was not allowed into the higher class ones. Scholar Charles Benn writes:

In Changan westerners operated taverns favored by poets, in the wards along the southeast wall of the city. They employed white-skinned, green-eyed, blond women from Central Asia to sing and dance so that patrons would spend more money on ale. Aside from the taverns inside Changan’s walls, there were pubs where villagers living along some nineteen miles of the eastern road outside the city sold ale to travelers (57).

The urban taverns catered to the middle class and the rural to the lower. In the city of Changan during the Tang Dynasty (618-907 CE) there was an area in the district of North Hamlet known as The Gay Quarters, which catered to the wealthy. The word ‘gay’ should be understood as “light of heart,” and the quarters were staffed by high-class and very expensive courtesans. Benn writes, “Prized more, or at least as much as, for their talents as entertainers at feasts than for their sexual services, they resembled Japanese geishas” (64). None of the lower class could enter The Gay Quarters, and if they did, they would not have been able to afford to visit any of the houses. Taverns were often operated by women but The Gay Quarters were run by men accountable to the mayor of the city. This was the standard arrangement throughout China where courtesans were strictly under the control of the government.

Distinctions between the classes in ancient times were also seen in hair styles and other personal choices. Men and women of all classes wore their hair long because it was thought that one’s hair came from one’s ancestors and it was disrespectful to cut it. In daily life, one would put one’s hair up in a bun, but it was never supposed to be cut. Wealthy women wore their hair up with elaborate pins made of ivory, gold, or silver while poorer women kept theirs up by knotting it or binding the bun with a piece of twine. Just like the hair, the body was thought to be a gift from one’s ancestors and should not be abused. One’s body was not one’s own to do with as one liked; it had to be treated with respect. For this reason, most people looked down on those with tattoos and also because marking the body with ink was associated with barbarian customs. Tattoos were used as a brand for criminals, though, and those branded had to carry the mark with them for the rest of their lives. Even if they had the actual brand burned off, the scar would remain.

There are records, though, of quite a few who chose to tattoo themselves as an artistic expression. Charles Benn writes about one man who “spent 5,000 cash to have an artist prick his chest and stomach so that he could sport a landscape replete with gazebos nestled in the mountains, pavillions soaring over rivers, trees, birds, and animals” and another who “had a snake tattooed all over his body in his youth. The image of the serpent began in his right hand, where the jaws of the beast drawn on his thumb and index finger gaped. The body of the snake wound around his wrist, arm, and neck. Then it slithered down his chest, stomach, thigh, and shin, where it terminated with a tail” (112-113). For the most part, though, tattoos were only worn by convicts or gang members. Benn cites an example of a street gang, who had shaved heads and tattoos, who would beat and rob people in the marketplace of Changan. After they were arrested, the mayor had them publicly beaten to death in the town square, and afterwards, many people in the city with tattoos had them burned off so as not to be associated with the gang.

Along with tattoos, body odor was also associated with barbarians and criminals, and the Chinese were very meticulous about perfuming themselves thoroughly. Benn writes, “Women and men perfumed themselves. Palace ladies applied scents so lavishly that when they went out on an excursion, the redolence of their cortege permeated the air for miles” (113). They also wore deodorant made of lime, frankincense, cloves, sweet gum, and birthwort. Benn writes, “The compound was packed into small bags that were slung under the armpits. The authorities also recommended washing the armpits with urine on New Year’s Day” (114). Bathing every day was thought to invite sickness, and the custom was to bathe only once every five days. For bad breath, the Chinese sucked on cloves, and it was mandated that anyone appearing in the emperor’s presence had to do so before speaking to him. Foot odor was another concern, which was controlled through perfumes or camphor.

The shoes of the wealthy were soft and made of silk, with upturned toes, while those of the peasant class were coarse boots or sandals made of straw, hemp, or wood. Inside the home, everyone wore slippers made either of straw, hemp thread, or silk. Both men and women of the upper classes grew their fingernails long to show that they did not have to work. They had servants do everything for them, even feed them, so they would not damage their nails. Rich women wore jewelry like earrings, bracelets, necklaces, amulets, and rings. Some women pinned the wings of a green beetle to their clothes to make them more attractive to men.

During the period known as the Five Dynasties and Ten Kingdoms (907-960 CE) the practice of foot binding began. It probably started earlier but became a custom after the reign of the emperor Li Yu (937-978 CE) who had his consort Yia Niang bind her feet to resemble a crescent moon and perform a special dance for guests at one of his parties. Li Yu had erected a large golden statue of a lotus flower in his garden, and Yia Niang’s dance was to honor its unveiling. Her dance was so beautiful it made the other women there want feet as tiny and graceful as Yia Niang’s were, and soon the idea developed that a beautiful woman should have tiny feet.

Girls as young as toddlers would have their feet wrapped in bandages so tightly it broke their toes and curled them under the foot. Girls had to walk around stepping on their own toes and were in constant pain for years until they grew used to it. Although this practice started among the upper classes, it soon became common for all women in China. This made working in the rice fields or doing any kind of manual labor, very difficult. Women are shown in ancient paintings crawling in the rice paddies because they could not walk. Foot binding continued for centuries until it was outlawed in 1911 CE. Many women were interviewed in the late 19th early 20th centuries CE on footbinding and talked about crying from the pain for years and how it never made them feel any more beautiful.

**FARMING, FOOD & DRINK**

The principal crop of China was rice. Rice grew best in the southern part of China in flooded fields, and so canals were dug to flood more fields throughout the country. Rice was so important that it was used to pay one’s tax. Rice was eaten at every meal in some form and was even brewed to make wine. Wheat and other grains were also grown but were never as important as rice. The Chinese diet was (and still is) mostly vegetarian. The Chinese temples and monasteries taught people that a healthy diet led to a long life and emphasized vegetarianism as a humane and healthy way of eating. The Chinese did eat meat but it was rare, and one would never kill a chicken which was still laying eggs. Fish was the most popular dish served with rice and vegetables.

Food was cooked over a low fire in the home in a three-legged pot called a *ding*. The *ding* could be placed directly over the fire and ingredients added to slow cook all day so the family would have their dinner ready when they came in from the fields. The wealthy people had servants cook for them who also used the ding but might also use pans and cook with ovens. The most important drink was tea which was first brewed c. 100 BCE from powdered leaves. Different leaves were blended for different tastes or to produce different effects. Tea was considered a powerful medicine but was also just a popular drink people enjoyed and relaxed with. The popularity of tea gave rise to the Tea Culture in China which is best known through the Tea Ceremony.

Figure 2: Chinese Tea Ceremony

A legend claims that an ancient ruler named Yan Di would go out searching for medicinal herbs to help his people. One day he tasted a herb which poisoned him but, as he was dying, water from a tea tree dripped onto his tongue and cured him. He began planting tea trees after that and gave tea to his people. People would eat tea leaves with their meals as a vegetable, and tea was considered an acceptable religious offering at temples. Tea gardens became popular among the wealthy, and the Tea Ceremony developed, which is an elaborate ritual of respect in which people take tea together. The person who prepares the tea honors her guests through her preparations and presentation, and the guests pay her respect by participating properly.

**HOME LIFE, GAMES, & SPORTS**

The Tea Ceremony was performed in one’s home or garden where one would welcome guests. The home, just like today, was the center of the family’s life. Women took care of the home while men worked outside of the house. Women, men, and children of the peasant classes all worked in the fields. Chinese homes differed, like anything else, depending on one’s social class and how much money one had. Peasants lived in huts while merchants and other middle-class people lived in houses made of wood, which were built around a rectangular courtyard where a garden would be planted. The garden was usually a border around a patio which had trees and bushes in it.

There were sleeping quarters inside the home, a kitchen, and a hall (sometimes very large) which was a dining room and entertainment area. Families would eat in the hall and talk and listen to music or read in the company of their pet cat. Cats were the most popular pet in ancient China, and almost every home had one. Dogs were kept more for security and as a source of food, although there is some evidence that the ancient Chinese played with their dogs as pets. They would also play games like mahjongg, go (a kind of Chinese Chess) or checkers. The Chinese also enjoyed playing kickball, football (as defined everywhere in the world except America), wrestling, and archery. Swimming was not a popular sport in China because of the belief in the type of ghost known as the *Shui Gui*, the spirit of a person who had drowned who waited in the water to drown someone else in order to be set free. The Chinese did practice swimming but it was not a popular past-time.

In every home, there was a shrine to the ancestors of the family, the local *Tudi Gong*, and the gods the family followed. In the kitchen, there was always the paper image of the kitchen god known as Zao Shen. Zao Shen was probably the most important god of the home because his job was to keep watch over the family, keep them safe, but also report on their daily conduct to the other gods. He was like a little spy for the gods in the home, who also protected those he spied on. Once a month, Zao Shen would leave the house to report to the local gods on how the people were doing, and during this time the family was very careful not to do anything to invite evil spirits into the house because they had no protection. Once a year, on New Year’s Eve, Zao Shen left to make his full report to Shangti and the other gods in heaven. His image would be offered food and drink, and then his mouth would be smeared with honey so only a good report would come out when he reached the heavens. The paper image would then be burned to send him on his way, and firecrackers would be lit to make him go faster and give only the best report of how the family was conducting themselves. The next morning, on New Year’s Day, the eldest and most honored woman of the house would make a new image of Zao Shen to place over the stove and keep watch over the family for the next year.

