



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 10

Lesson 1: Unit Orientation

Focus Standard(s): W.10.7

Additional Standard(s): RI.10.1, RI.10.2, W.10.2, SL.10.1

Estimated Time: 1 day

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Learning Targets for the Unit
- Handout 1.3: Performance Task Checklist/Grade Sheet
- Handout 1.4: Research Paper Samples (A and B)
Note: These samples are modifications of the [original research study document](#).
- Handout 1.5: Problem Identification/Question Generation
- [Culturally Responsive Teaching](#)
- [“12 Ordinary People Whose Lives Can Inspire Us in 2015”](#)

Note: Before class, print a copy of this article. Then, cut and individually post the following stories on the wall or in separate sections in the classroom:

- Epic adventures and giving can go hand in hand.
- Don't underestimate the power of a viral video.
- Sometimes it takes going beyond the call of duty to help those who need it most.
- Want to inspire change? Lead by example.
- There's strength in collaboration.

Lesson Target(s):

- Students understand the expectations for the learning targets and the performance task for the unit.
- Students self-reflect to determine their areas of need to study more and create a checklist to depict those areas of need.
- Students brainstorm and create their initial problem statement.

Guiding Question(s):

- What are my expectations for the unit?
- What areas of need must I focus on during my independent or group study time?
- What complex problem (at my school, in my local community, or in a larger community) do I want to investigate?

Vocabulary

Academic Vocabulary:

- Qualitative study
- Quantitative study
- Mixed Methods study
- Have students identify other the words on Handouts 1.2 and 1.3 that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section directly to the right in order to enhance their understanding. These words should be placed on a word wall and interacted with daily to support understanding.

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)



Instructional Plan

Anticipatory Set/Introduction to the Lesson

Note: Before class, print a copy of [“12 Ordinary People Whose Lives Can Inspire Us in 2015”](#). Then, cut and individually post the following stories on the wall or in separate sections in the classroom:

1. Epic adventures and giving can go hand in hand.
2. Don't underestimate the power of a viral video.

3. Sometimes it takes going beyond the call of duty to help those who need it most.
4. Want to inspire change? Lead by example.
5. There's strength in collaboration.
6. You have a story to tell... even if it's been 75 years.

As students arrive, provide them with **Handout 1.1: Unit Introduction Activity** and instruct them to stand in front of/near of the displayed articles.

Note: Monitor the amount of students in each group. Direct students to not populate an area after they see a certain amount (3-5 people, depending on your class size) of people in an area.

Once students have populated their areas, explain that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to complete **Handout 1.1: Unit Introduction Activity** as they rotate to each new section posted. Have students rotate clockwise each time the timer rings until they are back at their starting positions. At that point, they are to remain until further instructed.

After each student has returned their starting positions, direct them to find someone not in their original rotation group and share their findings. Have them revise or add information, as necessary.

Have a whole-class discussion about **Handout 1.1: Unit Introduction Activity**. If students do not eventually do so, be sure to guide the conversation, at some point, to discuss how each one of the stories contained a problem, an area of need in their communities, that the people addressed. Explain that they saw a problem and problem-solved how to address it. Explain to students that they will do the same in this unit and, in the process, develop some very important skills that employers find attractive.

Understanding Lesson Purpose and Student Outcomes

Review the lesson targets and guiding questions with the students briefly.

Activity 1: Introduce the Unit Targets and the Performance Task

T: For this unit, you will work with your peers and attempt to solve a complex, real-world problem that is relevant to your school, community, or a larger community.

Display or provide students with a copy of **Handout 1.2: Learning Targets for the Unit**.

T: We will periodically stop to check our progress through reflective activities. Plus, some of these are targets that you can add to your resume after you have completed this unit. You will work towards meeting these targets throughout the unit, but your performance task will be the final way that you show me and yourself if you have met those targets. Let's take a look at the performance task.

Display the following key for students to read:

?- Information or terms you do not understand/need more information about

!- Information you understand

☺- What you are excited about

☹- What you are not excited about

Note: Students could do the same activity with different-colored highlighters instead of using the identified symbols.

Have students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about, an exclamation mark (!) beside information that they understand, a smiley face (☺) beside what they are excited about, and a sad face (☹) beside what they are not excited about:

Follow these steps to help you complete this task:

1. Pose questions and identify problems concerning your community or a larger community.
2. Next, you must conduct research from a variety of sources to understand your problem and identify the root of the problem.
3. Generate a detailed list of options for solving the problem. Part of that research must consist of your team using a tool to collect data with a relevant group of stakeholders (e.g., interview questions or a comparative analysis with a focus group) who will evaluate the options and provide feedback to help you decide about a solution.
4. Finally, you will produce a written problem-solution argument in one of the following ways:
 - a. After collecting all of the data and research, write a letter/email to someone who can implement the solution, being sure to explain 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) the proposed solution and request.
 - or
 - b. After implementing the well-planned solution, you will produce a written problem-solution argument documenting 1) an introduction to the problem, 2) the background information/research, 3) the methodology, 4) the findings, and 5) a conclusion evaluating the effectiveness of the solution and any suggestions for further investigations.

Have students share out their marks. Allow students time to ask questions and clarify their understandings. Be sure students identify the words on **Handout 1.2: Learning Targets for the Unit** that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section to enhance their understanding of the words.

Have students Think-Ink-Share a 1-2 sentence summary of this information. Allow students time to ask questions and clarify their summaries. Optional: Have students sign below their summaries saying they understand the directions of their performance task.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Break the activity into smaller chunks, having students read and summarize one or two steps at a time.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students suggest any changes they would make to the performance task to make it more meaningful or more engaging for them. Consider the changes and discuss reasons for accepting or not accepting the changes.

Activity 2: Understand the Performance Task Rubric

Distribute one copy of **Handout 1.3: Performance Task Checklist/Grade Sheet** to each student. Have students read aloud each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Tell students that evaluating a sample piece of writing will help them understand the rubric better. Provide students with **Handout 1.4: Research Paper Samples** so that students can use the rubric to evaluate the provided sample. Explain to students that the A and B on the samples coordinate with the A and the B of the performance task directions. Have them annotate with the criteria on the grade sheet.

Note: The samples are expert examples. Students are not expected to write as many pages, include as many sources, or possibly include as in depth of an analysis. The purpose of this example is to provide students with an example of the format, organization, and understanding of content to include. If or when possible, consider using student samples so that students have an opportunity to see what the criteria looks like from a student example.

