Instructor Guide for
Conquering Difficult Readings

(SPARK >> Exploring >> Effective Reading Strategies)

NOTE: This resource is not itself a worksheet but rather provides guidance.

Skills Addressed
• understanding the complexity of academic reading
• reading more actively
• developing strategies for extracting meaning from difficult texts

Suggested Uses
☑ Independent student use: Ask/suggest that students read resource on their own and decide for themselves when/if/how they will use resource
☐ Instructor-led Discussion: Devote lecture/tutorial time to describing the resource, its purposes and uses, and/or incorporate description and use of resource into broader discussion focusing on building the skills the resource targets
☐ Small Group Discussion: Use to stimulate informal class/tutorial discussion, and/or small group discussion

Feedback / Evaluation Options
☑ Personal reflection and/or self-assessment
☐ Informally, in small group discussion: Assign to students to complete for sharing and discussion in small groups
☐ Peer Evaluation: Assign to students to complete independently, for more formal peer evaluation
☐ Instructor Evaluation: Assign to students to complete independently, or as one stage of a larger assignment, and hand in for formal instructor evaluation
☐ Tracking Completion without Evaluating: Assign to students to complete resource independently (on an ongoing basis, or at specific, appropriate times during the course), then hand in to instructor to track completion without assigning a specific grade to any individual completed resource

Potential Customization
Although the resource as it stands is not appropriate for evaluative purposes, discussion and/or short assignments could be designed around suggestions #5 (summarize sections of the reading), #6 (explain the reading to someone else), or #7 (ask students to find accompanying resources to clarify key concepts or provide relevant background information).