**RELIGION**

Chinese religion began in the prehistoric age when people practiced a form of animism. This practice evolved into ancestor worship and the development of gods and goddesses who personified natural forces. The Tudi Gong were earth spirits one needed to respect and honor at all times. They were the spirits of a certain place, sometimes the spirit of a great person who had once lived there, who blessed those who honored them and cursed those who did not. Veneration of the earth spirits was probably the oldest form of religion but ancestor worship began shortly after or maybe even before it.

People who died were thought to live with the gods and had powerful influence in the world of the living. The practice of divination became popular during the Shang Dynasty where people would go to mystics who could tell the future through oracle bones. The belief that those who died lived on also gave rise to a belief in ghosts. Ghosts were (and still are) a very important concept in Chinese culture. The Ghost Festival is still observed each year in China during which people prepare special meals for the departed, burn incense to please the ghosts or drive away evil spirits, and even close their shops so that the ghosts can browse in peace without being disturbed by the living. Tomb Sweeping Day is observed during the Festival of Qingming, (held 4 or 5 April), and is a very old practice. During Qingming, one visits the graves of one’s relatives and shows them proper respect by caring for the grave and leaving gifts including food. If one neglects the graves of one’s ancestors, one risks being haunted by them.

The land of the afterlife which souls went to (or, as ghosts, were prevented from reaching) and the heavens and the earth were presided over by gods and goddesses the people worshipped. A very popular goddess was Xi Wang Mu, The Queen Mother of the West, goddess of immortality who lived in a great golden palace in the Kunlun Mountains and had a peach orchard of immortality she walked in. People would wear amulets and build shrines to the Queen Mother to be considered worthy of her protection and the long life she rewarded followers with. Shangti was the supreme god of creation, law, and justice. He was also known as the Yellow Emperor and was thought to have given the people culture and language. Cai Shen was the god of wealth who rewarded those who behaved with a happy life and the Menshen were gods of peaceful sleep who watched over people and warded off evil spirits and bad dreams.

Some of these gods and goddesses were worshipped in shrines and temples and others were acknowledged only through charms and bracelets or statues and wall paintings. The Menshen, for example, are still painted on either side of doorways to protect against ghosts and evil spirits. Lei Shen, god of thunder, and Dian Mu, goddess of lightning, were feared while Zhong Kui, the god of healing, was regularly prayed to and worshipped probably as much as Cai Shen. Among the most popular deities were Guanyin, goddess of mercy and compassion who helped everyone and became the patron goddess of sailors, and Niu Lang and Zhi Nu, god and goddess of love who inspired one of the most popular festivals in China, The Seventh Night of the Seventh Moon (also, the Double Seventh Festival), where women would pray for skill in weaving and sewing officially but unofficially was a romantic night for lovers. People would gaze at the stars and tell the story of Niu Lang (the star Altair) and Zhi Nu (the star Vega) who were separated by the Milky Way all year long except on that one night. Astronomers and astrologers both regarded the stars as expressions of embodiments of deities. Astonomers were always male while astrologers could be male or female.

**EDUCATION & HEALTHCARE**

Only males received an education in ancient China; which is why astronomers, who were highly educated, were always men. Girls were expected to stay home and learn how to be housewives and mothers. In the early days, young boys stayed home as well and helped with outdoor work, and only young men in their teens attended school and only those of the upper classes. Confucius began teaching young men the principles of how to be the best person they could be, and this set the standard for the basics of Chinese education. Everyone was expected to know the Five Virtues of Confucius by heart. These were Li (manners) considered the most important; Ren (kindness); Xin (loyalty); Yi (honesty) and Zhi (knowing the difference between right and wrong, moral knowledge). In the early days of schools, the students would write on wooden sticks and then on wood scrolls bound together. In 105 BCE paper was invented, and during the Tang Dynasty (618-907 CE) the process of woodblock printing made it possible to mass-produce books of paper, which were then used in schools. The books which were required reading were the texts known as The Five Classics and The Four Books: The I-Ching, The Classics of Poetry, The Classics of Rites, The Classics of History, The Spring and Autumn Annals, The Analects of Confucius, The Works of Mencius, The Doctrine of the Mean, and The Great Book of Learning, most of which were based on the writings of Confucius.

Since only men were taught to read and write, and one needed to be literate to read medical texts, doctors were also all males by the time of the Tang Dynasty. Herbalists in rural areas could be women but the medical profession was dominated by men. Most doctors were priests or had a background in religious practices. Prior to the Tang Dynasty, doctors were essentially shamans who cured the sick through herbal remedies and exorcisms. They believed illness was caused by evil spirits or ghosts. After Buddhism arrived in China, Buddhist priests presided over establishments known as Fields of Compassion which were hospitals, clinics, orphanages, retirement homes, and counseling centers all at the same time. These were usually operated out of or adjoining a monastery. The second emperor of the Tang Dynasty, Taizong (626-649 CE) established medical schools and added the medical profession to the list of occupations one needed to pass the Imperial Examinations for. These doctors were more secular than the earlier shamans and were held to a high standard of conduct.

EVERYONE WAS EXPECTED TO KNOW THE FIVE VIRTUES OF CONFUCIUS BY HEART. THESE WERE LI (MANNERS); REN (KINDNESS); XIN (LOYALTY); YI (HONESTY) AND ZHI(KNOWING THE DIFFERENCE BETWEEN RIGHT AND WRONG, MORAL KNOWLEDGE).

A long and healthy life was greatly valued by the Chinese. Priests, monks, shamans, and secular doctors all emphasized diet as the most important factor in a person’s health. A vegetarian diet was considered the most healthy and also the most humane in that one was not killing animals to sustain one’s self. People did eat meat and often sacrificed animals to the gods and spirits, but doctors, especially secular physicians, discouraged this. The prevailing belief in the Tang Dynasty was that a long and harmonious life of balance could only be achieved by refraining from meat dishes and living off the gifts of agriculture which the gods had given to people. In gratitude for these gifts and all the others the Chinese honored their gods, and to celebrate life they held a number of festivals throughout the year.

**FESTIVALS**

There were national festivals, which everyone observed, regional festivals, and local festivals. A local festival might be a celebration of the birthday of some famous citizen who had done good works for the town or a poet or artist. Regional and local festivals could also be held to honor the *Tudi Gong*. Taoist festivals were observed to cleanse a village, town, or city of evil spirits, to appease the restless dead, or honor the ancestors and invite their blessings.

Figure 3: Lantern Festival

The most important national festival was New Year’s Day, which was observed between the 1st and the 15th days of the first lunar month. Firecrackers and fireworks were set off to welcome the new year and to speed Zao Shen on his journey to the heavens. These fireworks also served to drive away evil spirits. The firecrackers were dried bamboo, which were thrown into fires early in the morning and popped loudly when they burned. Every home would set off firecrackers and, if they could afford them, fireworks but each municipality had some kind of public fireworks display. New Year’s Day allowed for people to slaughter chickens and sheep on a large scale to ensure fertility of the land for the coming year. Government officials were given a seven-day vacation, and shops closed or operated on limited hours. The focus of the festival was to give thanks for the past year and make provision for the new one. This provision emphasized protection against evil spirits and ghosts. Slaughtered chicken and sheep skins were hung up outside of homes as offerings, incense was burned, and a special ale was brewed called Killing Ghosts and Reviving Souls. Drinking this ale in large amounts was thought to protect one from illness caused by evil spirits or restless ghosts.

The Lantern Festival was held on the 15th day of the first lunar month to conclude the New Year’s celebration. This was a festival of light honoring the full moon when people would float lighted lanterns on ponds, lakes, or streams, watch the full moon, play games, dance, and hold feasts. According to their status and wealth, some people would erect huge displays for the celebration. Charles Benn writes:

If one could afford it, no expense was spared in celebrating the Lantern Festival. A good festival would mean prosperity for the coming year.

There was also the Lustration Festival which took place on the third day of the third moon when the people drove away evil spirits by drinking enormous quantities of ale. The entire day was devoted to feasting and drinking to excess. The Qingming Festival was observed in April honoring the ancestors, and the Fifth Day of the Fifth Moon Festival (Dragon Boat Festival) was held in July to honor a respectable statesman who chose a dignified death over a life of dishonor. The Hungry Ghosts Festival, in August, recognizes the spiritual dimension of life and honors those who have passed on.