Have students share out their marks. Allow students time to ask questions and clarify their understandings. Be sure students identify the words on **Handout 1.3: Performance Task Checklist/Grade Sheet** that they do not understand. Make a list of those words and complete multiple activities listed in the “Instructional Strategies for Academic Vocabulary” section to enhance their understanding of the words.

Have students work with a partner or a small group to develop a checklist of the criteria from the checklist that they feel they still do not understand even after viewing a sample. Direct students to title this checklist “Be Sure to Study” and explain that this additional checklist should stay attached to the main checklist as a reminder of their specific areas of need. Tell students to check off these areas as the unit progresses and they have to study these items.

For students who are EL, have disabilities, or perform/read well below the grade level:

- For EL students (depending on their level of language proficiency), provide them with a checklist/grade sheet in their native language and the English version.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have high-performing students who are interested coordinate and offer tutorial times during enrichment times, during class, or after school through technology or housed at school to provide assistance in their area of expertise. This service can be offered to students who need extra assistance in those areas. Work out a system for offering credit, if necessary.

Activity 3: Determining a Problem to Investigate

T: Now that you understand your expectations, you must brainstorm to solve a problem. For example, at one school, students in a class noticed problems associated with liquor stores close to their school. Daily, they saw the influence of the activity at these local liquor stores on students at their school. Together, they investigated zoning laws using math and reading skills in order to reduce the number of liquor stores and their associated problems (i.e., drug trafficking, prostitution, and public intoxication) around a school’s campus (Tate, 1995). With the results of their research, students lobbied the state Senate and made formal presentations to the city council, which resulted in numerous citations and the closure of two liquor stores near the school.

Note: Read the article at [Culturally Responsive Teaching](#).

What problem do you want to solve? It may help to think about these questions:

- What do you want to see happen that is not happening?
- What is your school or community (or a larger community) lacking?
- What are some areas of improvement?

Display the questions and provide time for students to Think-Pair-Share ideas.

- ✓ Monitor to check for misunderstandings and understandings. Correct misunderstandings. Praise students for great ideas.

Have students share out ideas and record their initial plans on Step 1 of **Handout 1.5: Problem Identification/Question Generation**.

Note: Students' problem statements or questions do not have to be refined at this point because the next lesson will guide students through the process of refining their problem statements in Step 2 on the handout.

For students who are EL, have disabilities, or perform/read well below the grade level:

- For students struggling to come up with a question, guide them in an individual or small-group discussion using the questions above to think about possible problems in their school.
- Model an example of how you would identify a problem and possible solutions in your job or in your personal life.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Engage students in discipline-specific ways of problem-solving statement development.

Reflection and Closing

On a scale of 1-5 (1 being *not at all* and 5 being *very*), how excited are you about this unit?

- ✓ Determine who is not excited or has low excitement. In a discreet manner (perhaps outside of the class), discuss with students the reasons why they are not excited. Students may not be excited for a variety of reasons (e.g., overwhelmed, disinterested, not understanding, problems unrelated to the assignment, etc.) Determine a proper solution to the problem. Include the student in a problem-solving discussion.

Homework

Discuss the performance task, the student-generated checklist for his/her specific areas to study, and the initial problem statement/question on **Handout 1.4: Research Paper Samples** with a parent/guardian. Have the parent or guardian email or write a short letter to the teacher stating that he/she

- 1) had the discussion with the child and
- 2) does/does not have questions.

The letter should be emailed or returned through the student the next day.

Handout 1.1: Unit Introduction Activity**Directions:**

Title of Section	What was it mainly about?

What are some ideas, actions, words, and phrases all of these texts have in common?

Handout 1.2: Learning Targets for the Unit

Standard	I will understand	I will
<p>Theme</p> <p>RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author’s ideas or opinions) can be expressed universally in many stories, despite the details or genre. <input type="checkbox"/> That development of the theme can be traced through the characters’ a) responses to and b) dialogue (both inner and outer) about the problems they face in the story. <input type="checkbox"/> The author uses other literary devices (e.g., symbols, allusions, figurative language) to refine the theme. <input type="checkbox"/> Authors create a conflict/problem in their plot in order to advance their theme. <input type="checkbox"/> By determining and analyzing the conflict/problem, the reader can better determine the topic/subject of the text, the central idea, and the theme. <input type="checkbox"/> As multiple problems/conflicts emerge, multiple (or variations of) themes (or central ideas) may emerge. <input type="checkbox"/> The conflicts/problems authors or people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors’ lives, and these characters face the same problems that authors (or people they know) face. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use examples to explain the difference between a theme and a central idea and other concepts about theme development. <input type="checkbox"/> Explain how various characters’ points of view contribute to the development of the problem and the theme. <input type="checkbox"/> Use the conflicts/problems and other details from the text to determine the theme. <input type="checkbox"/> Trace the development of the theme by identifying specific details from the text.
<p>Central Idea</p> <p>RI.10.2 Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The central idea is the point the author wants to make. <input type="checkbox"/> The writer develops the central idea(s) through supporting details: examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features). <input type="checkbox"/> All the details in the text develop and support the central idea(s) by proving it, explaining it, illustrating it, or providing more details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the central idea(s) of a text. <input type="checkbox"/> Trace the development of the central idea by identifying specific details from the text. <input type="checkbox"/> Compose an accurate summary of a text that includes how the central idea emerges, is shaped, and is refined by specific details.

<p>the central idea(s); provide an accurate summary of the text based on the analysis.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Authors have a purpose for writing a text, and this purpose influences the central ideas developed and the way in which the author develops the central idea. <input type="checkbox"/> Authors choose what details/information to include, exclude, and emphasize based on their specific purpose. <input type="checkbox"/> Determining the connections between the details will help determine the central idea. <input type="checkbox"/> That informational texts often follow predictable patterns or outlines. Reverse outlining may be helpful in determining the central idea and identifying the specific details that support it. <input type="checkbox"/> Central ideas are not one-word or simple topic statements (e.g., songbirds; songbirds are dying off) or themes (e.g., Sometimes, man-made objects and creations impact other species in negative and unexpected ways.) Instead, they are statements directly related to a topic of the text and how the details connect (e.g., Every year in New York City, hundreds of birds are being killed because they fly into buildings that were built by humans.) 	
<p>Informational Writing</p> <p>W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Argumentative writing is not simple persuasion; instead, an argument should give the audience adequate, reliable information about both claims and counterclaims to promote informed decision making. To do this, students must understand the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The background knowledge and potential concerns of the audience should influence the writer’s decisions. <input type="checkbox"/> Organizational structure helps to clarify and connect complex ideas, concepts, and information. <input type="checkbox"/> Evidence is provided to support the central ideas through examples, anecdotes, statistics, descriptions, cause and effect, quotes, analogies, allusions, and illustrations (and other text features). <input type="checkbox"/> Ideas, concepts, and supporting information are connected and relevant to the topic. 	<p>Complete the task expectations (Part A or Part B) by doing the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an introductory section that presents the topic and central idea. <input type="checkbox"/> Utilize formatting (e.g., headings), graphics, and multimedia to aid in comprehension. <input type="checkbox"/> Anticipate the audience’s knowledge level to provide adequate background. <input type="checkbox"/> Group and synthesize the main points of the research into categories (versus simply a summary of the articles individually, one by one). <input type="checkbox"/> Utilize the appropriate discipline-specific style and tone.

