

Critical Reading

FWIL Assessment 2017-2018

How Are We Doing?

What is Critical Reading?

- Understanding complex texts
- Recognizing the positions and contexts from which texts are coming
- Reading beyond texts into what else they are saying ... and not saying
- Connecting texts with one another
- Interacting with texts by building, interrogating, analyzing, and/or challenging

What Are “Texts”?

- Written, spoken, and performed discourse of all genres
- Visual and auditory compositions
- Data tables, charts, and graphs

What Does Critical Reading Look Like?

- It looks like a lot of things! For starters, these ... and more ...
 - Clear and concise summaries that show understanding
 - Qualifying statements that indicate a text's authority and positioning
 - Exposition that goes beyond the text by offering additional perspective or implications
 - Paragraphs that connect two or more texts together in a discussion or a chain of reasoning
 - Projects that talk back to texts on their own terms

2017-2018 Indicator of Critical Reading

- To what extent does this piece of writing recognize and address the grounds for authority in an assigned text?

- or -

- *To what extent does this piece of writing address where the author and the text are coming from? (English to English translation)*

Courses

TAP Courses F16 F 17

7 sections

39 samples

HCOL 85 F 17

1 section

8 samples

ENGS 1 F17

2 sections

9 samples

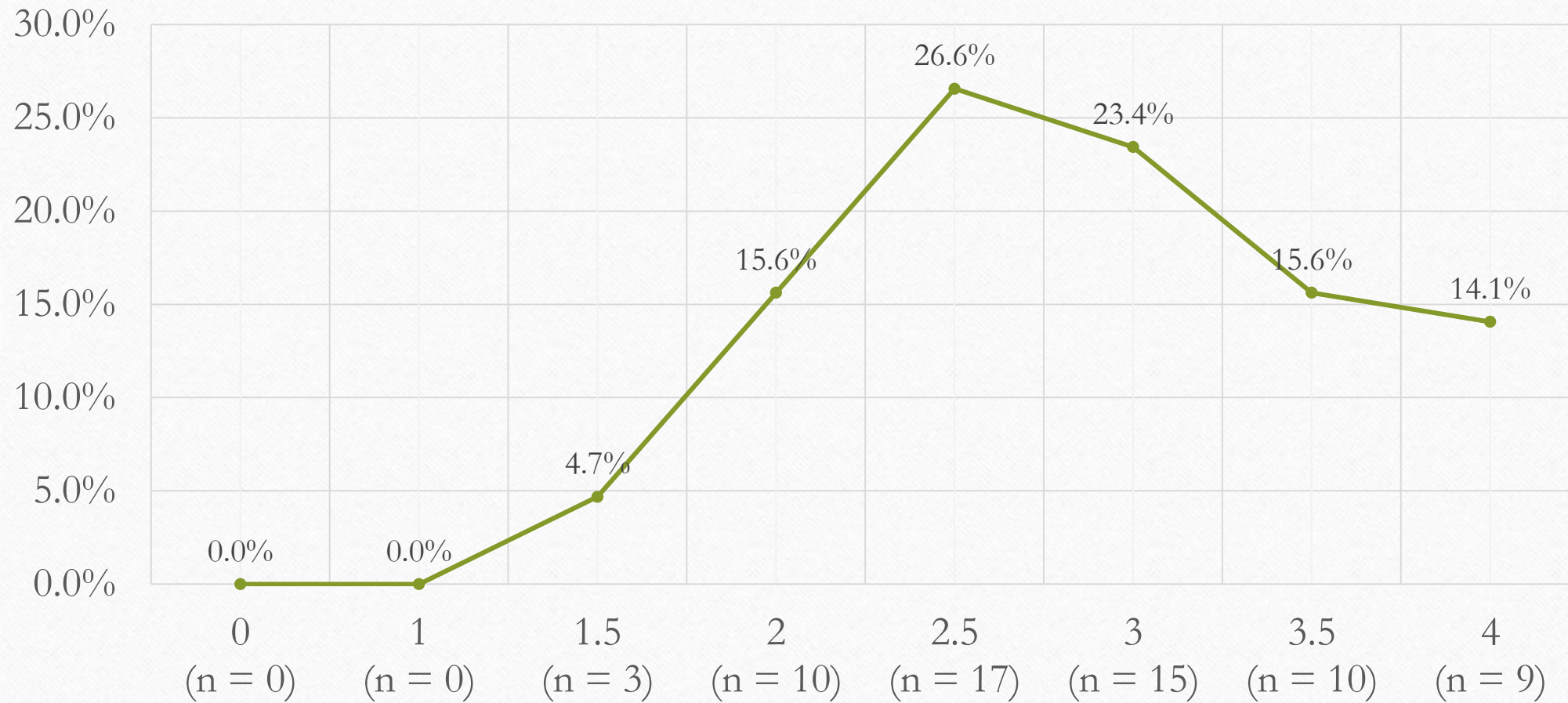
FWIL-Like

2 sections

2 samples

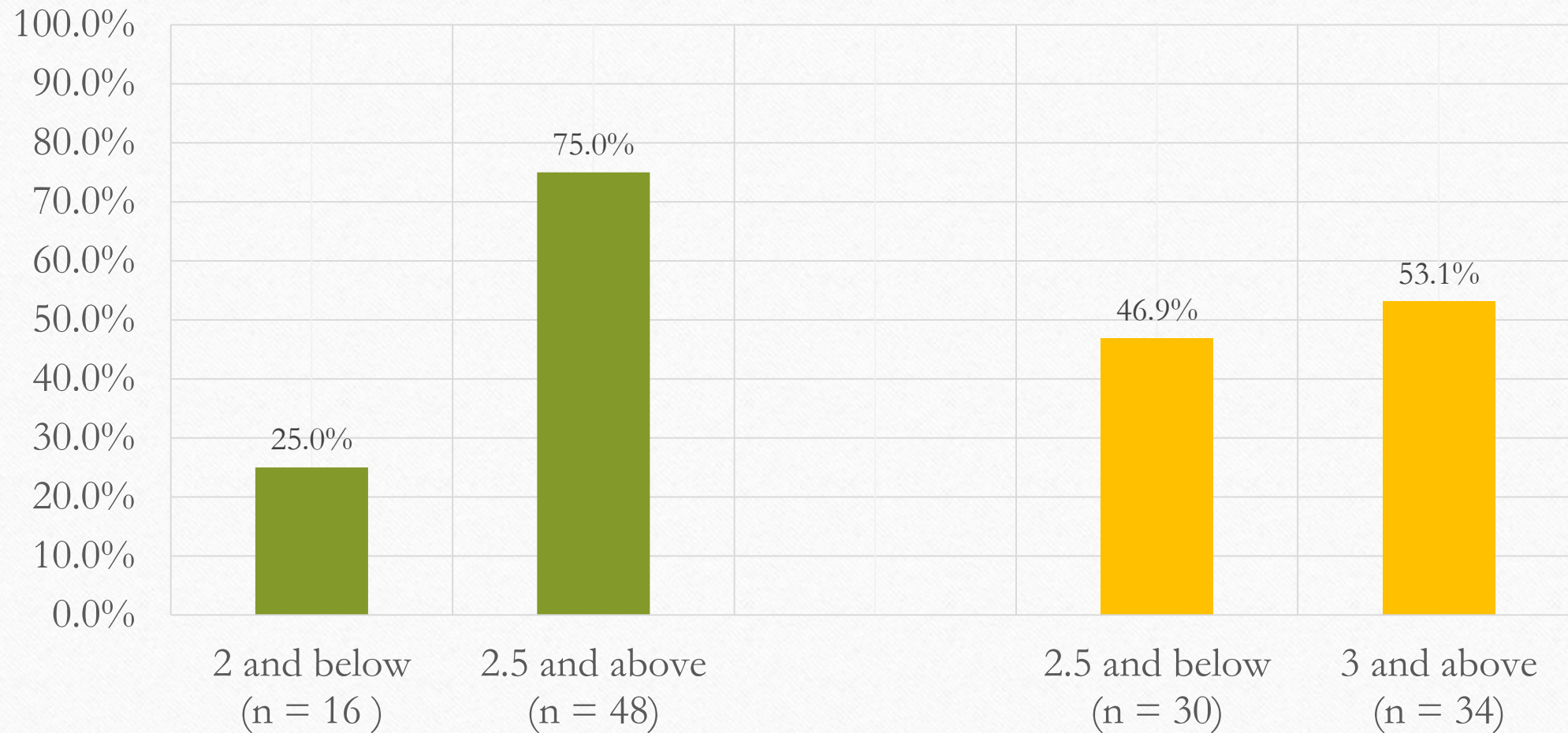
So, how are we doing?

Raw Result



Overall n = 64 Average Holistic Score = 2.86 (Standard Deviation = .70)

Raw Result: Another View



A Developmental View?