Patricians sought to outdo each other in providing the grandest lamps. An aristocratic lady of the mid-eighth century had a lamp tree with several hundred branches that was eighty feet tall. When she lit it on Lantern Festival, its light was visible for miles. It could not compare, however, with that of Emperor Ruizong. He had a lantern wheel 200 feet tall erected outside a gate of Changan in 713 CE. The apparatus was clothed in brocades and silk gauze, and adorned with gold and jade. When he had its 50,000 oil cups lit, the radiance burst forth like the blooms on a flowering tree (151)

The Seventh Night of the Seventh Moon Festival honored the god and goddess of love, and the Mid-Autumn Festival paid tribute to the moon. The Last Day of the Twelfth Moon Festival was the ritual of sending Zao Shen on his way to the gods on New Year’s Eve and corresponds to many New Year’s Eve parties in the present day. People began drinking the Killing Ghosts and Reviving Souls Ale, had feasts, and lit off fireworks. Festivals kept the people in touch with their past, grounded them in their cultural values, and were a very important aspect of the lives of those in ancient China. In the present day, many of these same celebrations are observed every year. The rituals involved go back hundreds or even thousands of years and continue to be performed in very similar, or exactly the same, ways.

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## Reading 2 What Is Cultural Heritage?

By Elena Franchi Published in 2014 in *smarthistory*

Figure 4Leonardo da Vinci, Mona Lisa, c. 1503–05, oil on panel 30-1/4 x 21 inches (Musée du Louvre)

**Cultural Heritage: A Shared Bond**

We often hear about the importance of cultural heritage. But what is cultural heritage? And whose heritage is it? Whose national heritage, for example, does the *Mona Lisa* by Leonardo da Vinci belong to? Is it French or Italian? First of all, let’s have a look at the meaning of the words. “Heritage” is a property, something that is inherited, passed down from previous generations. In the case of “cultural heritage,” the heritage doesn’t consist of money or property, but of culture, values and traditions. Cultural heritage implies a shared bond, our belonging to a community. It represents our history and our identity; our bond to the past, to our present, and the future.

**Tangible and Intangible Cultural Heritage**

Cultural heritage often brings to mind artifacts (paintings, drawings, prints, mosaics, sculptures), historical monuments and buildings, as well as archaeological sites. But the concept of cultural heritage is even wider than that, and has gradually grown to include all evidence of human creativity and expression: photographs, documents, books and manuscripts, and instruments, etc. either as individual objects or as collections. Today, towns, underwater heritage, and the natural environment are also considered part of cultural heritage since communities identify themselves with the natural landscape.

Moreover, cultural heritage is not only limited to material objects that we can see and touch. It also consists of immaterial elements: traditions, oral history, performing arts, social practices, traditional craftsmanship, representations, rituals, knowledge and skills transmitted from generation to generation within a community.

Intangible heritage therefore includes a dizzying array of traditions, music and dances such as tango and flamenco, holy processions, carnivals, falconry, Viennese coffee house culture, the Azerbaijani carpet and its weaving traditions, Chinese shadow puppetry, the Mediterranean diet, Vedic Chanting, Kabuki theatre, the polyphonic singing of the Aka of Central Africa (to name a few examples).

**The Importance of Protecting Cultural Heritage**

But cultural heritage is not just a set of cultural objects or traditions from the past. It is also the result of a selection process: a process of memory and oblivion that characterizes every human society constantly engaged in choosing—for both cultural and political reasons—what is worthy of being preserved for future generations and what is not.

All peoples make their contribution to the culture of the world. That’s why it’s important to respect and safeguard all cultural heritage, through national laws and international treaties. Illicit trafficking of artifacts and cultural objects, pillaging of archaeological sites, and destruction of historical buildings and monuments cause irreparable damage to the cultural heritage of a country. UNESCO (United Nations Educational, Scientific and Cultural Organization), founded in 1954, has adopted international conventions on the protection of cultural heritage, to foster intercultural understanding while stressing the importance of international cooperation.

The protection of cultural property is an old problem. One of the most frequently recurring issues in protecting cultural heritage is the difficult relationship between the interests of the individual and the community, the balance between private and public rights.

Ancient Romans established that a work of art could be considered part of the patrimony of the whole community, even if privately owned. For example, sculptures decorating the façade of a private building were recognized as having a common value and couldn’t be removed, since they stood in a public site, where they could be seen by all citizens.

Figure 5Lysippos, Apoxyomenos (Scraper), Hellenistic or Roman copy after the original, c. 390–306 B.C.E. (Museo Pio-Clementino, Vaticana)

In his *Naturalis Historia* the Roman author Pliny the Elder (23–79 A.D.) reported that the statesman and general Agrippa placed the *Apoxyomenos*, a masterpiece by the very famous Greek sculptor Lysippos, in front of his thermal baths. The statue represented an athlete scraping dust, sweat and oil from his body with a particular instrument called “strigil.” Emperor Tiberius deeply admired the sculpture and ordered it be removed from public view and placed in his private palace. The Roman people rose up and obliged him to return the *Apoxyomenos* to its previous location, where everyone could admire it.

Our right to enjoy the arts, and to participate in the cultural life of the community is included in the United Nation’s 1948 *Universal Declaration of Human Rights*.

**Whose Cultural Heritage?**

The term “cultural heritage” typically conjures up the idea of a single society and the communication between its members. But cultural boundaries are not necessarily well-defined. Artists, writers, scientists, craftsmen and musicians learn from each other, even if they belong to different cultures, far removed in space or time. Just think about the influence of Japanese prints on Paul Gauguin’s paintings; or of African masks on Pablo Picasso’s works. Or you could also think of western architecture in Liberian homes in Africa. When the freed African-American slaves went back to their homeland, they built homes inspired by the neoclassical style of mansions on American plantations. American neoclassical style was in turn influenced by the Renaissance architect Andrea Palladio, who had been influenced by Roman and Greek architecture.

Let’s take another example, that of the *Mona Lisa* painted in the early sixteenth century by Leonardo da Vinci, and displayed at the Musée du Louvre in Paris. From a modern point of view, whose national heritage does the *Mona Lisa* belong to?

Leonardo was a very famous Italian painter, that’s why the *Mona Lisa* is obviously part of the Italian cultural heritage. When Leonardo went to France, to work at King Francis I’s court, he probably brought the *Mona Lisa* with him. It seems that in 1518 King Francis I acquired the*Mona Lisa*, which therefore ended up in the royal collections: that’s why it is obviously part of the French national heritage, too. This painting has been defined as the best known, the most visited, the most written about and the most parodied work of art in the world: as such, it belongs to the cultural heritage of all mankind.

Cultural heritage passed down to us from our parents must be preserved for the benefit of all. In an era of globalization, cultural heritage helps us to remember our cultural diversity, and its understanding develops mutual respect and renewed dialogue amongst different cultures.

CC LICENSED CONTENT, SHARED PREVIOUSLY What Is Cultural Heritage?. Authored by: Elena Franchi. Provided by: Khan Academy. License: [*CC BY-NC-SA: Attribution-NonCommercial-ShareAlike*](https://creativecommons.org/licenses/by-nc-sa/4.0/)

## Lecture 1: The Lives of Workers in China

In the ongoing debate about globalization, what's been missing is the voices of workers -- the millions of people who migrate to factories in China and other emerging countries to make goods sold all over the world. Reporter Leslie T. Chang sought out women who work in one of China's booming megacities, and tells their stories. [In her reporting and writing, Leslie T. Chang explores the lives of workers in China, focusing on the experience of women.](https://www.ted.com/speakers/leslie_chang)

<https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers#t-176816>

## Lecture 2: The Generation that’s Remaking China

Yang Lan, a journalist and entrepreneur who's been called "the Oprah of China," offers insight into the next generation of young Chinese citizens -- urban, connected (via microblogs) and alert to injustice. [Yang Lan is often called “the Oprah of China.” The chair of a multiplatform business empire, Yang is pioneering more-open means of communication in the communist nation.](https://www.ted.com/speakers/yang_lan?referrer=playlist-hans_rosling_5_talks_on_globa)

<https://www.ted.com/talks/yang_lan?referrer=playlist-hans_rosling_5_talks_on_globa>

## Lecture 3: Globalizing the Local, Localizing the Global

Sheikha Al Mayassa, a patron of artists, storytellers and filmmakers in Qatar, talks about how art and culture create a country's identity -- and allow every country to share its unique identity with the wider world. As she says: "We don't want to be all the same, but we do want to understand each other." [Sheikha Al Mayassa is the young and progressive force behind Qatar's mission to become the Middle East's foremost destination for the arts and culture.](https://www.ted.com/speakers/sheikha_al_mayassa)

<https://www.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global>

### Applicable Strategy: Taking Focused Notes

**Listen to the three lectures on China and take Focused notes using the Cornell Method of notetaking.**

|  |  |
| --- | --- |
| Topic: | Name: |
| Objective/Note Taking Purpose: | Class: |
|  | Date: |
| Essential Question: | |
| **Questions/Connections**: | **Notes**: |
| **Summary Reflection:** |  |

Phase 2: Processing notes. This step involves thinking *about* the notes. Review and revise notes in order to clarify content and make connections. Underline, circle, delete, add, chunk, and highlight to identify, sort, organize, and classify the main ideas and supporting details.

