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Writing to Read, Reading to Write

SECOND EDITION

Alison Kuehner

Ohlone College

Mc Graw Hill

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WRITING TO READ, READING TO WRITE, SECOND EDITION

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About the Author

ALISON KUEHNER

Courtesy of Andrew Brown

Alison Kuehner loves teaching students. She was fortunate to discover her passion for teaching during her senior year of college working as a peer tutor, where she enjoyed the challenge of helping fellow students effectively express their ideas in writing. After earning an undergraduate degree in English literature from the University of California, Berkeley, and a master's degree in literature from the University of Chicago, she became a teacher, earning an English credential through the Graduate School of Education at the University of California, Berkeley, and a master's in reading instruction at Cal State East Bay.

Although she enjoyed her time teaching middle school and high school students, Professor Kuehner is most inspired and energized by the diversity and potential of community college students. She has taught a range of courses at Ohlone College in Fremont, California, for thirty years, including literature and composition courses; developmental and reading and writing classes; and online, hybrid, and traditional classes. Over the years, she has honed her skills as a teacher, thanks to her students' feedback and advice, and her colleagues' willingness to share and collaborate.

When Professor Kuehner is not teaching, she enjoys reading, spending time with her family and friends, and riding her bike, swimming, and playing soccer. She is married to a physicist; they have two children. They live in the San Francisco Bay Area with two overweight cats.

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Alternative Table of Contents by Essay Genre

This alternative table of contents can be used to locate examples of paper types and approaches to writing that are explained in Chapters 1 through 14 of the text.

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A Note from the Author

Nationwide, composition programs have experienced profound shifts in the past years with a move toward including more students in transfer-level classes. In many states, including where I teach, legislation mandates that students who place below college level must have a path to complete a transfer-level composition course within one year. This shift has encouraged acceleration of the developmental sequence and a reimagining of strategies to teach first-year students, such as in corequisite classes, to ensure that all students will be successful at the transfer level. Even in states and at institutions without such mandates, composition courses have a greater diversity of students with a wider range of academic backgrounds and preparedness than ever before. Meeting the needs of all students, regardless of their prior academic achievement, requires intentional instruction and resources.

Well before the legislative mandate, my colleagues and I redesigned the English curriculum at our college in light of compelling research and evidence that students, regardless of their educational backgrounds or placement test scores, had a considerable capacity to achieve. We realized that if we set high standards while providing appropriate academic and motivational support, students typically labeled as "not college ready" as well as students on-level could succeed in rigorous classes. The time, effort, and thought that went into developing a new curriculum at my college is reflected in this brief rhetoric that may be used to educate the diversity of students in college-level composition as well as in the corequisites that will support them.

This approach within *Writing to Read, Reading to Write* enables students with varying levels of preparedness to meet the objectives of college-level composition courses is built on three key pillars:

1. **Building Skills in Reading, Writing, and Critical Thinking.** Reading, writing, and critical thinking are the foundation of students' academic success. Strategies for tackling college-level materials are explained and demonstrated; students apply and practice these.
2. **Providing Scaffolding and Support.** Scaffolded lessons and activities develop students' academic literacy skills in a logical progression, beginning with foundational coverage of reading and writing processes, moving through comprehension and summary to analysis, evaluation, synthesis, and research.

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3. **Taking a Student-Centered Approach.** This means meeting students where they are, honoring their intellect, interests, and varied life experiences, and providing the guidance they need to succeed academically.

In short, *Writing to Read, Reading to Write* offers strategies drawn from years of experience teaching students at every level, enabling them to achieve college-level composition learning outcomes. The challenges of curriculum change are real; a tried and tested approach can transform students.

Alison Kuehner

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Preface

Preface to the 2nd Edition

Writing to Read, Reading to Write presents **reading, writing, and critical thinking** as meaningful and complementary endeavors that form the foundation of students' academic success. Treating reading and writing as recursive processes, each chapter builds on these skills to help students at all levels achieve college-level writing. **Scaffolding and support** for these skills are embedded in every chapter in the form of guided practice and explicit instruction around strategies for successful first-year writing. This **student-centered approach** to the writing course is supported by a robust selection of digital assignments, assessments, and study tools in McGraw Hill Education's Connect Composition platform.

An Emphasis on Reading, Writing, and Critical Thinking

Recognizing that students often come to the composition course lacking the reading and critical-thinking skills necessary to produce college-level writing, *Writing to Read, Reading to Write* builds in support for developing these complementary and intertwined skills. With *Writing to Read, Reading to Write*, students will develop their reading, writing, and thinking skills in a logical progression, beginning with foundational coverage of reading and writing processes, and building up to the strategies and skills students will apply to their own academic work.

Reading

A focus on reading strategies, such as previewing, annotating, and summarizing, gives students who are underprepared for the first-year composition course, or in the corequisite support sections, a chance to practice those skills, and continually apply and build on them, as they embark on college-level work. For on-level students, these reading strategies reinforce best practices for engaging with challenging texts.

- **Annotated Reading selections** help students identify a reading's key elements, such as its thesis or claim, main points, support and evidence, and key vocabulary, providing much-needed support in academic reading skills, for students at all reading levels.
- **"Before Reading," "During Reading,"** and **"After Reading"** exercises support each reading selection, enabling deep comprehension of the selections, necessary for students to produce thoughtful prose. Online in Connect these assignments can be completed in Power of Process, which prompts students to be active readers as they preview, annotate, and reflect on the readings in the text.

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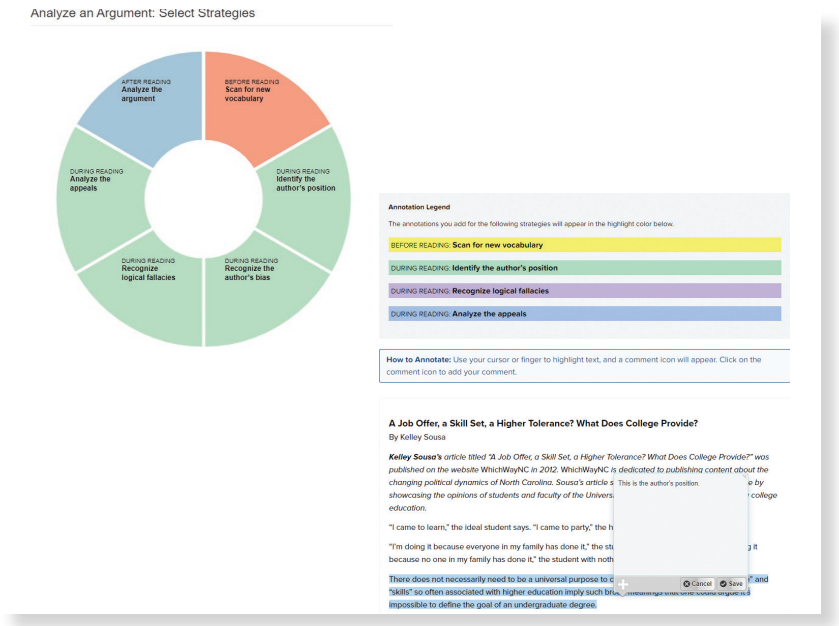
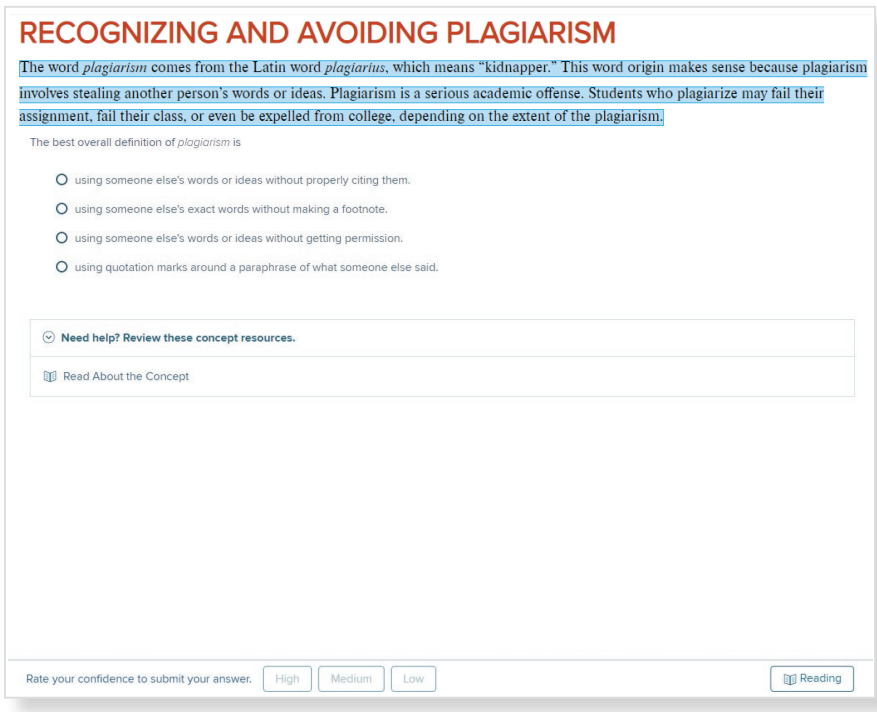


- An **Anthology of Theme-Based Readings** offers 25 additional reading selections, allowing students to apply their reading, writing, and thinking skills to readings of their choice.
- **SmartBook 2.0**, found online in Connect, uses adaptive assessments to create a personalized reading experience customized to individual student needs.