	<ul style="list-style-type: none"> <input type="checkbox"/> False statements and fallacious reasoning (reasoning contrary to fact), whether accidental or purposeful, weaken even the most appealing information. <input type="checkbox"/> Words, phrases, and clauses can strengthen the connection between the major sections of a text, make a text more unified or cohesive, and clarify the relationship between elements of a text. <input type="checkbox"/> The standard format and appropriate style guide (MLA, APA, Turabian, etc.) for citations will differ based on the discipline. <input type="checkbox"/> Each discipline (i.e. mathematics, science, etc.) has specific norms and conventions for writing, including (but not limited to) headings, subheadings, numbered lists, charts/graphs, illustrations, and maps. <input type="checkbox"/> Whether the author uses the appropriate discipline-specific style, tone, and organization can be an indicator of the reliability of the information. <input type="checkbox"/> Appropriately using and giving credit to others' information prevents plagiarism. <input type="checkbox"/> Providing strengths and limitations of the information (if possible) makes the information more reliable. <input type="checkbox"/> A conclusion gives closure to an argument by providing future implications/consequences for actions or non-actions regarding the use of this information and/or expressing a final thought or opinion about the information. <input type="checkbox"/> Effective consumers of information continuously trace and assess the central ideas, reasoning, evidence, and rhetoric in an argument. <input type="checkbox"/> Assessing others' informational texts can help to learn techniques and strategies that will strengthen your own writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Supply sufficient reliable and relevant evidence (e.g., facts, details, examples, and quotations) from multiple sources. <input type="checkbox"/> Supply valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). <input type="checkbox"/> Utilize a valid, reliable, and ethical data-collection method. <input type="checkbox"/> Present the limitations, if applicable. <input type="checkbox"/> Conclude with a statement or section which includes future implications/consequences for actions or non-actions regarding the use of the research and/or expresses a final thought or opinion. <input type="checkbox"/> Include appropriate and varied transitions to link ideas and sentences within a text. <input type="checkbox"/> Use appropriate and varied transitions to link major sections of a text to promote cohesion. <input type="checkbox"/> Group and synthesize information into sections that flow naturally, build upon one another, and are discipline-specific.
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<p>Research Projects to Solve a Problem</p> <p>W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research is conducted primarily to solve problems or answer a question in order to improve our quality of life. <input type="checkbox"/> Sometimes, one problem reveals another problem or question to answer. <input type="checkbox"/> Researchers may have to reframe/revise their questions/problem statements to ensure they are investigating the actual problem. <input type="checkbox"/> A research topic or question can be altered/revise based on the information available, narrowed if too much information is available, broadened if too little information is available. <input type="checkbox"/> Not all sources are reliable. <input type="checkbox"/> Not all information is valid. <input type="checkbox"/> Both primary and secondary sources can help a researcher solve a problem or answer a question. <input type="checkbox"/> Researchers must make connections between and among various sources of information. <input type="checkbox"/> Information can be presented in various forms other than written text, such as charts, graphics, audio, and art. <input type="checkbox"/> Successful writers “weave” a variety of research materials (interview responses, information from charts, primary data, etc.) into a text to provide a thorough discussion of the topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate and refine research questions and/or problems. <input type="checkbox"/> Conduct research to answer a question or solve a problem. <input type="checkbox"/> Evaluate the reliability and validity of sources and instruments used to collect information. <input type="checkbox"/> Evaluate sources to avoid collecting false information or bias that makes the information unreliable. <input type="checkbox"/> Make connections between and among various sources of information. <input type="checkbox"/> Interpret recorded data/information to create new understandings and knowledge to support/reinforce the central idea(s) in an ethical manner. <input type="checkbox"/> Incorporate and synthesize a variety of information and data from multiple sources (both primary and secondary sources) into writing.
<p>Language</p> <p>L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When using items in a series, all the items (e.g., nouns, verbs, adjectives, adverbs, prepositional phrases, infinitives, gerunds, participles, etc.) need to be the same form <input type="checkbox"/> Correlative conjunctions (either/or, neither/ nor, not only/but also, whether/or, but/also) join two parallel parts. <input type="checkbox"/> Sentences within a passage can also have parallel structure for emphasis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the purpose (e.g., compare or contrast) of parallel structure. <input type="checkbox"/> Choose the appropriate conjunction for that purpose. <input type="checkbox"/> Identify errors in parallel structure. <input type="checkbox"/> Demonstrate appropriate use of parallel structure in writing.