Phase 3: Connecting Thinking. Phase three involves thinking *beyond* the notes.

Ask questions and make connections to deepen content knowledge. Add your own thinking to identify places of confusion and to make connections to prior knowledge. Note that within each of the above note formatting options, this step [connecting thinking] is already built in to the process.

Phase 4: Summarizing and Reflecting on Learning. Think about the notes collectively. Pull out the most important pieces from the notes and write a summary that includes the meaning and importance of the content.

* As you summarize and reflect, consider the following prompt: What have I learned?
* Answer the original essential question.
* Think about how your set of notes will be useful.

Phase 5: Applying Learning. You’ll be using your lecture notes along with the notes from the readings to develop a summary response, so hold onto them.

### Applicable Strategy: Writing a Summary Response to an Academic Text

**Refer back to this strategy to write a Summary/Response journal addressing the following questions.** What is Cultural Heritage? How do art and culture create a country’s identity? Describe the culture of China…both ancient and modern. Compare the ideas presented in each of the readings and the lectures. Evaluate the claims made by each author or lecturer. Use at least three other sources in your response.

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| Summary/ Response Journal |
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### Applicable Strategy: Citing Sources

Refer back to the Strategy: Citing Sources to create your “in text citations”.

### Applicable Strategy: Documenting Sources at the End of Your Paper

Create a List of References for your Summary/Response journal. Refer back to the Strategy for documenting sources at the end of your paper.

### Applicable Strategy: Editing Up Close—Best Practices

Lastly, make sure that you have edited your Summary/Response before you turn it in!

* Are there any **grammar errors? (**have you been consistent in your use of tense, do your pronouns agree?)
* Have you accurately and effectively used **punctuation**?
* Do you rely on **strong verbs and nouns** and maintain a good balance with **adjectives and adverbs**, using them to enhance descriptions but ensuring clear sentences?
* Are your words as **accurate** as possible?
* Do you **define any technical or unusual terms** you use?
* Are there **extra words or clichés** in your sentences that **you can delete**?
* Do you **vary your sentence structure**?
* Have you **accurately presented facts**; have you copied quotations precisely?
* If you’re writing an academic essay, have you tried to be **objective** in your evidence and tone?
* If writing a personal essay, is the **narrative voice lively and interesting**?
* Have you **spellchecked** your paper?
* If you used sources, have you **consistently documented all of the sources’ ideas and informatio**n using a standard documentation style?

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## Reading 3: A Textbook Chapter on China

The following link will take you to a chapter from a textbook on Chinese History. You will practice three reading strategies while you’re reading this chapter. Make sure to also use other relevant strategies before you read and while you read. You should also keep in mind your ultimate purpose for reading this chapter is to take a test. After clicking on the link, scroll to Chapter 4 on Page 111. You may want to print this chapter (60 pages) in order to read actively.

**Textbook Chapter on Chinese History:**

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1001&context=history-textbooks>

### Applicable Strategy: Reading Effectively in the Social Sciences

Refer back to the Strategy for Reading Effectively in the Social Sciences. This is a longer assignment, so make sure you read through this textbook chapter over a few days.

Begin any reading assignment by reading the abstract, preface, introductions, and conclusions.

**Pre-reading** (of a book or article):

1. Look at the title page and the preface
2. Study the table of contents to obtain a general sense of a book’s structure
3. Check the index
4. Skim the summary statements in the opening and closing paragraphs.
5. What do you already know? What do you consider the essential points and key explanatory factors?

**Analytical reading**

1. Classify the book or article according to kind and subject matter. Into what genre does that work fit? What is the book about?
2. Number the major parts in their order and relations. Outline these as you have outlined the whole.
3. Define the specific problem or problems the author has tried to solve. What question does the author claim to address? You might also want to think about how this reading fits into the course. Why did the instructor place the reading at this point in the course? What is the topic on the syllabus? How does this reading provide an answer or information for this topic?
4. What theoretical statements does the author make? A theoretical statement proposes a relationship. For example, structural theories of deviance suggest that deviance (that which is to be explained) is a consequence of the structure (organization of the parts) of a society. In other words, social structure produces deviance.
5. What are the concepts and variables used? Become familiar with the author by defining key words. Know the details of the argument. In the example above: what is social structure? What is meant by deviance? Do structural theorists/ writers assume the reader knows what is meant by social structure? Do you need to find out what this means in order to understand the reading?
6. How does the author’s argument/ position compare with that of others who address the same question or related questions? Where are the points of similarity and difference?
7. What value judgments does the author make? What values does the author assume readers will share? What assumptions does the author make that may be contestable?
8. What is the author’s methodology? (Here you should be concerned not only with the methods used but the kinds of arguments implied or given about what methods are more or less appropriate.) What constitutes evidence in this reading? Know the author’s arguments by finding them in, or constructing them out of, sequences of sentences.
9. Determine which of the problems the author has solved and which she has not. Of those not solved, decide which the author knows she has failed to solve. If you disagree with the author, on what basis do you rest your disagreement? Is the author uninformed, misinformed, illogical, imprecise, or incomplete? Criticize fairly; do not pass judgment based on personal opinion, taste, or preference. Is the argument internally consistent? Does the evidence (both that presented by the author and other evidence in the field) support the argument?

### Applicable Strategy: Using Context Clues

Refer back to this strategy to use context clues to understand difficult vocabulary in the textbook chapter on Chinese history. Find an example of each kind of clue.

|  |  |
| --- | --- |
| Clue | Example vocabulary |
| Definition or Restatement |  |
| Synonym |  |
| Antonym |  |
| Examples |  |

### Applicable Strategy: Learning Vocabulary

Refer back to the strategy for learning vocabulary. You might pretend that you have a vocabulary quiz coming up for this chapter. Create a list of vocabulary that might be on this quiz. You might use any of the following strategies for learning this vocabulary.

**Acronyms**

**Acrostics**

**Rhymes**

**Jingles**

**Mental images**

Or this chart

|  |  |
| --- | --- |
| Vocabulary Word | Drawing or Image |
| Definition |  |
| Sentence |  |

# Thematic Chapter: Reading Literature

Reading literature can be a bit more involved than reading expository writing. There isn’t always a set format for how a story is put together. However, there are some common ways of analyzing a piece of literature.

Below are a number of links to some short stories. With a partner, choose one. You will have to sign up for the Narrative Magazine, but it is free.

A Matter of Vocabulary

A STORY BY JAMES ALAN MCPHERSON

<https://www.narrativemagazine.com/issues/stories-week-2018-2019/story-week/matter-vocabulary-james-alan-mcpherson>

A Small Blip on an Eternal Timeline

A STORY BY IFEOMA SESIANA AMOBI

<https://www.narrativemagazine.com/issues/winter-2020/fiction/small-blip-eternal-timeline-ifeoma-sesiana-amobi>

Afterlife

A STORY BY ALICIA GIFFORD

<https://www.narrativemagazine.com/issues/stories-week-2008-2009/story-week/afterlife-alicia-gifford>

Fathers and Sons

PATHVIEW, ALABAMA, 1981 BY JEFFREY COLVIN

<https://www.narrativemagazine.com/issues/fall-2005/fiction/fathers-and-sons-jeffrey-colvin>

John Redding Goes to Sea

A STORY BY ZORA NEALE HURSTON

<https://www.narrativemagazine.com/issues/stories-week-2016-2017/story-week/john-redding-goes-sea-zora-neale-hurston>

Night Watch, 500 BCE

A STORY BY CHARLES JOHNSON

<https://www.narrativemagazine.com/issues/18-lies-and-3-truthssummer-2007/fiction/night-watch-500-bce-charles-johnson>

The Black Hole

A STORY BY PATIENCE WALLACE

<https://www.narrativemagazine.com/issues/spring-2020/narrative-tell-me-story-high-school-contest/black-hole-patience-wallace>

The Story of a Scar

A STORY BY JAMES ALAN MCPHERSON

<https://www.narrativemagazine.com/issues/spring-2016/classics/story-scar-james-alan-mcpherson>

Toggling the Switch

A STORY BY ALICIA GIFFORD

<https://www.narrativemagazine.com/issues/fall-2004/fiction/toggling-switch-alicia-gifford>

Underaged

A STORY BY AVIANCA JACKSON

<https://www.narrativemagazine.com/issues/spring-2019/narrative-tell-me-story-high-school-contest/underaged-avianca-jackson>

What We Left Behind

A STORY BY MŨTHONI KIARIE

<https://www.narrativemagazine.com/issues/stories-week-2012-2013/story-week/what-we-left-behind-muthoni-kiarie>

Women from Mars

A STORY BY WESLEY BROWN

<https://www.narrativemagazine.com/issues/winter-2006/fiction/women-mars-wesley-brown>

The Devil in America

Kai Ashante Wilson

<https://www.tor.com/2014/04/02/the-devil-in-america-kai-ashante-wilson/>

Spider the Artist

by NNEDI OKORAFOR

<http://www.lightspeedmagazine.com/fiction/spider-the-artist/>

Sweetness

By Toni Morrison

<https://www.newyorker.com/magazine/2015/02/09/sweetness-2>

Read through the short story as a **Subjective Reading**, meaning, pay attention to the feelings a story gives you when you read it. When you read subjectively, you follow your intuition about characters and plot points. Make a few notes as you read about how you feel. What’s the mood? What’s the tone?

