

*Integrated  
Reading and  
Writing*

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What are appropriate  
instructional goals of effective  
Integrated Reading and  
Writing?



# What kind of reading skills do college students need?

Academic literacy is an “umbrella concept,” explained by Katie HERNs as having three core outcomes:

- To independently read and understand complex academic texts
- To critically engage with the ideas and information in those texts
- To write essays integrating the information from those texts. (Stahl, 2017, 25)

HERNs clarifies that IRW is an approach to teaching, NOT a program.

# Do reading skills really matter? We need to focus on writing, right?

“Similarly, studies have reported that students with a **higher engagement in reading demonstrated better reading comprehension and academic performance** (Blumenfeld and Meece 1988; Wigfield et al. 2008). For example, Taraban et al. (2000) examined college students’ use of reading strategies and found that students who used **deep strategies** (i.e., high cognitive engagement) **achieved higher GPAs**” (Park and Kim 2014).



# Discussion



- How many attendees have a background or training in reading instruction?
- Is there a community of practice around reading instruction at your college? In other words, do you have college-wide instructional practices in reading?
- What are appropriate instructional goals of effective Integrated Reading and Writing?

# One challenge: do students *read* for homework?

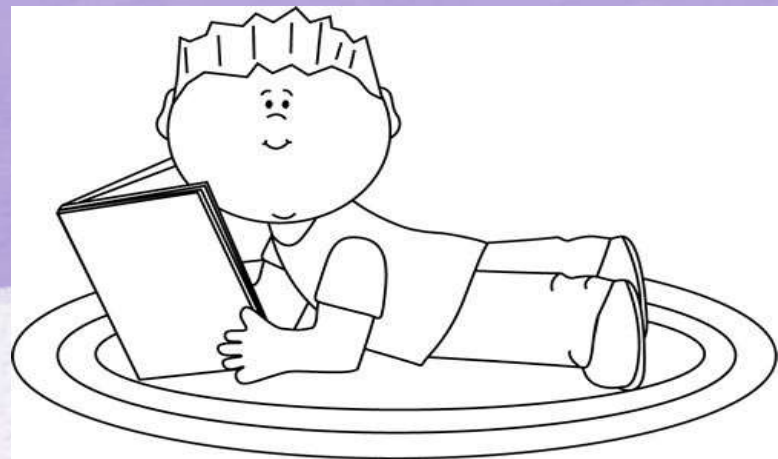
*Educational Technology Research and Development:*

“ . . . **low engagement in academic readings** has been frequently reported among college students. One example is a low completion rate of assigned readings. Berry et al. (2011) reported that only 18 % of the students in college finance courses read their textbooks prior to class. Even if college students read, many of them demonstrate only a **superficial level of reading engagement** . . . Moreover, many college students exhibit negative attitudes toward academic reading. In Lesley et al. (2007) study, most college students reported **displeasure and boredom with reading assignments**” (Park and Kim 2014).



## *Reading Psychology:*

In a 2012 survey of undergraduates, “All students said that **they neither spent quality time reading nor were fully engaged in reading activities** due to their schedule between classes and jobs . . . The use of Internet instructional practices has also changed students’ reading of conventional textbooks; all student volunteers mentioned they **had just read online PowerPoint presentations** before or after class in order to do online discussion without reading the textbooks” (Huang, Capps, Blacklock, and Garza, 2014, 450).



## College Student Journal:

“Approximately **one-third of students complete their text assignments** on a given day with a decline found in reading compliance over a 16-year span (Burchfield & Sappington, 2000).”

“In one study, only **approximately half of students strongly agreed that textbook reading contributed to their learning or improved their grades** (Marek & Christopher, 2011). Rather, taking class notes and studying them, along with attending class and listening to the lecture, have been rated by students as more important than reading for success in class (Murden & Gillespie, 1997; Sikorski et al., 2002)” (Bartolomeo-Maida, 2016, 441).



# Why don't they read?

From her research, Bartolomeo-Maida (2016) cites several reasons:

- excessive length of readings
  - difficulty of the readings
  - the lack of time available to read
  - an inability to relate to the readings
  - and a lack of interest in textbooks in particular.
- (441)

# And yet . . .

“Course reading benefits students on many levels:

- advantages in test taking (Sappington, Kinsey, & Munsayac, 2002)
- greater understanding of content related material (Ryan, 2006)
- retaining information from class lecture (Burchfield & Sappington, 2000)
- increased decisions to participate in class (Karp & Yoels, 1976)
- more lively class discussions (Carkenord, 1994).” (Bartolomeo-Maida, 2016, 440)

# Why do I need students to read?

- To give us something to talk about in class
- To develop critical thinking skills
- To identify good models for writing
- To absorb correct grammar, usage, and complex sentence structures
- To build their vocabularies

# One approach: Why not read in class?

- *Polishing Cloth* model essays for structure and content
- Textbook essays and articles to discuss critical thinking questions and identify audience, purpose, and tone
- *AJC* and *NPR* articles to practice summarizing; picking out main point/ supporting details; identifying facts, inferences, and opinions
- All of the above to start “hearing” correct grammar!