Early

Gender and the Holocaust

The Literate Arts

Cookbook Analysis

Middle

Animals v Humans

Monkey (Journey
to the West)

Late

Global Gender Inequality

Dancing with the Stars

Narrative

Literature Review

Reading responses



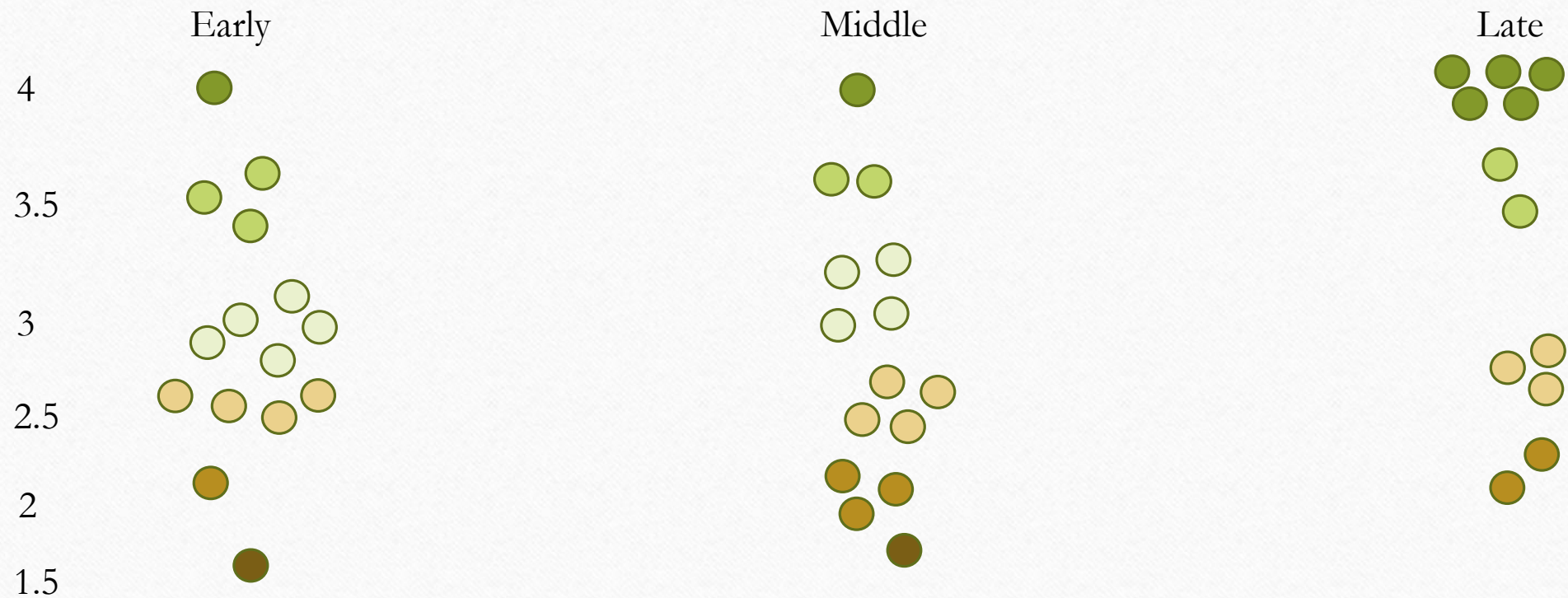
Semester Progress: all samples



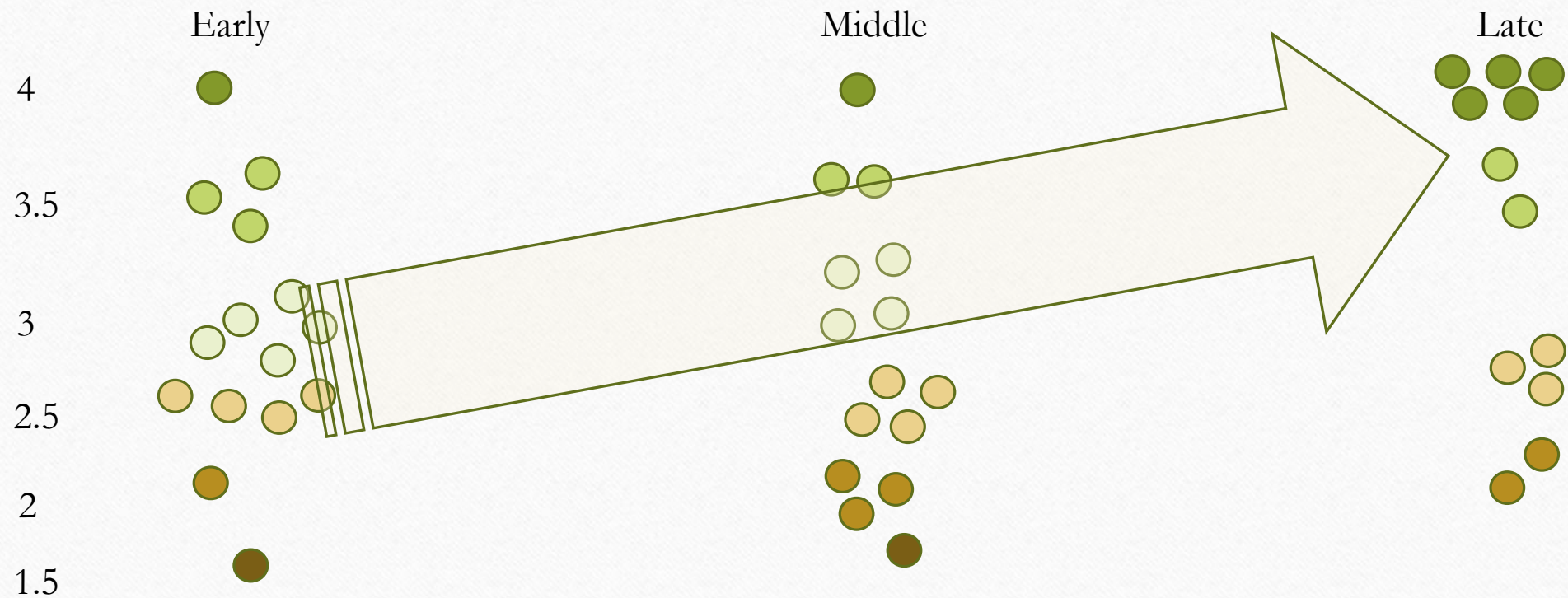
But remember:

Not all genres and assignments call for this particular indicator of
Critical Reading

Semester Progress: TAP



Semester Progress: TAP



Q: Why early high scores?



The Prompts

- [Y]our presentation and discussion of the text should be in conversation with Miller—with his concerns, his key terms, his examples and his conclusions. The question you should pursue with this essay is: how do Solnit, Coates and/or Bechdel offer insight into what the literate arts might be “good for” in the face of the worlds they describe?
- Read the articles by Lawrence Langer and Joan Ringelheim. Langer opposes analyzing the Holocaust through the lens of gender. What are the reasons for Langer’s concern? How might Joan Ringelheim respond to Lawrence Langer? Your paper should include a summary of Langer’s arguments that explains his position and arguments from Ringelheim’s article that address these concerns.

Both of these prompts create **rhetorical situations** that require students to consider the positionalities of two or more texts.

Challenging textual authority, therefore, is embedded.

Figuring out where the authors are coming from is an implied and necessary step in completing this assignment.

Suggested Tweak (for my assignment)

Your first major project for this course is a rhetorical analysis of a cookbook – any cookbook you choose (including those in Bailey/Howe Library's Special Collections). I also have some cookbooks I will bring to class that you are welcome to borrow, or you may find one of your own. You might even call home and see if your family has one you can borrow. Our focus will be on printed books, not online sites.