Handout 1.3: Performance Task Checklist/Grade Sheet

Criteria	Points
<p>The Strength of the Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligned the topic and purpose with the task expectations (Part A or Part B). <input type="checkbox"/> Wrote an introductory section that presents the topic and central idea. <input type="checkbox"/> Utilized formatting (e.g., headings), graphics, and multimedia to aid in comprehension. <input type="checkbox"/> Anticipated the audience’s knowledge level to provide adequate background. <input type="checkbox"/> Grouped and synthesized the main points of the research into categories (versus simply a summary of the articles individually, one by one). <input type="checkbox"/> Utilized the appropriate discipline-specific style and tone. <input type="checkbox"/> Supplied sufficient evidence (e.g., facts, details, examples, and quotations) that was both reliable and relevant evidence from multiple sources. <ul style="list-style-type: none"> <input type="checkbox"/> Interpreted recorded data/information to create new understandings and knowledge to support/reinforce the central idea(s) in an ethical manner. <input type="checkbox"/> Incorporated and synthesized a variety of information and data from multiple sources (both primary and secondary sources) into writing. <input type="checkbox"/> Supplied valid reasoning, void of fallacy, to strengthen the evidence and central idea(s). <input type="checkbox"/> Utilized a valid, reliable, and ethical data-collection method. <input type="checkbox"/> Presented the limitations, if applicable. <input type="checkbox"/> Concluded with a statement or section which included future implications/consequences for actions or non-actions regarding the use of the research and/or expresses a final thought or opinion. 	<p>___/___</p>
<p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include appropriate and varied transitions to link ideas and sentences within a text. <input type="checkbox"/> Use appropriate and varied transitions to link major sections of a text to promote cohesion. <input type="checkbox"/> Grouped and synthesized information into sections that flowed naturally, built upon one another, and was discipline-specific. 	<p>___/___</p>
<p>References & Citation Style</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wrote a discipline-specific document that demonstrates use of the appropriate style guide for the discipline and writing type. <input type="checkbox"/> Formatted the reference list based on the style guide appropriate for the discipline and writing type. <input type="checkbox"/> Appropriately integrated paraphrasing, quotations, and citations in a written text. 	<p>___/___</p>
<p>Writing Conventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated appropriate use of parallel structure in writing. <input type="checkbox"/> Avoided major errors (that impede reader understanding) in Standard English conventions (spelling, punctuation, capitalization, usage, grammar). <input type="checkbox"/> Avoided most or all minor errors in Standard English conventions (spelling, punctuation, capitalization, usage, grammar). <input type="checkbox"/> Used a wide variety of conventions appropriate for the grade level, purpose, discipline, and audience. <input type="checkbox"/> Used a wide variety of sentence structure appropriate for the grade level, purpose, discipline, and audience. 	<p>___/___</p>

Handout 1.4: Research Paper Samples

Sample A

To the Professors at Small Midwestern University,

Burchfield and Sappington (2000) found that fewer than 25% of 100- and 200-level psychology students completed assigned readings. Clump, Bauer and Bradley (2004) found that the reading compliance rate was slightly higher when considering psychology classes overall. They found that “Students read on average 27.46% of the assigned readings before class” (p.1). Connor-Greene (2000) found that 72% of her students reported that they “rarely or never read assignments on schedule” (p. 85).

Why do so few university students read assignments? I conducted research to answer this question. The following research and data will support and explain my proposed solution to this problem.

Background Research

Ryan (2006) argues that poor reading comprehension is the cause of students not completing reading assignments. After repeated disappointments when attempting to comprehend, students simply give up. Cultural anthropologist Rebekah Nathan (2005) links low levels of reading comprehension to a student’s desire for more personal time (p. 111). A National Endowment for the Arts report (2007) reinforces Nathan’s hypothesis: students spend significantly more time on media and media devices than on reading (p. 8).

Paulson (2006) offers yet another perspective on why the basic comprehension level of students is so low. He suggests that a “get students through” approach (p. 51) in college developmental reading courses and a focus on study assistance may inadvertently signal to students that reading has no intrinsic value (p. 52).

Few studies have been conducted on the subject of reading compliance among university students. Most articles published on the subject reference the same small pool of research conducted almost entirely within the discipline of psychology. To establish that the findings cited in those studies are not aberrant cases of extreme noncompliance, or noncompliance unique to first- and second-year psychology students, a study was conducted. In the first part of the study, the rate of reading compliance and the comprehension level of first semester university students enrolled in a liberal arts and sciences learning seminar were assessed. Advice was solicited from noncompliant readers on what professors could do to get them to read.

When conducting the second part of the study, there were four objectives: (1) Determine the rate of reading compliance in two sections of First Year Seminar—one section with 100 students and another with 24 students; (2) Ascertain whether students who claimed to have read the assignment were able to demonstrate a basic level of comprehension of the material they indicated they had read; (3) Compile a list of the major reasons why students said they did and did not read assignments; and (4) Solicit advice from noncompliant readers concerning what professors could do to motivate them to read.

Methodology

Participants in the study were first semester freshmen at a small Midwestern two-year liberal arts university where 72% of the incoming freshmen are first-generation college students and 19% are over the age of 22. Forty-nine percent of the students are female and 51% are male. Students were enrolled in two sections of First Year Seminar, a course designed to help first semester university students make a successful transition to college. The course emphasizes active learning and emphasizes student responsibility in the learning process. The large section of First Year Seminar had an enrollment of 100 students and was taught by three instructors. The small section had an enrollment of 24 students and was also taught by three instructors.

Students were asked to complete a reading compliance survey on three separate occasions throughout the fall semester. The surveys were developed by the author, using reading compliance factors found in literature (Burchfield & Sappington, 2000, Connor-Greene, 2000). The author also incorporated reading compliance factors suggested by students and colleagues.

Surveys were unannounced and administered at the beginning of class. Students were given a piece of paper with the “YES” survey on one side and the “NO” survey on the opposite side. Students reporting that they had complied with the reading assignment were asked to complete the “YES” survey (Table 1) and students reporting that they had not complied with the reading assignment were asked to complete the “NO” survey (Table 2). **Note:** Table 2 was not included in this sample.

Participation was optional and students were reminded that they were free to submit a blank survey, although none chose to do so. Students were instructed to respond to each question in Part A of the survey with a number between 1 and 10.

To determine whether a student who completed the “YES” survey had demonstrated a basic level of comprehension of the assigned reading, the author read each student’s 3-sentence paraphrase searching for topics, ideas, anecdotes or phrases that came directly from the reading. If located, the student was awarded a check. Although students had been directed to be as specific as possible when paraphrasing the reading, the author understood that many of these first semester freshmen were just learning the art of paraphrase.

Table 1: "YES" SURVEY

Name: _____ (Remove this portion when you hand form to professor.)

Code: _____ (Assign the same code for each time this person completes a document.)

Part A:

1. What role, if any, did the following factors play in your decision to read the assignment?

Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2
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- _____ 1. Interest in topic?
 _____ 2. Interest in course?
 _____ 3. Love reading of any kind?
 _____ 4. Your interest in being exposed to ideas that may be more liberal or conservative than your own?
 _____ 5. The emphasis your family places on reading?
 _____ 6. Your respect for the professor who teaches this course?
 _____ 7. Your desire to not let your classmates down?
 _____ 8. A work schedule that allows you time for reading?
 _____ 9. Your concern over your grade in this course?
 _____ 10. Your concern that you will be called on during this class to discuss assignment?
 _____ 11. Your concern over what the professor thinks of you?
 _____ 12. Your concern that you will be tested on this assignment during this class?
 _____ 13. Your concern that you will be embarrassed by professor if you don't read?
 _____ 14. Your concern that you will be embarrassed by students if you don't read?
 _____ 15. You are ambitious?
 _____ 16. Reading comes before your social life?
 _____ 17. Factors not listed above? (List below)

Part B:

- How many times did you read this assignment? (circle answer) 1 2 3 or more
- Paraphrase this assignment in *THREE* sentences. Be as explicit as possible.