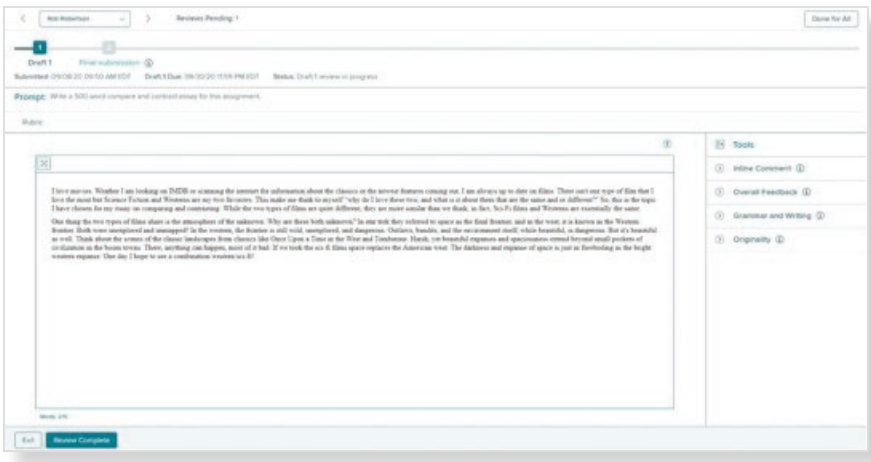
SmartBook continually adapts to pinpoint knowledge gaps and focus learning on concepts requiring additional study. It supports student engagement and helps students and instructors track progress in achieving reading and study goals.

- **Power of Process**, also in Connect, provides strategies that guide students in learning how to critically read a piece of writing or consider a text as a possible source for incorporation into their own work. After they progress through the strategies, responding to prompts by annotating and highlighting, students are encouraged to reflect on their processes and interaction with the text. In this way, Power of Process guides students to engage with texts closely and critically so that they develop awareness of their process decisions and ultimately begin to make those decisions consciously on their own—a hallmark of strategic, self-regulating readers and writers.
- **Instructors can choose from 100 readings** in the Power of Process reader or from *Writing to Read, Reading to Write*, or they can upload their own readings. In keeping with McGraw Hill's commitment to equity, diversity, and inclusion, 50% of the readings in both the text and in Power of Process are written by Black, Indigenous, and People of Color (BIPOC) authors.

Writing

A process-oriented, recursive approach to writing supports students' reading, writing, and learning, no matter their level upon entering the course. Students will learn how to use writing to call up background knowledge before reading or to reflect on a text after reading; they will write to generate and explore ideas, and to draft, edit, revise, and proofread their own college-level texts.

- At the end of each chapter, **Reading and Writing Activities** guide students through selecting a topic, prewriting, drafting, revising, editing, and proofreading to develop a complete piece of writing.
- **Pair and Share activities** are strategically placed throughout the reading and writing activities, offering peer-review opportunities at various stages of the writing process.
- Online in Connect's **Writing Assignment Plus**, students benefit from just-in-time learning resources as they draft responses to writing prompts. The built-in



In Writing Assignment Plus, instructors can provide summative and directive feedback on students' work. A customizable scoring guide provides assessment transparency to students, while allowing them to see why and how to improve.

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grammar checker and originality detection alert students to issues before they submit their work and offer resources that direct them on how to correct errors within the context of their own writing, empowering them to achieve their writing goals.

- **Connect Composition** grants students four years of access to the complete *Connect Composition Handbook*, which features coverage of style, grammar, and mechanics, as well as up-to-date guidance on MLA and APA documentation styles. In Connect Composition, teachers can also assign a range of assessments, including quizzes and tests, that are tied to the handbook.

Critical Thinking

Each chapter is based on a thought-provoking question to encourage inquiry and critical thinking. Students will develop an academic mindset, critically reading, evaluating, and responding to texts of various kinds and alternating points of view.

- **A broad selection of readings** aligns with thoughtfully chosen themes that provide a structure for student learning and a foundation for understanding reading, writing, and research processes. By reading related articles, students have an opportunity to understand a topic in depth, and the text provides students with more material with which to draft their resulting work.
- **Engage with the Reading** questions following each reading selection prompt students to think critically about the text, explain complex passages, or respond to an author's arguments with their own ideas or analysis. The strategies they encounter through their engagement with other texts will build understanding of writing strategies and how they could apply to their own writing projects.

Scaffolding and Support for the First-Year Course

The structure of *Writing to Read, Reading to Write* has been carefully designed to guide students through a logical progression of skills, with each new topic building on the last.

- **Reading, writing, and thinking critically.** Part 1, Welcome to College Reading, Writing, and Thinking, introduces students to the right mindset for college success, foundational reading strategies, the nature of the writing process, and the fundamentals of an academic essay.
- **Focusing on academic reading and writing.** Employing skills from Part 1, in Part 2 critical academic writing skills are developed with a focus on single texts. Students will engage in important strategies, including summarizing the ideas of others, responding thoughtfully to texts, and critically evaluating texts.
- **Engaging with multiple texts.** Building on Parts 1 and 2, in the third section students deal with multiple texts, enhancing the essential elements of reading and writing by demonstrating how students can compare or synthesize different sources in an objective analysis or through critical evaluation, as well as how they can develop original arguments supported by various sources.

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- **Conducting research and citing sources.** Part 4, Research and Documentation, guides students through the research process, including how to locate and evaluate sources, how to write an informative or argumentative academic research paper, and how to analyze and incorporate visuals.
- **Reading to expand perspectives and understanding.** Part 5, Anthology of Theme-Based Readings, is a collection of diverse views on themes students and their teachers may wish to read and write about. Readings are intentionally selected to spark critical and creative thinking and to inspire students' writing.

In addition to the logical structure of the text, further scaffolding is provided throughout.

- **Writing prompts** are offered at two levels, those that require students to meet the core objectives of the first-year writing course, and a selection of **Challenge Choice** prompts that require a bit more reading, researching, and thinking. Offering students additional options for completing the writing assignment empowers all students to succeed.
- For students who struggle with sentence-level clarity, or who are new to the expectations of college-level writing assignments, **Academic Style boxes** provide professional and student writing examples that model a range of writerly concerns related to academic prose, such as writing clear, concise sentences or integrating quotations, encouraging students to read as writers and to emulate strong writing.
- Reading, writing, and research skills are further supported by **Adaptive Learning Assignment**. Found in Connect, Adaptive Learning Assignment provides each student a personalized path to learning concepts instructors assign in their course. The assignments continually adapt to the individual, identifying knowledge gaps

Academic Style: Attribution

When you summarize or quote, you should identify the source of that information and convey why that source is reputable. In such cases, you can reference the person or organization by providing *attribution*. That is, along with the quote or summary, you identify the source of the information. You may also want to state the *credentials* of the source—that is, what makes the source qualified to address the topic.

Examples of Sentences Using Attribution

- The author of ten best-selling books on personal finance, (*attribution*) Suze Orman explains that "writing is hard work, not magic."
- Research published in a peer-reviewed academic journal, (*attribution*) the *Journal of Adolescent Adult Literacy,* shows that most professional writers create multiple drafts.

and focusing on areas where remediation is needed. All adaptive content—including questions and integrated concept resources—is specifically targeted to, and directly aligned with, the individual learning objectives being assessed in the course.

A Student-Centered Approach

Throughout the chapters, students are reminded they are at the center of their learning and must actively participate to be successful as they read, write, think, and engage with assignments. By offering varied approaches to writing projects and a range of reading selections, this program meets students where they are, encourages them to adopt a college mindset, and to achieve the goals of the course.

The New Three *R*s: Relevant, Representative, and Reflective

While reading, writing, and critical thinking encapsulate the academic mindset of the book, engaging students with relevant topics, representative readings, and opportunities for reflection is at the heart of the text.

