




College provides the very foundation upon which to build your life and career. The right college can give you the strength to excel, the creativity to thrive and independence to soar. At Rider University, you will find learning that meets your life.



College Reading Prison

Escape to Connected Learning
Jenny L. Scudder



Rider University

Over 4,700 undergraduate and 1,100 graduate students from 42 states, 3 US territories, and 72 countries

- Traditional Students
- Athletes - about 300 Division I Athletes
- Educational Opportunity Program (EOP) - about 200
- **Rider Achievement Program (RAP) – 70 – 90 freshmen**
- Student Support Services (SSS) – about 150
- McNair – about 25 Science and Math students
- International Students – about 60
- Returning Students (CCS)
- Baccalaureate Honors Students (BHP)
- Students with Disabilities



Rider Achievement Program (RAP)

Program Goals

- To assist students with:
 - Transition to college
 - Acquisition of study strategies
 - Establishment of strong community

Four Main Components of Rider Achievement Program

- Summer Bridge Program
- Success Coaching
- Peer Assistance Program
- Linked Community of Learners
 - Connects classroom activities with academic support
 - College Reading, Strategic Learning Workshop, Seminar



College Reading Redesign

- ❖ Redesign the course incorporating assessment of opportunities for developing transferable skills for freshmen
- ❖ Assess genres and reading strategies needed for success
- ❖ Explore possible novels/literary works for main text and theme possibilities
- ❖ Design Strategic Learning Workshop to provide scheduled time for reinforcement and application of strategies
- ❖ Revise or develop assessments to reflect changes



Course Learning Outcomes

Students will

- ❖ develop critical thinking skills through analysis of course readings
- ❖ collaborate with other students in analyzing the readings
- ❖ improve communication skills by revising and editing written assignments
- ❖ evaluate their own literacy and reading strategies



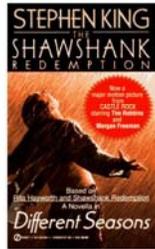
Genres

- ❖ Mass Market Novel-central theme selected from this source, all supporting readings will connect to the theme
- ❖ Primary Source-related to the history and/or current trends for the theme
- ❖ Scholarly Journal Article-current trends, studies
- ❖ Essays-analysis and interpretation of focused idea(s)
- ❖ Autobiography/Biography-analysis of perspective, relate to historical fiction/research
- ❖ Text-book-chapter(s) including broad definitions of terms, background information
- ❖ Mass-media source & Website-current trends, varying perspectives, bias



Mass Market Novel

- ❖ Broad appeal
- ❖ Text appropriate for reluctant or non-confident readers
- ❖ Research-friendly topics
- ❖ Historical fiction
- ❖ Strong story elements
- ❖ Film version available (if possible)



Strategic Learning Workshop

Time to review strategies & apply skills

- ❖ Story element chart
- ❖ Character analysis
- ❖ Graphic Organizers for various genres/purposes
- ❖ Prewriting strategies
- ❖ Quote selection and integration
- ❖ Conferences
- ❖ Library workshop
- ❖ Group presentation work



Assignments & Assessments

Assignments

- ❖ 2 Personal Narratives of Literacy
- ❖ 4 Graded Character Analyses
- ❖ Graded Summary of autobiography excerpt
- ❖ Reader Response Journals
- ❖ Analysis/comparisons of research articles

Assessments

- ❖ Essay 1: Argument (Importance of Literacy)
- ❖ Essay 2: Literature vs. Film
- ❖ Essay 3: Article Compare/Contrast
- ❖ Group Presentation- The Politics of Prison
- ❖ Meta-reading essay



Student Reflections

- There was one class where we annotated an article and I feel like it definitely helped my annotating skills. When we were reading the article and annotating each paragraph on the important points, I was able to better understand the article. I wouldn't usually read each paragraph word for word and decide what the thesis of that paragraph is.
- As a critical reader, I have learned that just reading something will not make me understand the text fully. In order to understand each concept as I read it then I need to be able to take accurate notes and make connections through the whole story.
- One tip I will carry with me throughout my college career is to make each paragraph by idea, not source. Ever since I began using this in my Intro to Writing class, I have noticed my writing scores have improved.



Student Reflections

- Before entering this college reading class, I had never written a paper based on topics instead of sources before. Surprisingly, it was not too difficult of a transition for me to make while writing my papers.
- I make sure that I have answered everything the question or assignment is asking and then begin to construct a rough draft. Regardless of what assignment I will be working on I always need to write a draft before attempting to finalize the assignment. I feel that these strategies are very helpful because they assure me that I am getting each part of the assignment done.
- I have had the opportunity to read a very diverse group of readings while taking this course. With each assignment my reading comprehension has improved. I have learned to read stories and articles with a purpose of retrieving information to back up my feelings towards my assigned topics.



Student Reflections

- We were asked to do so many different things during that book (*Rita Hayworth and Shawshank Redemption*) that forced me to read in a much different manner than I ever had before. We had to analyze characters and write about certain sections of the book at points through time. The way I began to read was to understand every detail and take down notes on things that appeared to stand out in my eyes. This made my writing about the book easier and made things outside of class easier.
- Then I realized that everything we have been doing in this class will help me in my other writing class and all my other classes which I had to do a great amount of analyzing and writing papers explaining articles and stories written by authors. Before college reading I didn't know how to write papers the right way nor did I know how to analyze readings to a point where you can get a paragraph from one sentence.



Thank you

Questions?