This study was approved by the university's internal review board. All students signed a "Consent to Participate" form. Participation was optional and had no impact on a student's course grade.

The first set of surveys was collected by an independent party who wrote each student's code name on the survey. The student used that code name when handing in the next two surveys. The reading survey was administered on three separate, unannounced occasions throughout the fall semester on days when reading assignments were to have been completed.

Findings

Leading Factors Identified by Students in Their Decision to Read

Early in the fall semester, students in both the large and the small section of First Year Seminar cited concern over grades as the top factor motivating them to read (Table 3). At mid-semester, concern over grades held on to first place (Table 3). At semester's end, although concern over grades continued to be cited as the #1 motivator for students in the large section (Table 3), concern over grades scored low in the small section. Significantly more important to students in the small group was concern about what their professor thought of them.

Table 3: "YES" SURVEY – READING SURVEY RESULTS – LARGE AND SMALL GROUP

"YES" SURVEY QUESTION: What role, if any, did the following factors play in your decision to read the assignment?

	Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2	
	Round 1		Round 2		Round 3	
Question Number	90 Total, 40 Yes (44%) Large Group Avg. Scores	21 Total, 13 Yes (62%) Small Group Avg. Scores	80 Total, 36 Yes (45%) Large Group Avg. Scores	18 Total, 8 Yes (44%) Small Group Avg. Scores	77 Total, 37 Yes (48%) Large Group Avg. Scores	19 Total, 6 Yes (32%) Small Group Avg. Scores
1. Interest in the topic?	5.53	6.62	5.25	7.25	5.81	6.50
2. Interest in the course?	4.58	6.54	5.25	7.13	6.24	7.67
3. Love reading of any kind?	5.78	5.38	4.97	6.88	4.92	5.33
4. Your interest in being exposed to ideas that may be more liberal or conservative than yours?	4.50	4.31	5.47	5.88	5.49	4.50
5. The emphasis your family places on reading?	3.50	3.00	4.86	3.75	4.35	2.67
6. Your respect for the professor who teaches this course?	6.80	7.31	7.33	6.63	6.43	7.67
7. Your desire not to let your classmates down?	5.05	5.08	5.22	5.75	5.19	6.50
8. A work schedule that allows you time for reading?	5.30	5.69	5.31	6.38	4.57	5.33
9. Your concern over your grade?	5.30	5.69	5.31	6.38	4.57	5.33
10. Your concern that you will be called on during this class to discuss assignment?	7.25	7.23	5.83	6.63	5.65	6.67

11. Your concern over what the professor thinks of you?	6.05	6.38	5.42	6	5.97	8.17
12. Your concern that you will be tested on this assignment during this class?	7.18	6.31	6.11	6.88	6.08	6.83
13. Your concern that you will be embarrassed by professor if you don't read?	5.35	4.85	4.97	5.75	4.81	6.50
14. Your concern that you will be embarrassed by students if you don't read?	4.30	3.46	3.86	4.0	3.65	6.67
15. You are ambitious?	6.20	5.46	5.97	6.38	5.95	4.00
16. Reading comes before your social life?	3.65	3.54	4.19	4.5	4.32	5.33

Leading Factors Identified by Students in Their Decision Not to Read

In the first survey, the top reason students in both the large and small group cited for not having read the assignment, was a work schedule that did not allow time for reading. By mid-semester, students in both sections continued to point a finger of blame at work schedules (Table 4). At the end of the semester, students in the large section found a social life to blame while students in the small section clung firmly to their belief that work schedules did not allow them time to read (Table 4).

Note: Table 4 not list in this sample.

Percent of Students Who Failed to Read

In the first survey, 56% of students in the large section reported not having read the assignment while 38% of the students in the small section indicated noncompliance. At mid-semester, 55% of students in the large group and 56% of the students in the small group reported their failure to have read. At the end of the semester, noncompliance in the large group dropped to 52% while noncompliance in the small group soared to 68%.

Comprehension Rate

When students indicated that they had read the assignment, they were asked to paraphrase it in three sentences, being as explicit as possible. The author read each paraphrase searching for some indication that the student had read the assignment; perhaps an idea or an anecdote or a theme. If located, the student received a check.

In the first survey, 50% of the students who indicated that they had read the assignment were able to paraphrase it well enough to suggest a basic level of comprehension. At mid-semester, 52% of the YES respondents were able to demonstrate a basic level of comprehension. At the end of the semester, the basic level of comprehension rose to 67%.

When noncompliant readers did offer a glimmer of hope that there was something a professor could do to motivate them to read, their suggestions fell into the following three categories: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

Give Quizzes

Burchfield and Sappington (2000) urged professors to place greater emphasis on reading compliance by giving random quizzes. Connor-Greene (2000) found that students rarely read assignments by the due date but that daily essay quizzes caused a huge jump in reading compliance. Clump et al. (2004) found that reading compliance almost tripled when students knew they were about to be tested on a reading. When Ruscio (2001) gave frequent random quizzes, reading compliance soared to 79% compliance.

Students who failed to read assignments seemed convinced that quizzes were the best way to increase the likelihood that they would read: “Have a quiz on it,” “Could have tested us on the chapters or quizzed us to make us a little more willing to read,” “Make quiz for each reading,” “If there was a test, I would consider reading the assignment,” “If I need to read the text for a test, I would,” “Make this quiz worth a lot of points,” “Say that there is a quiz Monday, so we better read the text,” and “A quiz would guarantee my reading the assignment.”

Give Supplementary Assignments

Ryan (2006) demonstrated that students who had completed focus worksheets that were graded and commented on extensively by the professor in an encouraging manner performed significantly better than students who had been quizzed or simply given graded worksheets. Weinstein and Wu (2009) referred to the worksheets as readiness assessment tests (RATs): open-ended questions asking students to describe major points in the article. Students found RATs helpful in guiding their reading for overall meaning and main points. Although the studies of Ryan, along with those of Weinstein and Wu, did not assess whether RATs increased reading compliance, their findings support that RATs increased the rate of reading comprehension. Light (2001), in interviews with graduating Harvard seniors, was told that reading assignments, when accompanied by writing assignments shared with students in class prior to the discussion of the assignment, resulted in reading being given a high priority by students (p. 64).