# Sample Assignment

- Students open the NPR app on a Perimeter College iPad and choose a story to read. For the next 10-15 minutes, we all read together.

## Follow-up assignments:

- discuss what we read as a class
- write a 1-paragraph summary of the article
- take notes on the 5 W's
- Identify facts, inferences, and opinions
- brainstorm and plan essays together

# The results?

- Grammar and sentence structure: Fewer grammar errors and more variety in sentence structure
- Paragraph development: Getting comfortable with the basics—topic sentence, supporting details, concluding sentence
- Reading Comprehension: Guided practice
- Vocabulary: “Students expand their vocabulary not by completing activities in a vocabulary textbook but by reading rich texts. And we address sentence-level concerns not with grammar workbooks but in the context of a student’s writing” (Herns, 2017, 25).

# What does that leave for homework?

Shorter reading assignments: “Hiebert ( 2014 ) noted that the problem facing many American students is not that they cannot read, but rather that **they cannot focus** on a reading task over time. This is particularly problematic for college reading preparation. The **sheer amount of reading** required in college could overwhelm a student who **struggles to stay focused or persevere through a text** . . . Without an appropriate level of reading stamina, [the] reading load creates **frustration, anxiety, and discouragement** in a beginning college student (Hiebert, 2014 ; Johnson, Freedman, & Thomas, 2008 )” (Springer, Wilson, and Dole 304).

# What do I still assign as homework?

- Reading assignments that we started in class, such as *March* and “Letter from a Birmingham Jail”
- Reading assignments that involve steps or bulleted lists; practical writing tips
- Parts of the writing process: journal entries, freewrites, outlines, rough drafts

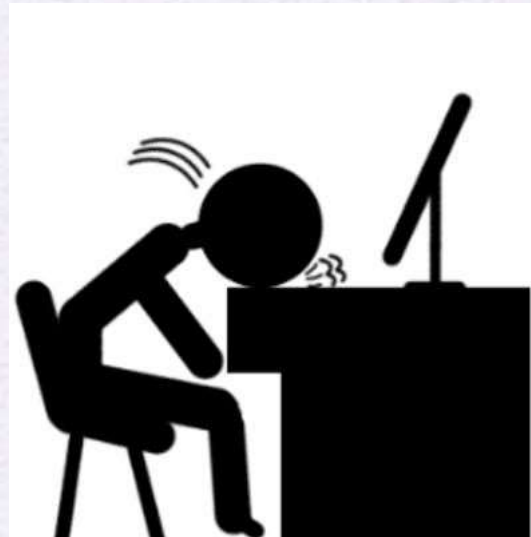


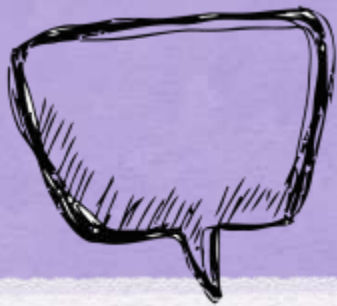
# Pros

- Modeling: “Deliberate modeling helps students learn how to become self-regulating readers and writers. Students and teachers can identify, share, and evaluate different cognitive tools used for different purposes at different times” (Springer, Wilson, and Dole, 2014, 302).
- Retention of content
- Flexibility with topics and readings
- Emphasis on the importance of reading
- Better class discussions

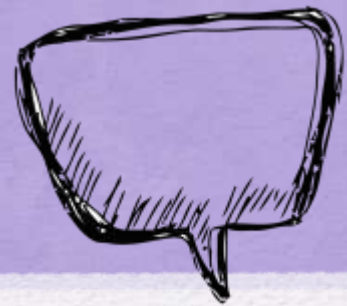
# Cons

- Lost instructional time . . . But seriously, don't we all start repeating ourselves towards the end of the semester, anyway??





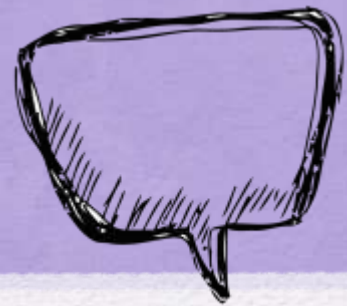
# Discussion



- How much reading do you assign your co-requisite classes?
- What are some ways that you incorporate reading instruction in the co-requisite classroom?



# Discussion



- How long is the 0999 section at your college? Is this enough time to address the reading and writing needs of your students?
- What support do instructors need to help us fold reading into the co-requisite classroom?
- Do factors like class size, length of each 0999 meeting, or same-instructor practices affect reading instruction? How so?

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