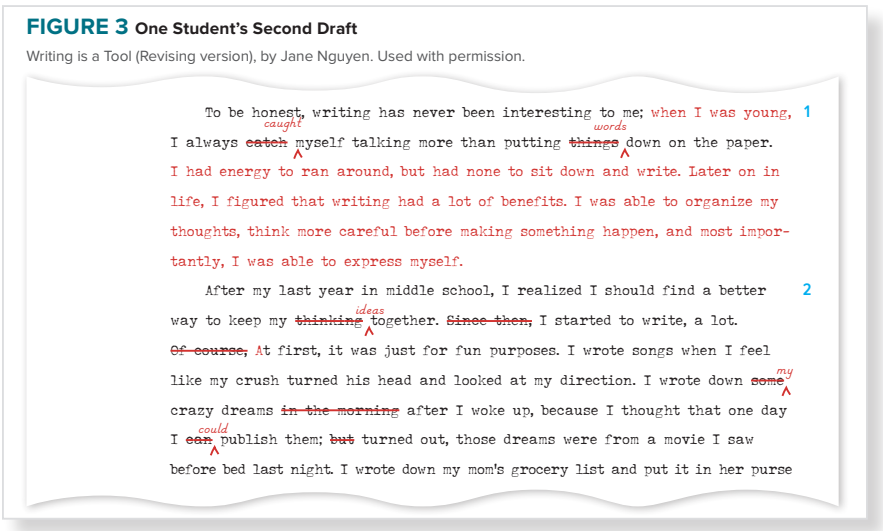
- **Relevant.** Themes and readings were chosen for their potential to connect to students' lives. Throughout the text, students are encouraged to understand how academic topics and research connect to the larger world or to the communities around them, as well as to their own lived experiences.
- **Representative.** Featured professional authors and student writers represent the variety of experiences and backgrounds of today's students, including second-language learners, writers of color, and first-generation college students.
- **Reflective.** Chapters present diverse views on a chosen theme, prompting students to question texts, discover new perspectives, and draw their own conclusions.

Spotlights on Student Writing

One chapter at the conclusion of each section profiles real college students and showcases their written work. This **Spotlight on Student Writing** feature gives students

FIGURE 3 One Student's Second Draft

Writing is a Tool (Revising version), by Jane Nguyen. Used with permission.



To be honest, writing has never been interesting to me; when I was young, 1
I always ~~catch~~ caught myself talking more than putting ~~things~~ words down on the paper.
I had energy to ran around, but had none to sit down and write. Later on in
life, I figured that writing had a lot of benefits. I was able to organize my
thoughts, think more careful before making something happen, and most impor-
tantly, I was able to express myself.

After my last year in middle school, I realized I should find a better 2
way to keep my ~~thinking~~ ideas together. ~~Since then,~~ I started to write, a lot.
~~Of course,~~ At first, it was just for fun purposes. I wrote songs when I feel
like my crush turned his head and looked at my direction. I wrote down ~~some~~ my
crazy dreams ~~in the morning~~ after I woke up, because I thought that one day
I ~~can~~ could publish them; ~~but~~ turned out, those dreams were from a movie I saw
before bed last night. I wrote down my mom's grocery list and put it in her purse

an opportunity to practice the skills they gained in the previous chapters in a more holistic fashion, and by using actual student work. Students will have additional opportunities for reading and annotating a variety of student papers to analyze the writing, practice peer review, and apply annotation and evaluation strategies to improve their own writing. Perhaps most importantly, in these Spotlight sections, students will find inspiration in the writing of their fellow student writers.

Accessible e-Book and Online Resources

The 2nd edition of *Writing to Read, Reading to Write* offers an improved reading experience for all learners. Enhancements include improved e-book functionality for viewing annotated readings and editing marks, and assignments in Connect that are WCAG compliant.

At McGraw Hill Higher Education, our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences, grounded in research. We are committed to creating universally accessible products that unlock the full potential of each learner, including individuals with disabilities.

What's New in the Second Edition

Eight new chapters with an emphasis on academic literacy skills such as

- Spotlight on Student Writing: Literacy Narrative
- Writing Summaries
- Critically Evaluating Texts
- Rhetorical Analysis
- Comparing Texts
- Synthesizing Texts
- Reading Visuals
- MLA and APA Documentation

Six new chapter themes focused on contemporary issues such as

- How Can We Help People Who Are Unhoused?
- When Should Americans Be Involved in Foreign Conflicts?
- Should We Support a Universal Basic Income?
- How Does Climate Change Affect Inequity?
- How Free Is Speech on Campus?
- What Is Real News and What Is Fake News?

Twenty-five additional readings tied to new themes in the Part 5 anthology including

- What Barriers Do College Students Face?
- How Can We Help People Who Are Unhoused?

- What Makes Life Meaningful?
- America: Land of the Free?
- What Makes a Persuasive Argument?

An alternative Table of Contents aligns all of the readings with the essay types represented in the text, including a variety of writing genres, such as speeches, research papers, rhetorical analyses, and works of literature and a focus on equity and inclusion:

- More than 50% of the readings are by BIPOC authors.
- Liberal and conservative viewpoints are represented throughout.
- Language has been professionally reviewed for sensitivity and acceptance.

More examples and greater variety of student writing include

Published Student Writing

- "To Sleep or Not to Sleep, That Is the Question" by Courtney Roberts
- "A College Lecture on Confederate Statues Made Me Realize I'm Squelching Free Speech on Campus" by Kevin Weis
- "Academia, Love Me Back" by Tiffany Martinez
- "3 Approaches for Confronting Microaggressions" by Tyrone Fleurizard

Model Papers

- "Writing Is a Tool" by Jane Nguyen (first and second drafts and final paper copy)
- "The Good, the Bad, and the Math" by Alejandra Jimenez
- "Involuntary Resignation" by Veronica Alvarez
- "What Makes One Happy?" by Michelle Asadulla
- "Money, Friends, Purpose, and Happiness" by Kristen Chen
- "The Two-Way Correlation Between Sleep Disturbances and Dementia" by Xiaoyan Huo
- "Segmented Sleep: Nature vs. Nurture" by Renee Burke
- "Taking Refuge: Climate Migration in the United States" by Jamie Ferrante (a draft and final paper copy)

Features to support academic literacy include

- Academic Style boxes in each chapter
- Annotated Reading Selections
- Coverage of formatting and citation that reflects the latest guidelines published in the *MLA Handbook*, 9th edition, and the *Publication Manual of the American Psychological Association*, 7th edition

Support for Instructors

Annotated Instructor's Edition

Alison Kuehner created the annotations in the *Writing to Read, Reading to Write* Annotated Instructor's Edition to share her course-proven in-class activities and teaching tips. Marginal notes also alert instructors to handouts and resources, as well as Power of Process and Adaptive Learning Assignments in the *Writing to Read, Reading to Write* Connect course.

Instructor's Manual

Today's first-year composition course, and the corequisite support course, requires new ways of teaching. The Instructor's Manual for *Writing to Read, Reading to Write* includes three parts:

1. Using *Writing to Read, Reading to Write* in first-year composition. Includes areas of integration, sequencing, additional essay prompts, and sample syllabi.
2. Using *Writing to Read, Reading to Write* in corequisite courses. Includes a general framework for teaching first-year composition with a corequisite support course, as developed by a board of instructors teaching corequisites around the country.
3. Corequisite Board of Advisor recommendations. McGraw Hill Education partnered with a team of thirteen instructors at the forefront of corequisite education today to develop a list of recommendations for instructors and institutions launching their own corequisite programs.

Additional Resources

These additional teaching resources are downloadable from the Online Learning Center. Please contact your local McGraw Hill representative for the username and password to access these resources.

- Pacing Guides for activities in a composition course and a composition course with a corequisite class. These charts provide a suggested pacing guide for introducing and teaching the primary activities in each chapter. Instructor-led activities are typically introduced by the teacher in class. Group practice is a chance for students—in pairs, in small groups, or as a class—to engage in an activity. Independent work can be accomplished by students during class time or at home.
- Topical PowerPoint presentations. The topical organization of fifteen chapter PowerPoints allows for maximum flexibility across traditional composition sections and support courses. All PowerPoint presentations are fully accessible.
- Preformatted readings for Power of Process. Each reading in *Writing to Read, Reading to Write* is available to be uploaded to accompany a Power of Process assignment.

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Writing may seem like a solitary act, but it is not. So many people have helped me along the way to creating this book. My initial thanks goes to Team JAM: Jennifer Hurley and Meghan Swanson-Groupa, the J and M in our triad, who ventured forth with me to revise the English curriculum. I am forever indebted to Katie Hern, Summer Serpas, and the many amazing folks involved in the California Acceleration Project, especially Guillermo Colls, Andrew Kranzman, and Julia Raybould-Rodgers, my fellow honey badgers in crime, who inspired me to be a better teacher. My longtime colleague Bruce Bennet, who read early drafts, and faithful friend, Thea Johnson, never stopped believing that a textbook could come from my class handouts.