Students in the study asked for supplementary assignments, expressing their belief that such assignments would increase the likelihood that they would read. As certain as students were that their advice would generate a higher rate of reading compliance, they prefaced their

advice with tentative words like maybe and probably, words that suggested an awareness of the inherent danger that lay ahead should professors decide to heed their advice—more work for students: “Probably give us an assignment based on the reading that would be graded,” “Maybe a handout highlighting the reading,” “Probably some type of worksheet or homework to go with the chapter—answering questions while reading always helps and encourages me to read it.”

When reading the advice offered by students, it was difficult to imagine their sincerity. These were the same students who had written that they had no time to read, disliked reading, and had social lives that came before reading. Would supplementary assignments truly motivate these students to read or become one more assignment that students failed to complete? Gosling (1998) found that student self-reports were filled with positive distortion: students reported what they believed to be the socially desirable response, one that would enhance their own self-esteem (p. 1340). Were students recommending worksheets simply because the suggestion made them feel better about themselves?

Give Reminders and Make It Interesting

The third piece of advice offered by students had dual components: Remind students that they have an assignment and make the assignment sound interesting. The advice seemed too simplistic. But what if it worked? What if all professors needed to do to get students to read was remind them?

Students wrote, “Emphasize more that there is a reading,” “Remind us about the reading before the end of class,” “Write it on the board,” “Make it sound more interesting. I would have been more motivated to do this homework before my other classes,” “Get us more interested in the topic,” and “Tell me just a little bit about the reading and make me want to know the rest so I have to finish reading the story.”

Suggested Solution

With this data and research in mind, the goal now is follow-up with the suggestions the students provided to determine impact that the following factors, suggested by noncompliant readers, would have on university student reading compliance: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

Here is my proposed solution to solve the problem of students not reading assignments: Design and teach a three-course learning community. Possibly enroll the same 24 in each of the three courses. The first course should be Public Speaking, and students should be reminded on multiple occasions throughout the class hour that a reading assignment is due the following class session. The reading should be made to sound as interesting as possible.

The second course in the learning community should be Composition 1, a course focusing on academic writing, the writing process, critical thinking, and critical reading. In this course,

quizzes (Appendix A) should be administered at the beginning of each class in which a reading assignment was due.

The third course in the learning community should be First Year Seminar, a course designed to help students make the transition to college by promoting active learning as well as student involvement and responsibility in the learning process. A journal assignment (Appendix B) accompanied each reading. Students should be allowed to use the journal during class as a discussion tool. At the end of class, the journals should be collected, graded, and commented on by both professors. Late journals should not be accepted.

A list of my references, as well as appendix documents, are attached. I appreciate you take the time to analyze my data. I would enjoy being a part of this process, if possible.

Thank you,
<Signature>

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Appendix A: Sample Reading Quizzes

***Into the Wild* Reading Quiz: Chapters 1-2**

1. Where does the title of the book come from?
2. Describe Chris's general height and build *before he went into the Alaskan wilderness*.
3. What are the BASIC events of chapter 1?
4. When do the events described in chapter 1 take place?
5. Who is Jim Gallien, and why is he important?
6. When does chapter 2 take place?
7. What is the gift of Chris's note taped to the door of the bus?
8. What are the BASIC events of chapter 2?
9. Why are Ken Thompson, Ferdie Swanson, and Gordon Samuel important?
10. How much did Chris's dead body weigh? (Get as close as you can—within 10 pounds will get credit.)

***Into the Wild* Reading Quiz: Chapters 7-8**

1. How does Gail Borah (Wayne Westerberg's girlfriend) remember Chris as an eater and cook?
2. Describe Chris's relationship with his father, according to the details in Chapter 7.
3. Describe Chris's sexuality, according to Krakauer.
4. How does Krakauer respond to Chris's sexuality?
5. Wayne Westerberg's mother had a surprising response to Chris, given that she "didn't like a lot of (Wayne's) hired help" (Krakauer 67). Describe her perspective of/impression of/how she saw Chris. Be specific.
6. Describe the "bush-casualty stereotype" (85).
7. Name just one of the three men Krakauer devotes Chapter 8 to, men who seem to fulfill this stereotype.
8. According to Krakauer's research (interviewing people who knew Chris and reading Chris's writings), how does Chris *most* diverge from this stereotype?
9. What did you learn about commas for today?
10. How many absences do you have in this course so far?

Note: Appendix B is not provided in this sample.

Sample B**Why University Students Don't Read: What Professors Can Do to Increase Compliance**

Mary E. Hoeft, University of Wisconsin-Barron County Rice Lake, Wisconsin

Introduction

Why do so few university students read assignments? Ryan (2006) argues that poor reading comprehension is the cause of students not completing reading assignments. After repeated disappointments when attempting to comprehend, students simply give up. Cultural anthropologist Rebekah Nathan (2005) links low levels of reading comprehension to a student's desire for more personal time (p. 111). A National Endowment for the Arts report (2007) reinforces Nathan's hypothesis: students spend significantly more time on media and media devices than on reading (p. 8).

Paulson (2006) offers yet another perspective on why the basic comprehension level of students is so low. He suggests that a "get students through" approach (p. 51) in college developmental reading courses and a focus on study assistance may inadvertently signal to students that reading has no intrinsic value (p. 52).

Few studies have been conducted on the subject of reading compliance among university students. Most articles published on the subject reference the same small pool of research conducted almost entirely within the discipline of psychology. To establish that the findings cited in those studies are not aberrant cases of extreme noncompliance, or noncompliance unique to first- and second-year psychology students, a study was conducted. In the first part of the study, the rate of reading compliance and the comprehension level of first semester university students enrolled in a liberal arts and sciences learning seminar were assessed. Advice was solicited from noncompliant readers on what professors could do to get them to read.

When conducting this part of the study to determine a possible solution, there were four objectives: (1) Determine the rate of reading compliance in two sections of First Year Seminar—one section with 100 students and another with 24 students; (2) Ascertain whether students who claimed to have read the assignment were able to demonstrate a basic level of comprehension of the material they indicated they had read; (3) Compile a list of the major reasons why students said they did and did not read assignments; and (4) Solicit advice from noncompliant readers concerning what professors could do to motivate them to read.