After reading, with another student, compare notes.

**What’s the tone of the story?**

*The attitude writing can take towards its subject or audience. Tone generally applies to specific sentences or paragraphs, not to the text as a whole.*

***What’s the mood of the story?***

*The general feeling the reader gets from the story.*

### Applicable Strategy: Reading Actively by Annotating

Refer back to the strategy for reading actively.

Once you’ve read through it a second time and taken notes by annotating, compare notes with your partner student. What have you found that is the same? How are your notes different?

**Who are the characters?**

*A person participating in, or alluded to, in the action of a story. Characters can also be animals or inanimate objects.*

**Who is the protagonist?**

*The main character(s) of a story. The events of a story focus on the protagonist(s).*

**Who is the antagonist?**

*The character(s), thing(s), event(s), or group(s) that stands in opposition to the protagonist(s).*

**Is there an Antihero?**

*A protagonist who does not embody traditional heroic values.*

***What is the plot?***

*The set of events that make up a story.*

**Where is the conflict?**

*The main problem in a story. It is tension in a story between two or more characters, groups, things, or events.*

**Does one of the characters have an internal conflict?**

*Conflict that takes place within an individual, such as a conflict of morals or of emotions.*

**Is there an external conflict?**

*Conflict that takes place outside an individual, such as a war or feud.*

**Can you identify the climax?**

*The turning point of the story; it is the incident that allows the story to resolve.*

**What are the rising action events?**

*The series of events in a plot that build up to the climax.*

**Can you determine the falling action?**

*The events in a story that take place between the climax and the dénouement.*

**Where is the dénouement?**

*The point in the story at which the central conflict is resolved.*

**What is the setting?**

*The frame of reference in which the story takes place. This includes place, time, and social/cultural context.*

**Can you identify one or several theme?**

*The unifying idea or ideas behind a story. Theme usually provides a broad statement about humanity, life, or our universe and should be expressed in a complete sentence.*

### Applicable Strategy: Writing Summaries

Lastly, create a summary together. You’ll make the summary fairly short.

Once you have a summary, go back to your subjective reading. What did you feel and think when you read it the first time? What is your response? If another person were asking you about this short story, what would you tell them? Why should they read it? What will they learn? What did you enjoy? What did you dislike? What could you relate to? What did you not relate to?

Complete these summary/response journals on your own. Make sure to use the strategies for writing a journal and editing to polish your summary/response essay.

### Applicable Strategy: Writing a Summary Response

Refer back to the strategy for writing a summary response and add your response to your summary.

### Applicable Strategy: Editing up Close and Editing Checklist

Refer back to the strategy for editing to edit your summary response.

### Applicable Strategy: Citing Sources and Documenting Sources

Refer back to the strategy for citing sources and documenting sources. This time use the MLA format for citing sources and create a Works Cited page. Typically, MLA format is used for literature courses.

# Thematic Chapter on Business skills

For this chapter, there are two readings.  The first will aid you in completing the task of this chapter, which is to write a professional style proposal to a superior.

**Applicable Academic Strategies:**

* Evaluating Types of Reading Materials
* Asking Questions before Reading
* Reading Actively
* Finding the Supporting Points
* Evaluating Supporting Claims of Texts
* Reading Charts and Graphs
* Citing Sources

## Reading 1: Business Writing Tips for Professionals

Read the following article by Sharif Khan.

<https://www.amanet.org/articles/business-writing-tips-for-professionals/>

Many of these same steps can be applied to creating a business presentation in either PowerPoint, Slides, or created by hand.  Reducing the artful language and getting to a more clear and concise statement will reduce the amount of time need to explain the key concepts and ideas in the proposal or presentation.   When creating any written visual aids adhere to a 5x5 model.  Five lines per slide or page with five words per line.  These lines are the main talking point; never under any circumstances should you, as the presenter, read the slides verbatim.   Your audience should have a handout and your attention they do not need a story time.  Another consideration in this style of writing is to avoid acronyms that are outside of your industry.  Each industry and business has their unique system of simplification of terms and industry common phrases, these are not common to outsiders so do not assume that they will know them.  Lastly, any images included in the presentation should be minimal and only to enhance the presentation, not distract from it.

## Reading 2: Creativity and productivity in product design for additive manufacturing: Mechanisms and platform outcomes of remixing by Sascha Friesike, Christoph M. Flath, Marco Wirth, and Frédéric Thiesse

Read the article and write a proposal to a business of your choosing for implementation based on the information in the article.  Use the applicable strategies and information from this chapter and early strategies to complete the reading.

<https://onlinelibrary.wiley.com/doi/epdf/10.1016/j.jom.2018.10.004>

### Strategy: Business Writing Best Practices

Using the ideas from the previous two articles, compose an email to your instructor detailing this section based on the best practices that were outlined in this strategy.

### Strategy: Presentation Skills for Business

**General Presentation Strategies: Preparation Beforehand**

1. Take a close look at the rubric for the assignment.
2. Set a presentation agenda at the beginning. Give an overview of the points you will cover. Also verbally highlight with your audience before formally starting.
3. Simplify. Highlight the important parts instead of rehashing everything from start to finish.
4. Cite your sources. Review the rubric and check on the preferred format.
5. Talk to the audience (*not* the slides).
6. Edit your presentation. Proofread to make sure your slides, pictures, and so forth are error free.
7. Provide closure. At the end, give a short overview. Additionally, what do you want people to do with the information? Perhaps you want to call them to act, or to thinking about changing in some small way.

**PowerPoint/Slide Show Presentation Best Practices:**

Check out the following resource on some of the best practices when it comes to PowerPoint or designing slideshows:

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# Thematic Chapter Practice: Autobiography

For this chapter you will utilize the following of the Critical Literacy strategies to read, analyze and evaluate the readings.

### Applicable Academic Strategies to be used in conjunction with readings.

**Evaluating Types of Reading Materials**

**Asking Questions before Reading**

**Reading Actively**

**Reading for a Thesis**

**Reading Effectively in the Social Sciences**

**Writing Summaries**

## Reading : A qualitative study based on the reading-life histories of future teachers

<https://www.sciencedirect.com/science/article/pii/S1877042815019321?via%3Dihub>

15th International Conference of the Spanish Association of Language and Literature Education, 15th International Conference SEDLL, 19-21 November 2014, Valencia, Spain

Josep Ballester-Roca, Noelia Ibarra-Rius\* a Facultat de Magisteri, Universitat de València, Avda Tarongers,4, Valencia 46022, Spain

**Abstract**

One of the tools that have been used in research on literary education is what are known as reading-life histories or the reading autobiography. In this paper we will offer an analysis and some reflections on the different ways these can be used, by drawing on a sample of histories collected from students training to be teachers since the implementation of the new university curricula within what is known as the European Bologna process. The findings from this analysis open up a range of possibilities in research and innovation in literary training. Based on their previous experiences and recollections as readers, such narratives provide us with important information not only about their reading habits both in their personal lives and at school, but also about their social and affective conceptions and perceptions regarding reading and literature. The reading experiences of future teachers, together with their capacity to make the contact with literary texts in the classroom more dynamic, are some of the challenges looming on the horizon that they will have to deal with in the near future.

© 2015 The Authors. Published by Elsevier Ltd. Peer-review under responsibility of the Universidad Politécnica de Valencia, Departamento de Lingüística Aplicada. Keywords: Reading autobiography, literary education, qualitative and ethnographic research, standard reading material.. \* Corresponding author. Tel.: +34-963864485 E-mail address: josep.ballester@uv.es; noelia.ibarra@uv.es © 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/4.0/). Peer-review under responsibility of the Universidad Politécnica de Valencia, Departamento de Lingüística Aplicada. 16 Josep Ballester-Roca and Noelia Ibarra-Rius / Procedia - Social and Behavioral Sciences 178 ( 2015 ) 15 – 19

**1. Introduction**

As of the academic year 1994-1995, in the subjects included within the Doctor’s Degree Programme of the Department of Language and Literature Teaching up until today's Master's and Doctor’s Degrees in Specific Didactics at the Universitat de València, we have worked with all kinds of instruments and methodologies in order to carry out and demonstrate lines of research in literary education. One of the tools we have often used is the reading-life history or reading autobiography. In this study we will offer an analysis and some thoughts on their possible applications in literary education based on a sample of such narratives collected over the last five academic years, since 2009-2010, when the new degrees in early childhood and primary education, as well as the new Master's Degree in Research and Doctor's Degree in Specific Didactics and the Master's Degree in Secondary Education, were implemented. The findings are very revealing in terms of reflection and interaction and open up arrange of possibilities in research and innovation in the teaching of literature. The pool of memories and experiences related with their previous experiences as a reader provides us with a great deal of varied information not only about the body of reading material they came into contact with both in their private lives and as part of their education, but also about their social and affective conceptions and perceptions with regard to reading and literature.