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PART ONE

Welcome to College Reading, Writing, and Thinking

CHAPTER 1

Introduction to College Reading, Writing, and Thinking

After reading this chapter, you will be able to

- Identify strategies for college reading, writing, and learning.
- Recognize key factors in succeeding in college.
- Read and write about students' mindsets.
- Develop a critical-thinking mindset.

Theme: How to Develop a Successful College Mindset?

Having the right mindset is crucial to college success. Successful students also have strategies for approaching their reading and writing assignments. They are motivated and interested in studying and actively engage in learning. This chapter considers the kinds of reading and writing expected in college and identifies strategies and attitudes to help you succeed.

IDENTIFYING STRATEGIES FOR SUCCESS

The illustration shown in Figure 1.1 represents what it takes to be successful. In the image, the iceberg represents success itself. Above the waterline is what people see, such as a successful person. Below the waterline is what people do not see, such as the characteristics that make people successful. Before reading further, stop and think:

- How does each characteristic below the waterline help create success?
- Why is the illustration titled "The Iceberg Illusion"?

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FIGURE 1.1 The Iceberg Illusion

Sylvia Duckworth. Used with permission.

In this chapter, you will read about what it takes to be successful in college. For instance, persisting when reading, working hard when writing, and being dedicated to a college education are hallmarks of successful college students. College students develop good study habits. Moreover, most successful college students are not daunted by failure or disappointment; they are willing to make sacrifices to prioritize their learning. As you read through the chapter, think about how the images in this illustration reveal the "hidden" characteristics of success.

The survey shown in Figure 1.2 identifies strategies you may already be using—or could be using—for reading, writing, and learning. Taking this assessment will help you pinpoint areas of strength and areas for improvement.

Identify how frequently you use the reading, writing, and learning strategies listed in Figure 1.2 by circling the number that best represents how often you engage in each activity. Respond honestly: there are no right or wrong answers. Then complete the activities that follow the survey.

Teaching Tip

Ask students to think about the classes they are taking and how they need to read, write, and study for those classes.

Handout

The survey is a reproducible handout in the Instructor's Resources.

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FIGURE 1.2 College Reading, Writing, and Learning Survey

College Reading: How Often Do You Do the Following When You Read?					
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
1. Preview the reading by looking at the title and introductory material.	1	2	3	4	5
2. Understand why I am reading the assigned material.	1	2	3	4	5
3. Read and reread the material.	1	2	3	4	5
4. Realize when I understand what I have read and when I do not.	1	2	3	4	5
5. Make notes in the margins or highlight the text when I read.	1	2	3	4	5
6. Ask questions before, during, and after reading.	1	2	3	4	5
7. Pause periodically to summarize or to restate in my own words what I've just read.	1	2	3	4	5
8. Identify the main ideas and examples in the reading.	1	2	3	4	5
9. Look up unfamiliar words and understand how they are used in the reading.	1	2	3	4	5
10. Discuss the reading with other students or the instructor.	1	2	3	4	5
College Writing: How Often Do You Do the Following When You Write?					
11. Understand the purpose of a writing assignment.	1	2	3	4	5
12. Brainstorm or prewrite to get ideas before writing.	1	2	3	4	5
13. Write with my audience in mind.	1	2	3	4	5
14. Write several drafts of a paper.	1	2	3	4	5
15. Reread my writing to check that it has a clear thesis and is logically organized.	1	2	3	4	5

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	Never	Rarely	Sometimes	Often	Always
16. Reread my writing to check that sentences are clearly and correctly written.	1	2	3	4	5
17. Ask the instructor or a tutor to read my draft and give me feedback.	1	2	3	4	5
18. Start working on my writing as soon as I get an assignment.	1	2	3	4	5
College Learning: How Often Do You Do the Following When You Learn?					
19. Keep trying to learn even if I have a setback or failure.	1	2	3	4	5
20. Work as long and as hard as I need to do well.	1	2	3	4	5
21. Accept challenging assignments.	1	2	3	4	5
22. Work with classmates to understand the assigned material.	1	2	3	4	5
23. Get help from others when I need it.	1	2	3	4	5
24. Reflect on what I am learning and how it applies to me or my life.	1	2	3	4	5

College Reading, Writing, and Learning Survey Scores

1. Add up the numbers you circled in each category in Figure 1.2—reading, writing, and learning. Write down the total for each. Then, using the score for each category, check the following assessments to determine where your strengths lie and where you can improve.

College Reading Scores Assessment

50–40 You use many strategies that can benefit your reading. Reading is an area of strength for you.

39–30 You sometimes use effective reading strategies but could learn more strategies and apply them more often. Reading is an area of some strengths and some room for improvement.

29–10 You would benefit from learning more reading strategies and using them regularly. Reading is clearly an area to improve.

Answer

1. Stress to students the need to create separate scores for each category.

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College Writing Scores Assessment

40–32 You use many strategies that can benefit your writing. Writing is an area of strength for you.

31–24 You sometimes use effective writing strategies but could learn more strategies and apply them more often. Writing is an area of some strengths and some room for improvement.

23–8 You would benefit from learning more writing strategies and using them regularly. Writing is clearly an area to improve.

College Learning Scores Assessment

30–24 You have an effective attitude toward learning. This is an area of strength.

23–18 You sometimes have an effective attitude toward learning but could learn more about effective ways to learn. This is an area of some strengths and some room for improvement.

17–6 You would benefit from changing your attitude toward learning. This is clearly an area to improve.

2. Using your answers to question 1, identify the areas you most need to improve in reading, writing, and learning for college.

3. Review the places in the survey where you circled 1 or 2. Write down the strategy associated with that score. As you read through this textbook, take notes on what that strategy involves and why, how, and when you should use it. If you did not circle 1 or 2, consider looking at places you marked as 3.

Answers

2. Suggest that students list categories from weak to strong.

3. This activity encourages active reading; also, answers can be used in the Chapter Activities.

RECOGNIZING KEY FACTORS FOR SUCCEEDING IN COLLEGE

Why are some students more successful in college than others? It would be nice if we could simply say, if you just study every day for ten hours or if you eat healthy snacks while you read, you will succeed. Unfortunately—or maybe fortunately—life is more complicated than that. Many factors contribute to college success, including your

- Approach to college reading.
- Approach to college writing.
- Motivation and interest (short- and long-term goals).
- Beliefs about learning.

College Reading: Sinking In

Class Activity

Use the question "What do you like to read, and why?" as a brainstorming or freewriting activity.

Look at Figure 1.3 and consider: *What do you like to read, and why?* You may read for a variety of reasons: personal, emotional, intellectual, and practical. Reading is a way of discovering new ideas, sharing information, and getting in touch with others. Reading can be a source of knowledge and of personal pleasure.

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FIGURE 1.3 Reading and Writing—Content and Purpose

What We Read and Write: Content	Why We Read and Write: Purpose
• Tweets, blogs, texts, Instagram posts, or other social media postings	• Interact socially with friends, family, or interest groups.
• Magazines, school newspaper, local newspaper, informational Internet sites	• Learn about community, neighborhood, school, or the wider world.
• Novels, graphic novels, manga, poems, songs	• Understand human feelings, experience different times and places, escape reality, or let imagination soar.
• Bible, Koran, Torah, religious texts	• Think deeply about values and morality.
• Books about hobbies, manuals, lists	• Gain practical advice or help.

Much of what students learn in school is communicated through reading—through textbooks, articles, and scholarly publications. Reading, along with writing, is the means by which people interact, share concepts and knowledge, communicate ideas and information, and test theories and evidence.

Your college courses will involve reading various kinds of **texts**—printed or written documents such as textbooks and other books, articles, essays, and websites that you will read and study. There is no *one* way to read these different texts; however, knowing which reading approaches work well for the assigned reading, the course expectations, and your own abilities can help you get the most from your reading. Successful college students read to understand rather than to memorize information. They do not just run their eyes over the page and cram for the test. Instead, they work hard to understand what they read by checking their comprehension as they go along.

In one study of students in an introductory accounting course, the academically successful students had a reading approach the researchers termed **sinking in**. That is, these students took time to *sink into* the material, which means they

- Read slowly and concentrated on the text.
- Took notes while reading.
- Highlighted important topics and main ideas.
- Reread difficult passages.
- Reviewed previous chapters or their class notes while reading.
- Persisted in their reading even when the material was difficult.
- Asked for help when they needed it.

In contrast, the students who did not do well in the class read quickly and superficially, or **skimmed**, just to get the reading done. They were more likely to skip over difficult information or tell themselves that they would come back to the reading later and review it more carefully. They rarely did. In contrast, the successful students did not wait to clear up their confusion; they dealt with it right away.

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To sum up: Successful college students read with the intent to learn. They persist if the reading is difficult and immediately try various strategies for resolving confusion.

Class Activity

Use the question "What do you write, and why?" as a brainstorming or freewriting activity.