Methodology

Participants in the study were first semester freshmen at a small Midwestern two-year liberal arts university where 72% of the incoming freshmen are first-generation college students and 19% are over the age of 22. Forty-nine percent of the students are female and 51% are male. Students were enrolled in two sections of First Year Seminar, a course designed to help first semester university students make a successful transition to college. The course emphasizes active learning and emphasizes student responsibility in the learning process. The large section of First Year Seminar had an enrollment of 100 students and was taught by three instructors. The small section had an enrollment of 24 students and was also taught by three instructors.

Students were asked to complete a reading compliance survey on three separate occasions throughout the fall semester. The surveys were developed by the author, using reading compliance factors found in literature (Burchfield & Sappington, 2000, Connor-Greene, 2000). The author also incorporated reading compliance factors suggested by students and colleagues.

Surveys were unannounced and administered at the beginning of class. Students were given a piece of paper with the “YES” survey on one side and the “NO” survey on the opposite side. Students reporting that they had complied with the reading assignment were asked to complete the “YES” survey (Table 1) and students reporting that they had not complied with the reading assignment were asked to complete the “NO” survey (Table 2). **Note:** Table 2 was not included in this sample.

Participation was optional and students were reminded that they were free to submit a blank survey, although none chose to do so. Students were instructed to respond to each question in Part A of the survey with a number between 1 and 10.

To determine whether a student who completed the “YES” survey had demonstrated a basic level of comprehension of the assigned reading, the author read each student’s 3-sentence paraphrase searching for topics, ideas, anecdotes or phrases that came directly from the reading. If located, the student was awarded a check. Although students had been directed to be as specific as possible when paraphrasing the reading, the author understood that many of these first semester freshmen were just learning the art of paraphrase.

Table 1: "YES" SURVEY

Name: _____ (Remove this portion when you hand form to professor.)

Code: _____ (Assign the same code for each time this person completes a document.)

Part A:

2. What role, if any, did the following factors play in your decision to read the assignment?

Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2
---------------------------	---------------------	------------------------	------------------------	--------------------------

- _____ 1. Interest in topic?
 _____ 2. Interest in course?
 _____ 3. Love reading of any kind?
 _____ 4. Your interest in being exposed to ideas that may be more liberal or conservative than your own?
 _____ 5. The emphasis your family places on reading?
 _____ 6. Your respect for the professor who teaches this course?
 _____ 7. Your desire to not let your classmates down?
 _____ 8. A work schedule that allows you time for reading?
 _____ 9. Your concern over your grade in this course?
 _____ 10. Your concern that you will be called on during this class to discuss assignment?
 _____ 11. Your concern over what the professor thinks of you?
 _____ 12. Your concern that you will be tested on this assignment during this class?
 _____ 13. Your concern that you will be embarrassed by professor if you don't read?
 _____ 14. Your concern that you will be embarrassed by students if you don't read?
 _____ 15. You are ambitious?
 _____ 16. Reading comes before your social life?
 _____ 17. Factors not listed above? (List below)

Part B:

- 3.** How many times did you read this assignment? (circle answer) 1 2 3 or more
4. Paraphrase this assignment in *THREE* sentences. Be as explicit as possible.

This study was approved by the university's internal review board. All students signed a "Consent to Participate" form. Participation was optional and had no impact on a student's course grade.

The first set of surveys was collected by an independent party who wrote each student's code name on the survey. The student used that code name when handing in the next two surveys. The reading survey was administered on three separate, unannounced occasions throughout the fall semester on days when reading assignments were to have been completed.

Findings

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Table 3: "YES" SURVEY – READING SURVEY RESULTS – LARGE AND SMALL GROUP

"YES" SURVEY QUESTION: What role, if any, did the following factors play in your decision to read the assignment?

	Definitely 9-10	A Lot 7-8	Somewhat 5-6	A Little 3-4	Not at All 1-2	
	Round 1		Round 2		Round 3	
Question Number	90 Total, 40 Yes (44%) Large Group	21 Total, 13 Yes (62%) Small Group	80 Total, 36 Yes (45%) Large Group	18 Total, 8 Yes (44%) Small Group	77 Total, 37 Yes (48%) Large Group	19 Total, 6 Yes (32%) Small Group
	Avg. Scores		Avg. Scores		Avg. Scores	
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In the first survey, the top reason students in both the large and small group cited for not having read the assignment, was a work schedule that did not allow time for reading. By mid-semester, students in both sections continued to point a finger of blame at work schedules (Table 4). At the end of the semester, students in the large section found a social life to blame while students in the small section clung firmly to their belief that work schedules did not allow them time to read (Table 4).

Note: Table 4 not list in this sample.

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When reading the advice offered by students, it was difficult to imagine their sincerity. These were the same students who had written that they had no time to read, disliked reading, and had social lives that came before reading. Would supplementary assignments truly motivate these students to read or become one more assignment that students failed to complete? Gosling (1998) found that student self-reports were filled with positive distortion: students reported what they believed to be the socially desirable response, one that would enhance their own self-esteem (p. 1340). Were students recommending worksheets simply because the suggestion made them feel better about themselves?

Give Reminders and Make It Interesting

The third piece of advice offered by students had dual components: Remind students that they have an assignment and make the assignment sound interesting. The advice seemed too simplistic. But what if it worked? What if all professors needed to do to get students to read was remind them?

Students wrote, “Emphasize more that there is a reading,” “Remind us about the reading before the end of class,” “Write it on the board,” “Make it sound more interesting. I would have been more motivated to do this homework before my other classes,” “Get us more interested in the topic,” and “Tell me just a little bit about the reading and make me want to know the rest so I have to finish reading the story.”

Suggested Solution

A follow-up put these three pieces of advice to the test. The goal was to determine the impact that the following factors, suggested by noncompliant readers, would have on university student reading compliance: (1) Give quizzes, (2) Give supplementary assignments, and (3) Give frequent reminders about the interesting assignment that is due.

The author and her colleague designed and taught a 3-course learning community. The same 24 first semester freshmen were enrolled in each of the three courses. Throughout the semester, students completed six reading surveys: two in each of the three courses in which they were enrolled. The surveys used in the first study were used in the follow-up study. The first course was Public Speaking, and students were reminded on multiple occasions throughout the class hour that a reading assignment was due the following class session. The reading was made to sound as interesting as possible.

The second course in the learning community was Composition 1, a course focusing on academic writing, the writing process, critical thinking, and critical reading. In this course, quizzes (Appendix A) were administered at the beginning of each class in which a reading assignment was due.