**2. Methodology**

Our work can be included within the realm of ethnographic research in educational contexts, that is to say, where discourse is pronounced in the first person, and more specifically in reading autobiographies or reading life histories. It is a way to delve further into the memory, the experiences, the circumstances and the context in which not only the reading process but also its underlying motivation took place. One of the general aims of ethnographic research is, among other things, to examine behaviours within their context so as to discover what they mean, why they happen and the functions they carry out (Van Lier, 1988: 11). Thus, our interest lies in describing and, above all, interpreting the educational, social and personal phenomena surrounding reading and literature over time. We are even more interested in determining what repercussion they can have on future teachers. For many years, research on life stories, conducted both epistemologically and in practice, is a widely acknowledged way to construct knowledge that goes far beyond being just a methodology to become a factor with a broad spectrum of perspectives from qualitative research in the social sciences. Nowadays, the scenario is complex, heterogeneous and interdisciplinary, and important lines of research and approaches in educational research have become consolidated facts (Swindells, 1995; López-Barajas, 1996; Chamberlayne, Wengraf & Bornat, 2000; Goodley, Lawthom, Clough & Moore, 2004; Atkinson, 2005; Bolivar & Domingo, 2006). The research orientation of this work consists in an analysis and reflection on what the reading experience may mean to students of the Degree in Primary Education and the Master's Research Degrees and the Master's Degree in Secondary Education. This information is significant not only due to its being a chronological x-ray of the path followed as a reader, but also as future mediators who will have to deal with this fundamental issue in their career as teachers. This same line of work can also include recently developed initial teacher training projects in which reading autobiographies have been used as a good instrument to compare the reading subject of each of the students with the educational subject they will find in their work as a teacher (Silvia Diaz, 2001a, 2001b; Cerrillo, Larrañaga & Yubero, 2005; Duszynski, 2006; Deleuze, 2009; Munita, 2013; Díaz-Plaja & Prats, 2013; Ibarra & Ballester, 2013; Colomer & Munita, 2013; Tabernero, 2013; García Raffi, 2014). In this mirrored situation of one subject and another, we have a game of identities where we can perceive the beliefs and knowledge of the future teachers’ literary training. Within this context, then, we establish the following aims:

• To obtain information about reading habits, beliefs and knowledge regarding literary education.

• To confirm the link between the students’ reading profile and their beliefs and knowledge about teaching literature. Josep Ballester-Roca and Noelia Ibarra-Rius / Procedia - Social and Behavioral Sciences 178 ( 2015 ) 15 – 19 17

• To analyse the resulting data, taking into account their future professional role as mediators.

We conducted an exercise in which students had to write life stories concerning their reading biography. As a result we obtained 406 documents from students in the second year of the Degree in Early Childhood and Primary Education, 68 documents from students in the Master’s Degree in Educational Research, and 50 from the Master’s Degree in Secondary Education, all collected from the academic year 2009-2010 onwards. Five students representing a particular profile were selected from these literary autobiographies in the sample. Three belong to the category labelled literary, or avid, readers (good readers, readers with experience or strong literary readers), whereas the other two represent the paradigm of just readers (non-habitual readers, readers without experience or weak literary readers). This was carried out in accordance with the following characterisation criteria: - Literary, or avid, reader: this refers to students who read literature for pleasure as part of their everyday life, and who mention a wide and assorted corpus with a minimum of three works or authors from the canonical literature. - Reader: this refers to students who say they do not usually read literature for pleasure or who limit themselves to occasionally reading a bestseller, their reading being restricted to the compulsory reading included as part of the syllabus in their studies. The main reason these were chosen as the parameters used for classification was purely pragmatic, since the information provided by our sample of reading-life histories includes characteristics that are very particular and specific. Students were given absolute freedom regarding the writing of these autobiographies, the only point they had to take into account was the fact that the description of their reading life must go back to their childhood, from the moment they remember being able to read or they were read to until the present day. The reading biographies are of course each different and, moreover, each of the participants highlighted what he or she considered to be of more significance. We were interested in analysing the discourse in terms of the readers’ self-perception, the everydayness of reading for pleasure and the reading corpus that they describe. The data were analysed following the semantic axis of discourse and content analysis (Mayring, 2000).

**3. Analysis**

 In the following we present the results for each participant (the names are pseudonyms), all of whom are teacher training students or have studied teacher training since the introduction of the new bachelor’s degrees in Spain. Three of them are students in their second year of the bachelor’s degree course and two of them study master's degrees: one in secondary education and the other in research into specific didactics. They were catalogued according to the profiles of readers that were chosen for the study (literary/avid readers, or good readers of literature, and readers, or those who read little literature). Of course there are some differences between the two groups, but at the same time we also find important similarities shared by the five students taken together. Examples include: - A resemblance that is marked fairly strongly by the social and educational context, thus making it a simple task to draw up a list of standard reading material in recent years, for both personal and compulsory reading at school (the book Mor una vida es trenca un amor by Joan Pla, the book The boy in the striped pyjamas by John Boyne, the Twilight sagas, Harry Potter, authors such as Enid Blyton, Ruíz Zafon, Laura Gallego or Federico Moccia would all be included). - Another similarity is the acceptance of the official discourse used both in society and in education as regards the benefits of reading and how important it is for the citizens of tomorrow, even though they are not good readers. - One important issue we find in all of them is the fundamental role played by certain mediators, who may come from the family setting (parents, uncles and aunts, grandparents, etc.): “I first came into contact with books, an image now comes to mind, my mother and I on the bed with her reading me a story (…) it didn’t matter whether it was Christmas Eve, New Year’s Eve or Saint Joseph’s Day, every night she would lie on my 18 Josep Ballester-Roca and Noelia Ibarra-Rius / Procedia - Social and Behavioral Sciences 178 ( 2015 ) 15 – 19 bed and read me a story”. Or it could perhaps be someone at school (certain teachers or a librarian). Neus now teaches preschool children and she does activities with her pupils that are similar to those that she remembers trainee teachers doing with her when she was a teenager: "Reading stories to my pupils is one of the things that I like doing most. Looking at their faces while you’re reading the story, watching them pull faces as they imitate what you do, seeing how they get excited with what's happening in the stories... This is undoubtedly one of the activities that we enjoy the most". She tries to convey the pleasure she herself feels from the relationship between reading and literature. - One very interesting aspect is what we could call the reading socialisation of certain works among companions or friends that helps them to feel they belong to a group. There are a significant number of very particular socialisation experiences related to books and reading. An example of this is the case of Teresa. After several reading experiences that were anything but positive, she mentions how an element of friendship, of becoming a member of a group, can be a fundamental factor in taking up reading again: “We went to see the film, Twilight. That same evening on coming out from seeing it all my friends and I went to a bookshop to buy the first book. That’s how I started reading again. We all got caught up in that story and we would spend the whole day reading and commenting on the books with one another". They found that situation so fascinating and appealing that they would even read the book furtively in class: “We used to sit in the back rows so that we could read during classes, and when the films were released, we would all go to the cinema together”. - Or the relationship and connections that continually appear among literature, cinema and the new information and communication technologies. The main differences that we have observed between avid readers and other readers can be summed up in several aspects: - The conception of reading and literature. This conception is rather deeper and more complex in literary readers than in those who tend to read only when obliged to do so. Habitual readers have a wider vision of literature and the range of literary genres, since they referred to comics, illustrated albums or graphic novels and so on, something that is more restricted in (ordinary) readers, who are in fact more conservative. And in some cases their knowledge can even be said to be precarious. - Knowledge of the literary system. Readers have little knowledge of the literary tradition or of certain contexts of the canonical literature, both in the school and the social setting. They have little information about the social circuits of reading or books. In contrast, avid readers know the mechanisms driving the literary system and its spaces, since they use them on a regular basis. - Use of their own reading background and practice for educational purposes. Those who read for pleasure, where there is an affective relationship between literature and reading, try to transmit this experience because it is the motor driving a similar relationship, and use it to build a tie between what they feel about reading and being able to transmit it. Readers, who do not feel this interest, of course never display it. But even they, the non-literary readers, such as the case of Sandra, express some critical and educational reflections on how to teach literary education: “The Quixote, a book I will never forget. I am quite aware that this novel is a classic that everyone should read at least once in their life, but you will also agree with me that this kind of compulsory assignment ends up stifling any motivation students might have had to read”. We also perceive several differences between the avid readers studying bachelor’s degrees and those studying master’s. Thus, postgraduate students chose books they would use when they have their future students in front of them; some even draw up a long well-reasoned list, with a clear idea of their role as reading mediators and above all of reading as a sign of personal identity that defines their life both professionally and in other areas: “I think that in some way or another they have marked me and that, thanks to having read them, some little change has taken place in my life, however small it might have been. (…) and that’s why, whenever I can, I try to get my pupils to enjoy books and to see them as little windows through which they can discover other worlds and create their own reality".