College Writing: Giving It Time and Effort

Look at Figure 1.3 again and consider: *What do you write, and why?* Just as you read for a variety of purposes, you may write for many reasons: personal, emotional, intellectual, and practical. Like reading, writing is a way of sharing information, getting in touch with others, and discovering new ideas.

In college, students write often. They may take notes during class or as they read. Students might be required to compose papers, respond to short-answer test questions, or write essay exams. Just as it is important to be an effective reader, it is important to be a skillful writer. So, what makes for strong writing in college?

College professors value the complexity of ideas and intellectual risk taking. That means your professors will expect more than grammatically correct sentences: they will expect you to read carefully, apply **critical thinking** by actively questioning arguments and assessing evidence, and express your thoughts clearly. In addition, to produce an academic paper, you may need to

- Conduct research on a topic.
- Use information from class readings and lectures.
- **Analyze** (break down into parts to understand the whole).
- **Evaluate** (determine the value or significance).
- **Synthesize** (combine different ideas into a new whole).

The advice "Don't wait until the night before it is due to write your paper" certainly applies in college. Why? Effective writing takes time and effort. As a strategic student and writer, you will want to go through the stages of the writing process. You will need to

- Spend time before you write to read and reread class materials.
- Take notes on your reading.
- **Brainstorm** (discuss informally with others) or **freewrite** (write continuously without regard to grammar and spelling errors) to generate a lot of ideas quickly.
- Make an **outline**, or a writing plan, to prepare to write.
- Compose a first **draft** (an initial version of your paper).
- Revise your first draft, often several times.
- Ask someone else to read your drafts or reread your paper yourself.
- Check over your work before turning it in.

One college professor advises first-year students to think of writing as a skill that they are learning—like painting a picture, driving a car, or playing baseball. As a student, you must practice that skill to improve. The more you practice your writing, the better your writing will get. Figure 1.4 summarizes the key strategies for successful college reading and writing.

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FIGURE 1.4 Strategies for College Readers and Writers

For both reading and writing, practice and persistence are the keys to success.

College Reading	College Writing
Sink In	**Invest Time and Effort**
• Read critically	• Think critically
• Actively engage with text	• Express thoughts clearly
Some Reading Strategies	**Some Writing Strategies**
• Preview	• Brainstorm or freewrite
• Take notes	• Outline or plan
• Reread	• Draft
• Review	• Reread and rewrite
• Self-test	• Edit sentences
• Check vocabulary and comprehension	• Proofread for errors

Instructor's Manual

For vocabulary practice exercises on defining key terms in a reading, see chapter 1 in the Instructor's Manual.

Motivation and Interest

Students' motivation to learn and interest in learning are fundamental to success. Consider the experience of Andrew Paine, who dropped out of college after two years of partying with his friends and getting poor grades. Looking back, he observes, "I didn't know what direction I was going in. There wasn't really a light at the end of the tunnel" (qtd. in Shea). (Note: Throughout the text you will see information in parentheses—usually, the author's last name and sometimes additional information, as in the preceding sentence. This information indicates the source of the quotation used in the sentence. Turn to the list of works cited at the end of the chapter for more information on the source.)

If people do not know why they are in college (if they lack concrete short- and long-term academic goals) or if they are going to school to please their parents or because all their friends are going, they may not be genuinely interested in attending class or studying. Under any of these circumstances, they may not do well in college.

Class Activity

Use the question "Why are you in college?" as a brainstorming or freewriting activity.

Successful students are typically those who have a goal: they know what they want to study, or they have a career path in mind. Other successful students are motivated simply by their desire to learn or by their enjoyment of intellectual pursuits. Prospective students need to ask themselves whether they truly want to be in college. They should be able to give clear and heartfelt reasons for their choice. People who find that they do not really want to be in college might think about what other productive activity they would prefer to do instead, at least until they feel ready to take on college work.

Andrew Paine, for instance, spent time away from college, until he discovered that he was interested in environmental science. When he was ready, he returned to college, explaining that his time away from studying helped him sort

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out his priorities. "Now, I'm getting the most out of college academically," says Paine. "It really worked out" (qtd. in Shea).

Beliefs about Learning

Finally, students' ideas about learning can influence their college success. Students who believe that luck, chance, a bad instructor, or a difficult assignment determines whether they will succeed do not have control over their learning. In contrast, students who believe that *they* have the power to learn hold an advantage over students who believe they have little or no such control.

Consider the example of Roy, a student in a difficult introductory psychology course. Roy believes that

> *effort is the absolute key to learning a subject. Talent and ability go to waste without effort. . . . [E]ffort means reading to learn, striving to retain, applying material to life situations, and redoing, reading, and studying as often as necessary. (Beyeler 309)*

Roy's attitude toward learning is that *he* has to *work hard* to do well in college. This is most likely one factor that made him a successful student and earned him a B+ in his challenging psychology class. In short, successful college students

- Understand that they must be independent, active learners.
- Know what is expected of them by their professors and in their classes.
- Know why they are reading and have strategies for comprehension.
- Understand that good writing requires time, effort, and practice.
- Are motivated to learn and interested in learning.
- Believe they are in control of their learning.

READING AND WRITING ABOUT STUDENTS' MINDSETS

So far, you have seen that taking an active role in learning is a prerequisite for college success. Let's review what being active entails. First, as a reader, remember to employ well-established reading strategies and practice persistence to ensure that you genuinely understand what you read. That is, before reading, think about the topic and what you will read. Then during and after your reading, use writing not only to enhance your reading comprehension but also to develop your writing competence. Second, as a writer, be sure to prewrite, draft, reread, and revise your work to improve its quality. Third, have a positive attitude toward your education and take the ultimate responsibility for it.

Having a positive mindset is so basic that some researchers judge a student's attitude to be one of the biggest predictors of success. In "Brainology," the reading selection that follows, you will review research showing that what students believe about their learning and how they respond to challenges make a big difference in their academic success.

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READING SELECTION

"BRAINOLOGY: TRANSFORMING STUDENTS' MOTIVATION TO LEARN"

In this reading the author uses American Psychological Association (APA) style to indicate source information. Notice that some sentences include parentheses, inside of which are a name and date: (Dweck, 2006). These are parenthetical *citations*, or references to research. The name is the researcher's last name, and the date indicates when the research was published. A list, headed "References," arranged by the researchers' last names, and including full publication information, appears at the end of the reading. As pointed out earlier, in the text portions of this book, citations are also given for quoted or referenced material, but in a different style (called Modern Language Association, or MLA, style), which uses the author's last name and source page number in parentheses.

Before Reading: Predict; Recognize Prior Knowledge

Look over "Brainology: Transforming Students' Motivation to Learn" before you answer these questions. For instance, read the comments that immediately precede the reading—and then examine the title and the headings in the reading. Write answers to these questions using complete sentences.

1. What do you think the reading will be about? For example, what could *brainology* mean? How might brainology relate to a student's motivation to learn?
2. What do you already know about human intelligence? Is intelligence fixed, or can it change?

During Reading: Annotate

Write responses to the following exercises using complete sentences.

3. Try reading the selection in "chunks." That is, use the boldface headings to divide the reading into sections, or chunks, and then read one section at a time. After reading a section, stop to reflect on the important ideas, using the headings as a guide. Write down the main ideas in your own words.
4. As you read, mark any lines you find interesting or thought-provoking or particularly agreeable.
5. As you read, mark any lines that confuse you or you find disagreeable.

Connect

You will find this reading in Connect, in a format that can be used in a Power of Process assignment.

Answers

1. "Brainology" could mean the study of the brain. Demonstrate how to break apart the word—brain + ology—to guess the meaning.

2. Answers will vary. Encourage students to provide examples of what they have observed to support their answers.

Answers

3. In the opening section, Dweck claims that how students think about their intelligence influences their learning. In the section "Mindsets and Achievement," she explains that fixed-mindset students (who believe they have a set amount of intelligence) are less likely to succeed in school than growth-mindset students (who believe their intelligence can develop). In the section "How Do Students Learn These Mindsets?" Dweck suggests that praising students for being smart sends a message that some people are smart and others are not. Instead, students should be praised for effort. In "Brainology," the author reviews research showing students can be taught to develop a growth mindset. Finally, in "What Do We Value?" Dweck urges teachers to praise students for their hard work.

4. Answers will vary. Encourage students to explain why they agree and give support, such as examples.

5. Answers will vary. Encourage students to explain why they were confused or disagree and give support, such as examples.

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Brainology: Transforming Students' Motivation to Learn

By Carol S. Dweck

The National Association of Independent Schools, Winter 2008

Teaching Tip

Check *YouTube* for videos about Dweck or her research as a way to preview the reading and spark interest in the topic.