Rhetorical analysis means that you attend to the various elements of the “rhetorical situation” – what prompted this cookbook to be written (or what is the *exigence*)? To whom is it written (or who is the *audience*)? Why was it written (or what is its greater *purpose*, whether stated or unstated)? How does it fit or not into similar books of its type (or how does it conform to or break accepted rules of the *genre*)? How does the book feel, look, and sound (or what is its *style*)? And what is the larger picture around this book's production and circulation (or what is its *context*)?

Write a piece that combines the following elements:

Addresses the most relevant aspects of the rhetorical situation in an analytical essay.

Uses specific textual or visual details from the cookbook to illustrate the analysis.

Hones in on one particular recipe as an exemplar, offering a thorough analysis of the rhetorical choices made, and how they work for the reader/user.

Is organized in a way that helps you make a greater point and is easy for readers to follow.

Makes a greater point beyond the analysis: why do the writer's choices matter, what overall effect do they have on readers/users, and how does that fit into a larger societal context?

Aim for 1250 to 1500 words with excerpts and illustrations.

(Totally Obvious) Take-Away

- If we want to see a feature in their projects, we need to
 - A) teach it,
 - B) embed it , and
 - C) repeat with increasing sophistication throughout the semester

We foster deep learning through intentional, multiple, repeated, and varied opportunities for practice over time

And when possible ...

Building meta-cognition gives students

- a framework to understand their own intellectual work
- a label to recognize when they see it in others' work
- a transferable concept for applying this practice in other situations, classes, and contexts

English-to-English: **tell students what they have done in challenging the grounds of authority for a text, and why it is important that they keep doing it**