



## 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).