Carol Dweck, professor of psychology at Stanford University, spent many years trying to understand how people deal with failure and what that means for their future success. Her ideas about fixed and growth mindset came out of this research. In this article, she argues that students' beliefs about their brains and about learning powerfully impact their achievement.

This is an exciting time for our brains. More and more research is showing that our brains change constantly with learning and experience and that this takes place throughout our lives. 1

Does this have implications for students' motivation and learning? It certainly does. In my research in collaboration with my graduate students, we have shown that what students believe about their brains—whether they see their intelligence as something that's fixed or something that can grow and change—has profound effects on their motivation, learning, and school achievement (Dweck, 2006). These different beliefs, or mindsets, create different psychological worlds: one in which students are afraid of challenges and devastated by setbacks, and one in which students relish challenges and are resilient in the face of setbacks. 2

How do these mindsets work? How are the mindsets communicated to students? And, most important, can they be changed? As we answer these questions, you will understand why so many students do not achieve to their potential, why so many bright students stop working when school becomes challenging, and why stereotypes have such profound effects on students' achievement. You will also learn how praise can have a negative effect on students' mindsets, harming their motivation to learn. 3

Mindsets and Achievement 4

Many students believe that intelligence is fixed, that each person has a certain amount and that's that. We call this a *fixed mindset*, and, as you will see, students with this mindset worry about how much of this fixed intelligence they possess. A fixed mindset makes challenges threatening for students (because they believe that their fixed ability may not be up to the task), and it makes mistakes and failures demoralizing (because they believe that such setbacks reflect badly on their level of fixed intelligence).

Other students believe that intelligence is something that can be cultivated through effort and education. They don't necessarily believe that everyone has the same abilities or that anyone can be as smart as Einstein, but they do believe that everyone can improve their abilities. And they understand that even Einstein wasn't Einstein until he put in years of focused hard work. In short, students with this *growth mindset* believe that intelligence is a potential that can be realized through learning. As a result, confronting challenges, profiting from mistakes, and persevering in the face of setbacks become ways of getting smarter. 5

To understand the different worlds these mindsets create, we followed several hundred students across a difficult school transition—the transition to seventh grade. This is when the academic work often gets much harder, the grading gets stricter, and the school environment gets less personalized with students moving from class to class. As the students entered 6

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seventh grade, we measured their mindsets (along with a number of other things) and then we monitored their grades over the next two years.

The first thing we found was that students with different mindsets cared about different things in school. Those with a growth mindset were much more interested in learning than in just looking smart in school. This was not the case for students with a fixed mindset. In fact, in many of our studies with students from preschool age to college age, we find that students with a fixed mindset care so much about how smart they will appear that they often reject learning opportunities—even ones that are critical to their success (Cimpian et al., 2007; Hong et al., 1999; Mangels et al., 2006; Nussbaum & Dweck, 2008). 7

Next, we found that students with the two mindsets had radically different beliefs about effort. Those with a growth mindset had a very straightforward (and correct) idea of effort—the idea that the harder you work, the more your ability will grow and that even geniuses have had to work hard for their accomplishments. In contrast, the students with the fixed mindset believed that if you worked hard it meant that you didn't have ability, and that things would just come naturally to you if you did. This means that every time something is hard for them and requires effort, it's both a threat and a bind. If they work hard at it, that means that they aren't good at it, but if they don't work hard, they won't do well. Clearly, since just about every worthwhile pursuit involves effort over a long period of time, this is a potentially crippling belief, not only in school but also in life. 8

Students with different mindsets also had very different reactions to setbacks. Those with growth mindsets reported that, after a setback in school, they would simply study more or study differently the next time. But those with fixed mindsets were more likely to say that they would feel dumb, study less the next time, and seriously consider cheating. If you feel dumb—permanently dumb—in an academic area, there is no good way to bounce back and be successful in the future. In a growth mindset, however, you can make a plan of positive action that can remedy a deficiency (Heyman et al., 1992; Hong et al., 1999; Nussbaum & Dweck, 2008). 9

Finally, when we looked at the math grades they went on to earn, we found that the students with a growth mindset had pulled ahead. Although both groups had started seventh grade with equivalent achievement test scores, a growth mindset quickly propelled students ahead of their fixed-mindset peers, and this gap only increased over the two years of the study. 10

In short, the belief that intelligence is fixed dampened students' motivation to learn, made them afraid of effort, and made them want to quit after a setback. This is why so many bright students stop working when school becomes hard. Many bright students find grade school easy and coast to success early on. But later on, when they are challenged, they struggle. They don't want to make mistakes and feel dumb—and, most of all, they don't want to work hard and feel dumb. So they simply retire. 11

It is the belief that intelligence can be developed that opens students to a love of learning, a belief in the power of effort and constructive, determined reactions to setbacks. 12

How Do Students Learn These Mindsets? 13

In the 1990s, parents and schools decided that the most important thing for kids to have was self-esteem. If children felt good about themselves, people believed, they would be set for life. In some quarters, self-esteem in math seemed to become more important than

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knowing math, and self-esteem in English seemed to become more important than reading and writing. But the biggest mistake was the belief that you could simply hand children self-esteem by telling them how smart and talented they are. Even though this is such an intuitively appealing idea, and even though it was exceedingly well-intentioned, I believe it has had disastrous effects.

14 In the 1990s, we took a poll among parents and found that almost 85 percent endorsed the notion that it was *necessary* to praise their children's abilities to give them confidence and help them achieve. Their children are now in the workforce, and we are told that young workers cannot last through the day without being propped up by praise, rewards, and recognition. Coaches are asking me where all the coachable athletes have gone. Parents ask me why their children won't work hard in school.

15 Could all of this come from well-meant praise? Well, we were suspicious of the praise movement at the time. We had already seen in our research that it was the most vulnerable children who were already obsessed with their intelligence and chronically worried about how smart they were. What if praising intelligence made all children concerned about their intelligence? This kind of praise might tell them that having high intelligence and talent is the most important thing and is what makes you valuable. It might tell them that intelligence is just something you have and not something you develop. It might deny the role of effort and dedication in achievement. In short, it might promote a fixed mindset with all of its vulnerabilities.

16 The wonderful thing about research is that you can put questions like this to the test—and we did (Kamins & Dweck, 1999; Mueller & Dweck, 1998). We gave two groups of children problems from an IQ test, and we praised them. We praised the children in one group for their intelligence, telling them, "Wow, that's a really good score. You must be smart at this." We praised the children in the other group for their effort: "Wow, that's a really good score. You must have worked really hard." That's all we did, but the results were dramatic. We did studies like this with children of different ages and ethnicities from around the country, and the results were the same.

17 Here is what happened with fifth graders. The children praised for their intelligence did not want to learn. When we offered them a challenging task that they could learn from, the majority opted for an easier one, one on which they could avoid making mistakes. The children praised for their effort wanted the task they could learn from.

18 The children praised for their intelligence lost their confidence as soon as the problems got more difficult. Now, as a group, they thought they weren't smart. They also lost their enjoyment, and, as a result, their performance plummeted. On the other hand, those praised for effort maintained their confidence, their motivation, and their performance. Actually, their performance improved over time such that, by the end, they were performing substantially better than the intelligence-praised children on this IQ test.

19 Finally, the children who were praised for their intelligence lied about their scores more often than the children who were praised for their effort. We asked children to write something (anonymously) about their experience to a child in another school, and we left a little space for them to report their scores. Almost 40 percent of the intelligence-praised children elevated their scores, whereas only 12 or 13 percent of children in the other group did so. To me this suggests that, after students are praised for their intelligence, it's too humiliating for them to admit mistakes.

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The results were so striking that we repeated the study five times just to be sure, and each time roughly the same things happened. Intelligence praise, compared to effort (or "process") praise, put children into a fixed mindset. Instead of giving them confidence, it made them fragile, so much so that a brush with difficulty erased their confidence, their enjoyment, and their good performance, and made them ashamed of their work. This can hardly be the self-esteem that parents and educators have been aiming for. 20

Often, when children stop working in school, parents deal with this by reassuring their children how smart they are. We can now see that this simply fans the flames. It confirms the fixed mindset and makes kids all the more certain that they don't want to try something difficult—something that could lose them their parents' high regard. How *should* we praise our students? How *should* we reassure them? By focusing them on the process they engaged in—their effort, their strategies, their concentration, their perseverance, or their improvement. 21

"You really stuck to that until you got it. That's wonderful!" 22

"It was a hard project, but you did it one step at a time and it turned out great!" 23

"I like how you chose the tough problems to solve. You're really going to stretch yourself and learn new things." 24

"I know that school used to be a snap for you. What a waste that was. Now you really have an opportunity to develop your abilities." 25

Brainology 26

Can a growth mindset be taught directly to kids? If it can be taught, will it enhance their motivation and grades? We set out to answer this question by creating a growth-mindset workshop (Blackwell et al., 2007). We took seventh graders and divided them into two groups. Both groups got an eight-session workshop full of great study skills, but the "growth-mindset group" also got lessons in the growth mindset—what it was and how to apply it to their schoolwork. Those lessons began with an article called "You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle." Students were mesmerized by this article and its message. They loved the idea that the growth of their brains was in their hands.

