

WRITING AND READING

Informal writing presentation: <https://sway.com/ahz6tj34uVh8AOs2>

11 Strategies for Getting Students to Read What's Assigned. <http://www.facultyfocus.com/free-reports/11-strategies-for-getting-students-to-read-whats-assigned/>

This report from Faculty Focus includes 11 short articles from strategies for introducing a reading assignment to ways to respond when students come to class without having read.

Active Reading: Comprehension and Rate <http://www.dartmouth.edu/~acskills/success/reading.html>

This site includes several handouts to help students make the most of reading assignment. They include titles such as “Six Reading Myths,” “Pivotal Words,” and “Getting to Know Your Textbook.” Students are the primary audience.

Brief Guides to Writing in the Disciplines <http://writingcenter.fas.harvard.edu/pages/brief-guides-writing-disciplines>

Currently, there are three guides available in this series—for history, English and philosophy. The guides might give instructors ideas for designing effective assignments; however, students are the primary audience. The guides emphasize issues like a discipline’s typical rhetorical strategies and use of evidence.

Informal, In-Class Writing Activities <http://writing.umn.edu/tww/assignments/informal.html>

The University of Minnesota has posted descriptions of several writing activities (often ungraded) that can be used to deepen students’ thinking about the topic at hand in class. Also included is a useful and realistic discussion of ways faculty can respond to this sort of writing.

Informal Writing Assignments <https://writing.wisc.edu/wac/node/138>

The U. of Wisconsin offers this list of short writing assignments designed to help students think about what they have learned in a class session. They are easily adapted to many contexts.

They Haven’t Done the Reading. Again. <https://chroniclevitae.com/news/719-they-haven-t-done-the-reading-again>

In this posting from his *Pedagogy Unbound* blog (listed above), David Gooblar points to research indicating that relatively few students do the assigned reading and offers three solid strategies to combat this problem.

Writing in the Disciplines <https://writingcenter.utk.edu/for-students/writinginthedisciplines/>

This site, a project of the U. of Tennessee (Knoxville), provides links to many discipline specific writing guides. There’s considerable variety in the resources—from biology to religious study, from writing a press release to writing a philosophy paper. Students are the primary audience for each handout.