1. **Conclusions**

Josep Ballester-Roca and Noelia Ibarra-Rius / Procedia - Social and Behavioral Sciences 178 ( 2015 ) 15 – 19 19 Extrapolating these data and findings to other studies conducted to explore the reading itineraries of trainee teachers, regardless of whether they are primary or secondary school teachers, helps us to establish their reader profile, which offers a complicated but challenging panorama. In contrast to what was believed, many of the future mediators are not expert or competent readers. The self-image of their itinerary as readers (childhood, adolescence and adulthood) affords us a retrospective look that can help them build their own identity as readers. As we said earlier the results are not positive, in fact quite to the contrary, and they reveal an important precariousness in the future teachers' backgrounds as readers. But this has to make us question the early processes of teacher training as a possible means to reach success in their future mediation in reading. What it does show in a convincing manner, however, is the difference that exists in the ways of assessing reading, literature, how it is taught, children’s and teenagers’ literature or the differences in the attitudes of an avid reader and a reader as future mediators. There is an extremely varied universe between the attitude of the former and that of the latter. For this reason, it is necessary to point out, as has already done by others (Deleuze, 2009; Ballester & Ibarra, 2013 and 2014), that the personal reading and literary identity of a teacher has a profound effect on his or her role as a reading mediator. Summing up the data and the information that we have commented on above, future teachers’ experience as readers, as well as their capacity to make contact with literary texts in the classroom more dynamic, are some of the new challenges looming on the horizon and which researchers in literary education will have to get to grips with (Silva Díaz, 2001a, 2001b; Cremin, T. et al., 2008; Ibarra & Ballester, 2013; Díaz-Plaja & Plats, 2013; Colomer & Munita, 2013).

# Chapter using Students Examples of Work with Essential Questions and Strategies

# Chapter using Real World Classroom Examples developed by Students

## Thematic Chapter Example: Learning about Ancient Egyptian Mythology BY ISABELLA M. Vega

In this chapter, you will be learning about Ancient Egyptian Mythology. Using the strategies and objectives to complete the task given.

First on a piece of paper write down the essential questions with your answers-

1. What is my purpose for learning this task?
2. What are my goals?
3. What do I already know?
4. What skills do I already have?
5. What do I need to practice?
6. What strategies can I use?
7. How will I evaluate my learning skills?

**Directions for this Chapter-**

Use the strategies below to help you read the article on Ancient Egyptian Mythology.

Write a summary or journal response (IN YOUR OWN WORDS)  about what you learned about Ancient Egyptian Mythology.

Find another scholarly article about Ancient Egyptian Mythology and compare and contrast the two articles on a different page in your journal response.

### Applicable Strategy: Ask Questions before reading

* Why am I reading this?
  + What is the main purpose?
  + What will I have to do after reading?
* What connections can I make?
  + Do I know about this topic already?
  + Has this affected you personally? If yes, How?
* What is this content about?
  + What can you gather from the subheadings, underlines, or italics?
  + What will you be finding at the end of the reading?
* How will I be able to complete the tasks asked of me?
  + Can I jump to the end to the summary?
  + Do I only read the first paragraph, the first and last sentence of each paragraph, and the last paragraph?
  + Which parts seem most important to me?
* Annotate in the margins with key notes of the important information.
* Highlight words that could be used as vocab or words you do not know.

### Applicable Strategy: Reading Actively

**Read the article using the following prompts-**

* Read to find the main ideas and supporting details.
* Answer any questions you may have.
* Make connections.
* Use titles and headings to infer what you are reading about.
* Define your vocabulary.

**Annotating-**

* Determine how you will read your text
  + Hard copy or online copy.
* Write in margins
  + If you do not want to write in the margins of your hard copy book print off the pages of the online copy.
  + Writing in the margins will not crowd up the page over the text you are reading.
* Highlight
  + Highlighting is a good strategy if you do not know what to write for the annotations in the margins.
  + Only highlight what is important to what your objectives are asking.
    - Over highlighting may lead to confusion on what you are looking for.
* Underlining
  + Underline in a bold color other than one that matches the color of the text.
  + Only underline what is important to your objectives.
    - Over underline may lead to confusion on what you are looking for.

Like many things these strategies may take more than one time just to get down!

**Try them both if necessary!**

Let's begin!

## Reading 1: Ancient Egyptian Mythology

By Joshua J., mark

Published on 17 January 2013 in *Ancient History Encyclopedia*

[Egyptian mythology](https://www.ancient.eu/Egyptian_Mythology/) was the belief structure and underlying form of ancient [Egyptian culture](https://www.ancient.eu/Egyptian_Culture/) from at least c. 4000 BCE (as evidenced by [burial](https://www.ancient.eu/burial/) practices and [tomb](https://www.ancient.eu/tomb/) paintings) to 30 BCE with the [death](https://www.ancient.eu/Death/) of [Cleopatra VII](https://www.ancient.eu/Cleopatra_VII/), the last ruler of the [Ptolemaic Dynasty](https://www.ancient.eu/Ptolemaic_Dynasty/) of [Egypt](https://www.ancient.eu/egypt/). Every aspect of life in ancient Egypt was informed by the stories that related the creation of the world and the sustaining of that world by the gods.

[Egyptian religion](https://www.ancient.eu/Egyptian_Religion/) influenced other cultures through transmission via [trade](https://www.ancient.eu/trade/) and became especially widespread after the opening of the [Silk Road](https://www.ancient.eu/Silk_Road/) in 130 BCE as the [Egyptian](https://www.ancient.eu/Egyptian/) port [city](https://www.ancient.eu/city/) of [Alexandria](https://www.ancient.eu/alexandria/) was an important commercial center. The significance of Egyptian [mythology](https://www.ancient.eu/mythology/) to other cultures was in its development of the concept of an eternal life after death, benevolent deities, and reincarnation. Both [Pythagoras](https://www.ancient.eu/Pythagoras/) and [Plato](https://www.ancient.eu/plato/) of [Greece](https://www.ancient.eu/greece/) were said to have been influenced by Egyptian beliefs in reincarnation and [Roman](https://www.ancient.eu/Roman/) religious culture borrowed as extensively from Egypt as it did from other civilizations.

Human existence was understood by the Egyptians as only a small segment of an eternal journey presided over and orchestrated by supernatural forces in the forms of the many deities which comprised the Egyptian [pantheon](https://www.ancient.eu/Pantheon/). According to the historian Bunson,

Heh, called Huh in some eras, was one of the original gods of the Ogdoad [the eight deities worshipped during the [Old Kingdom](https://www.ancient.eu/Old_Kingdom/), 2575-2134 BCE] at Hermopolis and represented eternity – the goal and destiny of all human life in Egyptian religious beliefs, a stage of existence in which mortals could attain everlasting bliss. (86)

One’s earthly life was not, however, simply a prologue to something greater but was a part of the entire journey. The Egyptian concept of an afterlife was a mirror-world of one’s life on earth (specifically, one’s life in Egypt) and one needed to live that life well if one hoped to enjoy the rest of one’s eternal journey.

**The Creation of the World**

[**OSIRIS**](https://www.ancient.eu/osiris/) **SHOWED HIMSELF A THOUGHTFUL & JUDICIOUS GOD & WAS GIVEN RULE OF THE WORLD BY ATUM WHO THEN WENT OFF TO ATTEND TO HIS OWN AFFAIRS.**

To the Egyptians, the journey began with the creation of the world and the universe out of darkness and swirling chaos. Once there was nothing but endless dark water without form or purpose. Existing within this void was [Heka](https://www.ancient.eu/Heka/) (god of magic) who awaited the moment of creation. Out of this watery silence (Nu) rose the primordial hill, known as the *ben-ben*, upon which stood the great god Atum (or, in some versions of the myth, Ptah). Atum looked upon the nothingness and recognized his aloneness and so, through the agency of magic, he mated with his own shadow to give birth to two children, Shu (god of air, whom Atum spat out) and Tefnut (goddess of moisture, whom Atum vomited out). Shu gave to the early world the principles of life while Tefnut contributed the principles of order.