This article and the lessons that followed changed the terms of engagement for students. Many students had seen school as a place where they performed and were judged, but now they understood that they had an active role to play in the development of their minds. They got to work, and by the end of the semester the growth-mindset group showed a significant increase in their math grades. The control group—the group that had gotten eight sessions of study skills—showed no improvement and continued to decline. Even though they had learned many useful study skills, they did not have the motivation to put them into practice. 27

The teachers, who didn't even know there were two different groups, singled out students in the growth-mindset group as showing clear changes in their motivation. They reported that these students were now far more engaged with their schoolwork and were putting considerably more effort into their classroom learning, homework, and studying. 28

Joshua Aronson, Catherine Good, and their colleagues had similar findings (Aronson et al., 2002; Good et al., 2003). Their studies and ours also found that negatively stereotyped students (such as girls in math, or African-American and Hispanic students in math and verbal areas) showed substantial benefits from being in a 29

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growth-mindset workshop. Stereotypes are typically fixed-mindset labels. They imply that the trait or ability in question is fixed and that some groups have it and others don't. Much of the harm that stereotypes do comes from the fixed-mindset message they send. The growth mindset, while not denying that performance differences might exist, portrays abilities as acquirable and sends a particularly encouraging message to students who have been negatively stereotyped—one that they respond to with renewed motivation and engagement.

Inspired by these positive findings, we started to think about how we could make a growth-mindset workshop more widely available. To do this, we have begun to develop a computer-based program called "Brainology." In six computer modules, students learn about the brain and how to make it work better. They follow two hip teens through their school day, learn how to confront and solve schoolwork problems, and create study plans. They visit a state-of-the-art virtual brain lab, do brain experiments, and find out such things as how the brain changes with learning—how it grows new connections every time students learn something new. They also learn how to use this idea in their schoolwork by putting their study skills to work to make themselves smarter. 30

We pilot-tested Brainology in 20 New York City schools. Virtually all of the students loved it and reported (anonymously) the ways in which they changed their ideas about learning and changed their learning and study habits. Here are some things they said in response to the question, "Did you change your mind about anything?" 31

I did change my mind about how the brain works . . . I will try harder because I know that the more you try, the more your brain works.

Yes . . . I imagine neurons making connections in my brain and I feel like I am learning something.

My favorite thing from Brainology is the neurons part where when you learn something, there are connections and they keep growing. I always picture them when I'm in school.

Teachers also reported changes in their students, saying that they had become more active and eager learners: "They offer to practice, study, take notes, or pay attention to ensure that connections will be made." 32

What Do We Value? 33

In our society, we seem to worship talent—and we often portray it as a gift. Now we can see that this is not motivating to our students. Those who think they have this gift expect to sit there with it and be successful. When they aren't successful, they get defensive and demoralized, and often opt out. Those who don't think they have the gift also become defensive and demoralized, and often opt out as well.

We need to correct the harmful idea that people simply have gifts that transport them to success, and to teach our students that no matter how smart or talented someone is—be it Einstein, Mozart, or Michael Jordan—no one succeeds in a big way without enormous amounts of dedication and effort. It is through effort that people build their abilities and realize their potential. More and more research is showing there is one thing that sets the great successes apart from their equally talented peers—how hard they've worked (Ericsson et al., 2006). 34

Next time you're tempted to praise your students' intelligence or talent, restrain yourself. Instead, teach them how much fun a challenging task is, how interesting and 35

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informative errors are, and how great it is to struggle with something and make progress. Most of all, teach them that by taking on challenges, making mistakes, and putting forth effort, they are making themselves smarter.

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After Reading: Reflect on the Text

Write responses to the following exercises using complete sentences.

6. Review your annotations and recall the lines from the reading you marked as interesting or thought-provoking or that you found particularly agreeable. Write down these lines. Put quotation marks around the words you copied from the text to indicate these are the author's words. After the last quotation mark, write the author's last name, Dweck, and the text page number in parentheses. Then explain why you agree with the lines or find them interesting or stimulating.

Academic Style

Assign students to read the Academic Style box on Introductory Phrases to Acknowledge Sources.

Answers

6. Answers will vary. Encourage students to give detailed explanations or specific examples to support their answers.

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7. Review your annotations and recall the lines from the reading that confused you or that you found disagreeable. Write down these lines. Put quotation marks around the words you copied from the text to indicate these are the author's words. After the last quotation mark, write the author's last name, Dweck, and the text page number in parentheses. Then explain why you find the lines confusing or disagree with them.

Answers

7. Answers will vary. Encourage students to give detailed explanations or specific examples to support their answers.

Engage with the Reading

Connect

Engage with the Reading can be found as a writing assignment in Connect.

Write responses to the following exercises using complete sentences.

1. In writing, explain the main ideas from "Brainology: Transforming Students' Motivation to Learn" and give specific examples of how these ideas relate to your learning, your attitude toward college, or your success as a student.
2. In writing, give specific examples of how the main ideas from "Brainology: Transforming Students' Motivation to Learn" relate to your life *outside school*—your relationships, your hobbies, your job, and anything else.
3. The last section of the reading has the heading "What Do We Value?" According to the author, what do people in our society value? What *should* they value? Do you agree with the author about what people do value or should value?

Answers

1. Main ideas include developing a growth mindset and praising children for effort to improve success.
2. Main ideas also include not being afraid to fail and embracing challenges to lead to success.
3. Dweck claims people value talent, but they should prize effort instead. Students may agree or disagree with Dweck.

Academic Style: Introductory Phrases to Acknowledge Sources

When writing about a reading, such as summarizing or quoting from a text, it is important to let readers know which text you are writing about. One way to provide this information is to add an *introductory phrase* that identifies the author or the title of the reading.

You can craft such an introductory phrase by writing, for example, "According to . . ." or "In the article . . ." at the beginning of the sentence and then stating the article title and/or the author's name. After your introductory phrase, place a comma. Then write the main idea (subject and verb) of the sentence. "Introductory phrase + main idea of reading" is a useful sentence pattern you can use to state the main idea of a reading in your own words.

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Example Sentences Using Introductory Phrases That Acknowledge the Source

- According to Stanford professor Carol Dweck, students who believe their intelligence can be developed (growth mindset) are more academically successful than students who believe their intelligence is set (fixed mindset).

  introductory phrase acknowledging source

- In the article "Brainology: Transforming Students' Motivation to Learn," Carol Dweck describes her research that shows praising students for hard work is more motivating than praising their intellect.

  introductory phrase acknowledging source

DEVELOPING A CRITICAL-THINKING MINDSET

When faculty from universities, state colleges, and community colleges were surveyed to determine what reading, writing, and thinking skills they felt were important for student success in college, more than 75% identified the following four "intellectual habits of mind" as most crucial:

> Exhibit curiosity . . .
>
> Experiment with new ideas . . .
>
> See other points of view . . .
>
> Challenge their own beliefs . . . (*Academic Literacy 13*)

These habits of mind—to be open to new ideas and to test one's thinking—are part of developing a critical-thinking mindset. When you exercise critical thinking, you do not simply accept what you read or what you are told. Rather, you question, check, and assess that information. For instance, after reading Carol Dweck's ideas about fixed and growth mindsets, you might be *curious* to find out more about how Dweck developed her theories. You could *experiment* by applying Dweck's ideas of fixed and growth mindsets to people you know to determine whether these mindsets explain people's actions and behaviors. You might investigate *other points of view*, such as whether other researchers support—or disagree—with Dweck's theories. You might observe whether your *own beliefs* fit neatly into the categories of fixed and growth mindsets. "Strategies for Critical Thinking" will help you get started on developing critical-thinking skills.

The next reading is designed to start you down the critical-thinking path. You will read further research by Dweck and others that suggests students' mindsets are determined not only by internal factors, such as beliefs about learning, but also by external factors, such as income.

Class Activity

Before reading this section, ask students what reading, writing, and thinking skills they think college professors expect of their students. You can find the ICAS report online and generate a survey based on faculty responses that students can rank.

Connect

You will find this reading in Connect, in a format that can be used in a Power of Process assignment.

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Handout

"Strategies for Critical Thinking" is a reproducible handout in the Instructor's Resources.