The third course in the learning community was First Year Seminar, a course designed to help students make the transition to college by promoting active learning as well as student involvement and responsibility in the learning process. This course was taught jointly by the author and her colleague. A journal assignment (Appendix B) accompanied each reading. Students were allowed to use the journal during class as a discussion tool. At the end of class, the journal was collected, graded, and commented on by both professors. Late journals were not accepted.

Evaluation and Conclusion

In Composition 1, where the professor administered quizzes (Appendix A) on the day that reading assignments were due, 74% of the students indicated that they were reading compliant. Fifty-four percent of the reading compliant students were able to paraphrase the assignment well enough to demonstrate a basic level of comprehension.

In First Year Seminar, where the professors assigned journals (Appendix B) that were read, commented on, and graded by both professors, 95% of the students indicated that they were reading compliant. Forty-two percent of the students were able to paraphrase the assignment well enough to demonstrate a basic level of comprehension.

For professors who believe that reading compliance is integral to learning, it is important to know that there are things we can do to encourage such compliance among students. Findings from this study provide evidence to suggest that graded journals and quizzes greatly impact the rate of reading compliance. The frequent reminders of interesting assignments had no impact on reading compliance, so this is not advised to be used.

Limitations

It is important to note that certain constraints of this study may affect the generalizability of findings. Participants attend a small two-year liberal arts university where 72% of incoming freshmen are first-generation college students. Enrollment in the surveyed course, First Year Seminar, was required and restricted to first semester freshmen.

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Appendix A: Sample Reading Quizzes

***Into the Wild* Reading Quiz: Chapters 1-2**

1. Where does the title of the book come from?
2. Describe Chris's general height and build *before he went into the Alaskan wilderness*.
3. What are the BASIC events of chapter 1?
4. When do the events described in chapter 1 take place?
5. Who is Jim Gallien, and why is he important?
6. When does chapter 2 take place?
7. What is the gift of Chris's note taped to the door of the bus?
8. What are the BASIC events of chapter 2?
9. Why are Ken Thompson, Ferdie Swanson, and Gordon Samuel important?
10. How much did Chris's dead body weigh? (Get as close as you can—within 10 pounds will get credit.)

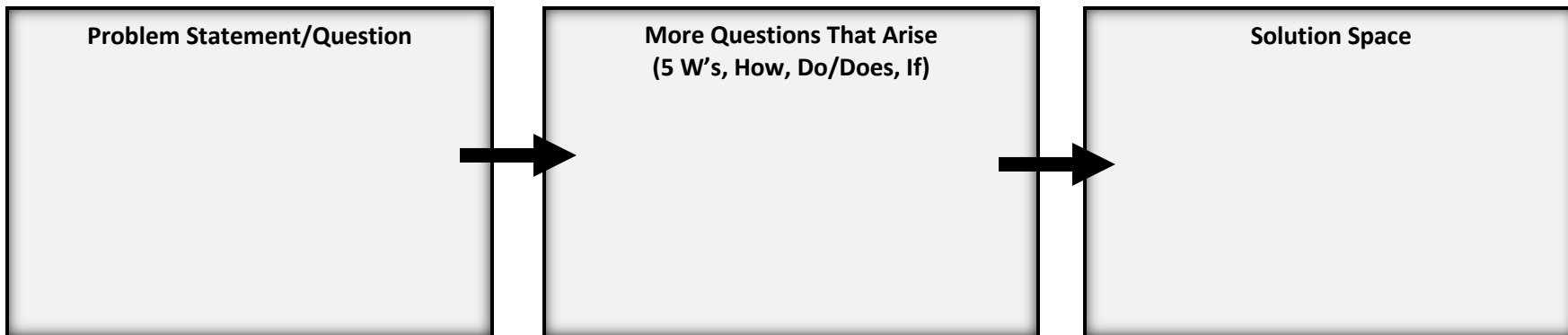
***Into the Wild* Reading Quiz: Chapters 7-8**

1. How does Gail Borah (Wayne Westerberg's girlfriend) remember Chris as an eater and cook?
2. Describe Chris's relationship with his father, according to the details in Chapter 7.
3. Describe Chris's sexuality, according to Krakauer.
4. How does Krakauer respond to Chris's sexuality?
5. Wayne Westerberg's mother had a surprising response to Chris, given that she "didn't like a lot of (Wayne's) hired help" (Krakauer 67). Describe her perspective of/impression of/how she saw Chris. Be specific.
6. Describe the "bush-casualty stereotype" (85).
7. Name just one of the three men Krakauer devotes Chapter 8 to, men who seem to fulfill this stereotype.
8. According to Krakauer's research (interviewing people who knew Chris and reading Chris's writings), how does Chris *most* diverge from this stereotype?
9. What did you learn about commas for today?
10. How many absences do you have in this course so far?

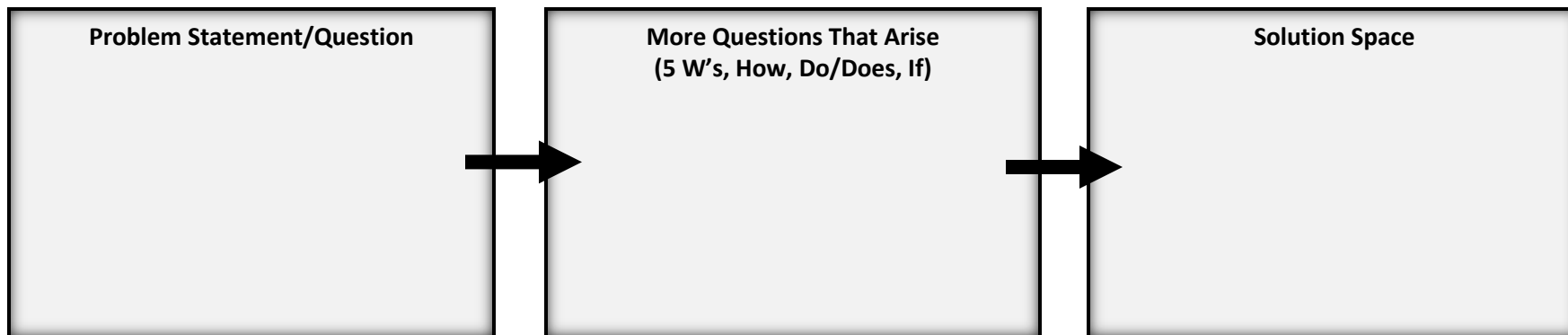
Note: Appendix B is not provided in this sample.

Handout 1.5: Problem Identification/Question Generation

Step 1:



Step 2:



For training or questions regarding this unit,
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