Leaving their father on the *ben-ben*, they set out to establish the world. In time, Atum became concerned because his children were gone so long and so removed his eye and sent it in search of them. While his eye was gone, Atum sat alone on the hill in the midst of chaos and contemplated eternity. Shu and Tefnut returned with the eye of Atum (later associated with the Udjat eye, the Eye of Ra, or the All-Seeing Eye) and their father, grateful for their safe return, shed tears of joy. These tears, dropping onto the dark, fertile earth of the *ben-ben*, gave birth to men and [women](https://www.ancient.eu/women/).



[Isis Wall Painting](https://www.ancient.eu/image/193/isis-wall-painting/) [by The Yorck Project Gesellschaft fÃ¼r Bildarchivierung GmbH (GNU FDL)](https://www.ancient.eu/image/193/isis-wall-painting/)

These early creatures had nowhere to live, however, and so Shu and Tefnut mated and gave birth to Geb (the earth) and Nut (the sky). Geb and Nut, though brother and sister, fell deeply in love and were inseparable. Atum found their behavior unacceptable and pushed Nut away from Geb, high up into the heavens. The two lovers were forever able to see each other but were no longer able to touch. Nut was already pregnant by Geb, however, and eventually gave birth to Osiris, [**Isis**](https://www.ancient.eu/isis/), Set, [**Nephthys**](https://www.ancient.eu/Nephthys/), and [**Horus**](https://www.ancient.eu/Horus/) – the five Egyptian gods most often recognized as the earliest or, at least, the most familiar representations of older god-figures. Osiris showed himself a thoughtful and judicious god and was given rule of the world by Atum who then went off to attend to his own affairs.

**Osiris & Set**

Osiris administrated the world efficiently, co-ruling with his sister-wife Isis, and decided where the trees would best grow and the water flow most sweetly. He created the land of Egypt in perfection with the [Nile](https://www.ancient.eu/nile/) River providing for the needs of the people.

In all things, he acted in accordance with the principle of *ma’at* (harmony) and honored his father and siblings by keeping all things in harmonious balance. His brother Set became envious of the creation, however, and also of Osiris’ power and glory. He had his brother’s exact measurements taken in secret and then ordered an elaborate chest created precisely to those specifications. When the chest was completed, Set threw a great banquet to which he invited Osiris and seventy-two others. At the end of the party, he offered the great chest as a gift to the one who could best fit inside it. Osiris, of course, fit perfectly and, once he was inside the coffin, Set slammed the lid on tight and threw it into the Nile River. He then told everyone that Osiris was dead and assumed the rule of the world.



[Egyptian Hunting in the Marshes](https://www.ancient.eu/image/3029/egyptian-hunting-in-the-marshes/) [by Jan van der Crabben (CC BY-NC-SA)](https://www.ancient.eu/image/3029/egyptian-hunting-in-the-marshes/)

Isis refused to believe that her husband was dead and went searching for him, finally finding the coffin inside a tree at [Byblos](https://www.ancient.eu/Byblos/). The people of the land were glad to help her retrieve the coffin from the tree and, for this, Isis blessed them (as they later became the principal exporters of papyrus in Egypt, it is thought this detail was added by a scribe to honor the city which was so important to the writer’s trade). She brought the body back to Egypt and set about gathering the herbs and making the potions which would bring Osiris back to life; leaving her sister Nephthys to guard over the place where she had hidden the body.

**OSIRIS WAS BROUGHT BACK TO LIFE BY ISIS BUT, BECAUSE HE WAS INCOMPLETE, HE DESCENDED TO THE UNDERWORLD TO BECOME THE RIGHTEOUS JUDGE & RULER OF THE LAND OF THE DEAD.**

During this time, Set began to worry that Isis might locate Osiris’ body and find a way to bring him back to life, as she was very powerful and knowledgeable in these matters. Upon finding her gone, he asked Nephthys where she was and, when the goddess answered, he knew she was lying. He was able to get from her where Osiris’ body was hidden and went there, tearing the coffin open, and cutting the body into forty-two pieces (though some sources claim only fourteen). He then flung the fragments of Osiris all over the land of Egypt so that Isis would never be able to find them and, this accomplished, returned to his [palace](https://www.ancient.eu/palace/) to rule.

When Isis returned and found the coffin destroyed and the body gone, she fell to her knees in despair and wept. Nephthys, feeling guilty for having betrayed her secret, told Isis what had happened and offered to help her find the parts of Osiris. The two sisters then began searching the land for Osiris’ parts. Wherever they found a body part, they would bury it on the spot and build a shrine to protect it from Set. In this way, the forty-two provinces of Egypt were established by the two goddesses.

They finally assembled all of the body except for the penis, which had been eaten by a fish. Isis then created a replacement part for the phallus and mated with her husband, becoming pregnant with her son Horus. Osiris had been brought back to life successfully by Isis but, because he was incomplete, could not rule the world as he had before. He instead descended to the underworld to become the righteous judge and ruler of the land of the dead.



[Horus Bird Statuette](https://www.ancient.eu/image/774/horus-bird-statuette/) [by Ali Kalamchi (Copyright)](https://www.ancient.eu/image/774/horus-bird-statuette/)

Horus (sometimes known as Horus the Younger to differentiate from Horus the brother of Osiris) was raised in secret to protect him from Set and, having grown to manhood, challenged his uncle for the rule of his father’s former kingdom. The [battle](https://www.ancient.eu/battle/) raged for eighty years until Horus defeated Set and banished him from Egypt to dwell in the arid deserts (though there are many variants of this story and, in some, Horus and Set agree to divide the kingdom and, in others, Set is destroyed). Horus then ruled with his mother Isis and aunt Nephthys as his counselors and harmony was again restored to the land.

**The Importance of *Ma’at***

Although there are many different versions of this myth, the one element which remains standard in all of them is the concept of harmony which is disrupted and must be restored. The principle of *ma’at* was at the heart of all of Egyptian mythology and every myth, in some form or another relies upon this value to inform it. The historian Jill Kamil writes: “Storytelling played an important part in the lives of the ancient Egyptians. The deeds of the gods and kings were not written in early times and only found their way through oral tradition into the [literature](https://www.ancient.eu/literature/) of a later date” (Nardo, 52). It is interesting to note that, no matter what era the tales were first composed in, the principle of harmonious balance, of *ma’at*, is at the heart of them all.

The repulsing of Apep [[Apophis](https://www.ancient.eu/Apophis/)], the evil dragon-like creature that lurked on the horizon, was [a] popular tale. Each evening, at sunset, it tried to stop the passage of the setting sun through the underworld. If the sky was clear, it indicated an easy passage; a blood-red sunset showed a desperate battle between the forces of good and evil; but the sun was the victor and there was always a new dawn. [The Egyptians] told tales of how the vegetation that died with the harvest was reborn when the grain sprouted, just as the sun-god 'died' each evening and was reborn the next morning (Nardo, 53-54).

Everything in the universe was thought to be maintained in a constant balance without a terminus and, as human beings were a part of that universe, they too participated in this eternal balance. *Ma'at* was made possible by the underlying force which existed before creation and made all aspects of life possible: *heka*. *Heka* was the magical power which enabled the gods to perform their duties and sustained all life and was personified in the god Heka who also allowed for the soul to pass from earthly existence to the afterlife.



[Shabti Dolls](https://www.ancient.eu/image/176/shabti-dolls/) [by koopmanrob (CC BY-SA)](https://www.ancient.eu/image/176/shabti-dolls/)

When the soul left the body at death, it was thought to appear in the Hall of Truth to stand before Osiris for judgment. The heart of the deceased was weighed on a golden scale against the white feather of Ma’at. If the heart was found to be lighter than the feather, the soul was allowed to move on to the [Field of Reeds](https://www.ancient.eu/Field_of_Reeds/), the place of purification and eternal bliss. If the heart was heavier than the feather, it was dropped on to the floor where it was eaten by the monster Ammut (the gobbler) and the soul would then cease to exist.

Although there existed a concept of the underworld, there was no 'hell' as understood by modern-day monotheistic religions. As Bunson writes, “The Egyptians feared eternal darkness and unconsciousness in the afterlife because both conditions belied the orderly transmission of light and movement evident in the universe” (86). Existence, being a part of the universal journey which began with Atum and the Ben-Ben, was the natural state of a soul and the thought of being eternally separated from that journey, of non-existence, was more terrifying to an ancient Egyptian than any underworld of torment could ever be; even in a land of eternal pain, one still existed.

A concept of an underworld similar to the Christian hell did develop in Egypt but was by no means universally accepted. Bunson writes, “Eternity was the common destination of each man, woman, and child in Egypt. Such a belief infused the vision of the people…and gave them a certain exuberance for life unmatched anywhere in the ancient world” (87). The mythology of the ancient Egyptians reflected that joy in living and inspired the great temples and monuments which are such a part of Egypt’s legacy today. The enduring admiration for Egyptian mythology and the culture it informed is a testimony to the power of the life-affirming message inherent in these ancient tales.

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