Strategies for Critical Thinking

- Question what you see, hear, or read by asking whether the ideas seem valid and are supported by logical reasons and convincing evidence.
- Evaluate the quality of the support for ideas, looking for convincing and sufficient evidence that an idea is acceptable.
- Consider the source of the information, including the qualifications or expertise of the person or organization providing the ideas and support.
- Seek out other points of view that challenge or question what you have read and compare them to each other.
- Have an open mind and be willing to change your own thinking if you read or hear ideas that are more compelling or convincing than what you originally thought.

Answers

1. The title indicates the reading will be about how poverty affects students. It's not clear what the impact of poverty is, but a good guess is that it can have detrimental effects on students' mindsets.

2. *Deficit* means small or lacking and *ideology* is a belief system, so a *deficit ideology* could be the idea that poor students lack knowledge or that they have a fixed mindset.

Answers

3. In the introduction, the author explains that low-income students are more likely to have fixed mindsets, but if they have growth mindsets, they can achieve academically as well as their high-income peers. In the section "Growth Mindset in Students—Deficit Ideology?" some people question whether mindsets place the blame on students for not achieving when poor schools could be the problem. In "How It Works in the Classroom," teachers need professional development to foster growth mindsets in their students. They should not just praise students for effort but provide strategies for success.

READING SELECTION

"IMPACT OF POVERTY ON STUDENTS: ALL IN THEIR MINDS?"

Before Reading: Preview; Predict

Look at the reading selection title and read the information that immediately precedes the reading. Then write responses to the following using complete sentences.

1. Look at the title of the reading selection. What do you think the reading will be about? For instance, what impact could poverty have on a student's mindset?
2. The first subheading in the reading selection includes the phrase *Deficit Ideology*. What do you think this means? How could a deficit ideology relate to a fixed or growth mindset?

During Reading: Annotate

Write responses to the following exercises using complete sentences.

3. Try reading the selection in "chunks." That is, use the boldface headings to divide the reading into sections, or chunks, and then read one section at a time. After reading a section, stop to reflect on the important ideas, using the headings as a guide. Write down the main ideas in your own words.

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4. As you read, mark any lines you find interesting or thought-provoking or particularly agreeable.
5. As you read, mark any lines that confuse you or that you find disagreeable.

Answers

4. Answers will vary. Encourage students to explain and give examples to support their agreement.

5. Answers will vary. Encourage students to explain why they are confused and give examples to support why they disagree.

Impact of Poverty on Students: All in Their Minds?

By Mary Ellen Flannery

NEA Today, 29 September 2016

Carol Dweck's ideas about fixed and growth mindsets have become popular with educators since the publication of her book Mindset: The New Psychology of Success *in 2006. Some people, however, question whether mindsets alone can account for student success or failure, or whether it is fair to focus on students' beliefs about their learning when other issues may be more powerful predictors of academic success. In this article, published by the National Education Association, the author describes Dweck's further research on the links between poverty, mindsets, and achievement.*

Students from low-income families who believe that they can develop skills and do better in school if they work hard and practice—a "growth mindset," in other words—may be buffered from the effects of poverty on student achievement, a Stanford University study has found. 1

But students who live in poverty are less likely to have growth mindsets. Instead, they have what researchers call a "fixed mindset," or the idea that intelligence and skills are more like foot size or eye color: an unchangeable trait. 2

The topic of growth vs. fixed mindsets, and their effects on student achievement, has been a popular—and controversial—one since Stanford's Carol Dweck published her book, *Mindset: The New Psychology of Success* in 2006. But the recent Stanford study, which involved 168,000 10th-grade students across all of Chile, is the most expansive, and goes the furthest to explore how family income interacts with mindset. 3

Typically, students from low-income families score worse on standardized tests than their wealthier peers. But the researchers found that poor students with growth mindsets performed just as well as wealthy students with fixed mindsets. 4

"Strikingly, students from low-income families (the lowest 10 percent) who had a growth mindset showed comparable test scores with fixed-mindset students whose families earned 13 times more (80th percentile)," said the study, which was published in the *Proceedings of the National Academy of Sciences*, and co-authored by Dweck, Susana Claro, and David Paunesko, all of Stanford. 5

The problem is students from low-income families are much less likely to have growth mindsets. "At the extremes, students from the lowest-income families were twice as likely to endorse a fixed mindset as students from the top-income families and schools," according to the study. 6

Growth Mindset in Students—Deficit Ideology? 7

But is a focus on "growth mindset" just another way of blaming individual students for problems that are institutionalized and overwhelming? Is it another way of saying, hey, if you can't succeed, then there must be something wrong with you?

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In his blog *The Becoming Radical*, Furman University education professor P. L. Thomas, a former South Carolina high school English teacher, points to the dangers of "deficit ideology," or the belief that unsuccessful people lack something within themselves to be successful—like grit, or positivity. This kind of thinking discounts the effects of external forces, say racism or poverty, while also overlooking the benefits of wealth and privilege. 8

"Consequently, we routinely demand of children in the worst situations of life—through no fault of their own—that they somehow magically set aside those lives when they walk into school," Thomas points out. This may be an appealing idea, but it's something that most adults can't do, he adds. 9

The problem, some advocates say, is not that the more than half of all American children who live in poverty have the wrong mindset. The problem is that more than half of all American children live in poverty. 10

The researchers do address these concerns: "To be clear, we are not suggesting that structural factors, like income inequality or disparities in school quality, are less important than psychological factors. Nor are we saying that teaching students a growth mindset is a substitute for systemic efforts to alleviate poverty and economic inequality. Such claims would stand at odds with decades of research and our own data." 11

Rather, they say, their work reveals the way structural inequalities can lead to psychological inequalities, and hopefully suggest ways that educators can more effectively support these students. 12

How It Works in the Classroom 13

Almost every teacher—98 percent—surveyed recently by the Education Week Research Center agreed that using growth mindset in the classroom can improve learning. And, importantly, nearly as many also say it will improve instruction.

The catch is that only about 20 percent strongly believe that they're good at fostering growth mindset in students, and they have even less confidence in their colleagues and administrators. Eighty-five percent said they would like to get professional development in this area. 14

Since publishing her book, Dweck has identified a few ways that teachers are more likely to find success with using a growth mindset in their classes. For one thing, "a growth mindset isn't just about effort," she told *Education Week*. "Students need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve." 15

She also suggests that educators remember that effort is a means to an end, which is more learning. Effort is not the end goal itself. "Too often nowadays, praise is given to students who are putting forth effort, but *not learning*, in order to make them feel good in the moment: 'Great effort! You tried your best!'" she writes. A better approach, she suggests: "When [students] are stuck, teachers can appreciate their work so far, but add: 'Let's talk about what you've tried, and what you can try next.'" 16

Dweck also suggests that it's equally important to consider whether teachers themselves have a fixed, or growth, mindset, and to help them adopt a deeper, true growth mindset that will show up in their classroom practices. The key to this, she says, is acknowledging that we all are a mixture of fixed and growth mindsets, and we should watch carefully for our fixed-mindset triggers. 17

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After Reading: Reflect on the Text

Write responses to the following exercises using complete sentences.

6. Review your annotations and recall the lines from the reading you marked as interesting or thought-provoking or that you found particularly agreeable. Write down these lines and put quotation marks around them to indicate that they are the author's words. After the last quotation mark, write the author's last name and the text page number in parentheses. Then explain why you agree with the lines or find them interesting or stimulating.
7. Review your annotations and recall the lines from the reading that confused you or that you found disagreeable. Write down these lines and put quotation marks around them to indicate these are the author's words. After the last quotation mark, write the author's last name and the text page number in parentheses. Then explain why you find the lines confusing or disagree with them.

Answers

6. Answers will vary. Encourage students to explain their thinking and link back to the text.

7. Answers will vary. Encourage students to explain their thinking and link back to the text.

Engage with the Reading

1. What did researchers find out about the link between poverty and a fixed or growth mindset? What did they find out about the link between students' mindsets and their achievement? Did these links surprise you? Why or why not?
2. The reading selection raises the question whether "a focus on 'growth mindset' [is] just another way of blaming individual students for problems that are institutionalized and overwhelming." What does this quote mean? Do you agree with the quote?
3. Do you have experience with or knowledge of schools in low-income neighborhoods versus those in wealthier communities? Using your knowledge or experiences, explain the differences between low-income and high-income schools and how or why different schools could influence student achievement.
4. Do you feel you come from a low-income family or a high-income family? Do you believe that your family's income influences your mindset as a student? Explain and give examples.

Answers

1. The researchers found that low-income students are much more likely to have fixed mindsets; however, if poor students have a growth mindset, they can match the academic success of wealthier peers.

2. The quote suggests that problems with schools might be more to blame than the students' mindsets for the lack of achievement of students in poverty. Students may agree or disagree with this statement.

3. Answers will vary; encourage students to explain their thinking, give specific examples, and link back to the text.

4. Answers will vary; encourage students to explain their thinking, give specific examples, and link back to the text.

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