

**The Accelerated Learning Program**  
**The Community College of Baltimore County**

Peter Adams



# Integrating Reading and Writing

Why are we doing this?

# Why Integrate Reading and Writing?

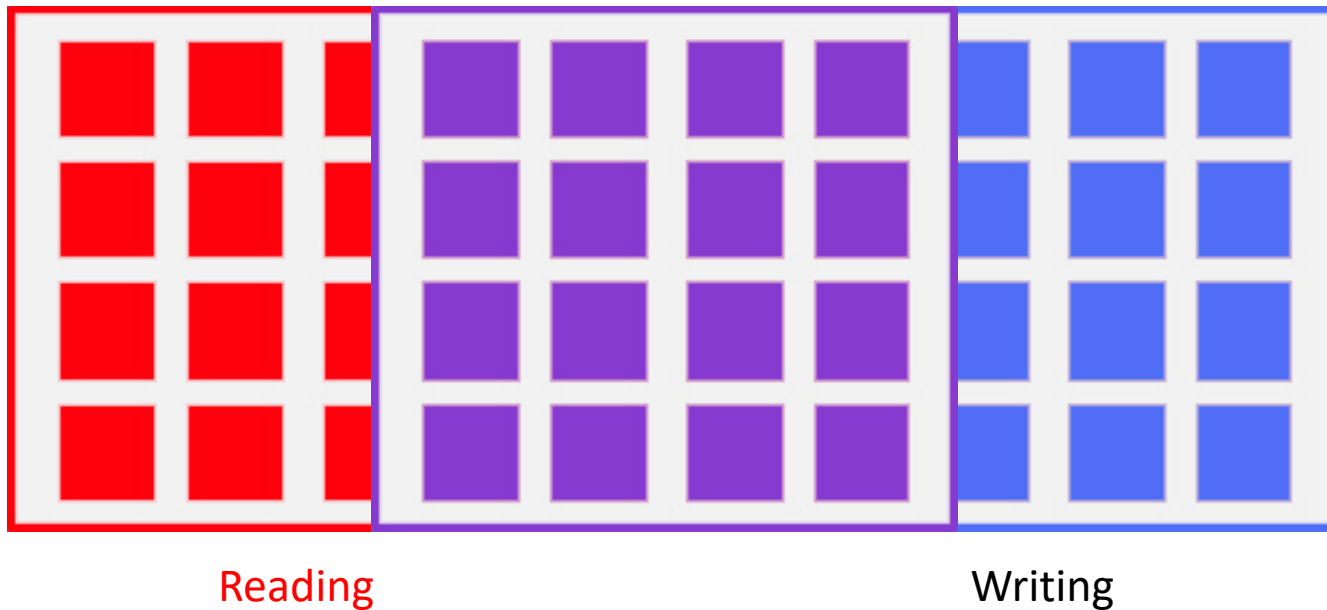
- They naturally reinforce each other.
  - writing summaries helps with reading summaries
  - reading comparison/contrasts helps with writing comparison/contrasts
  - previewing and peer response
  - what does this paragraph say; what does this paragraph do
- We can solve problems with conflicting terminology.
- IRW shortens the pipeline.

# Integrating Reading and Writing

Why did we ever separate reading and writing?

# Integrating Reading and Writing

## The Integrative Approach

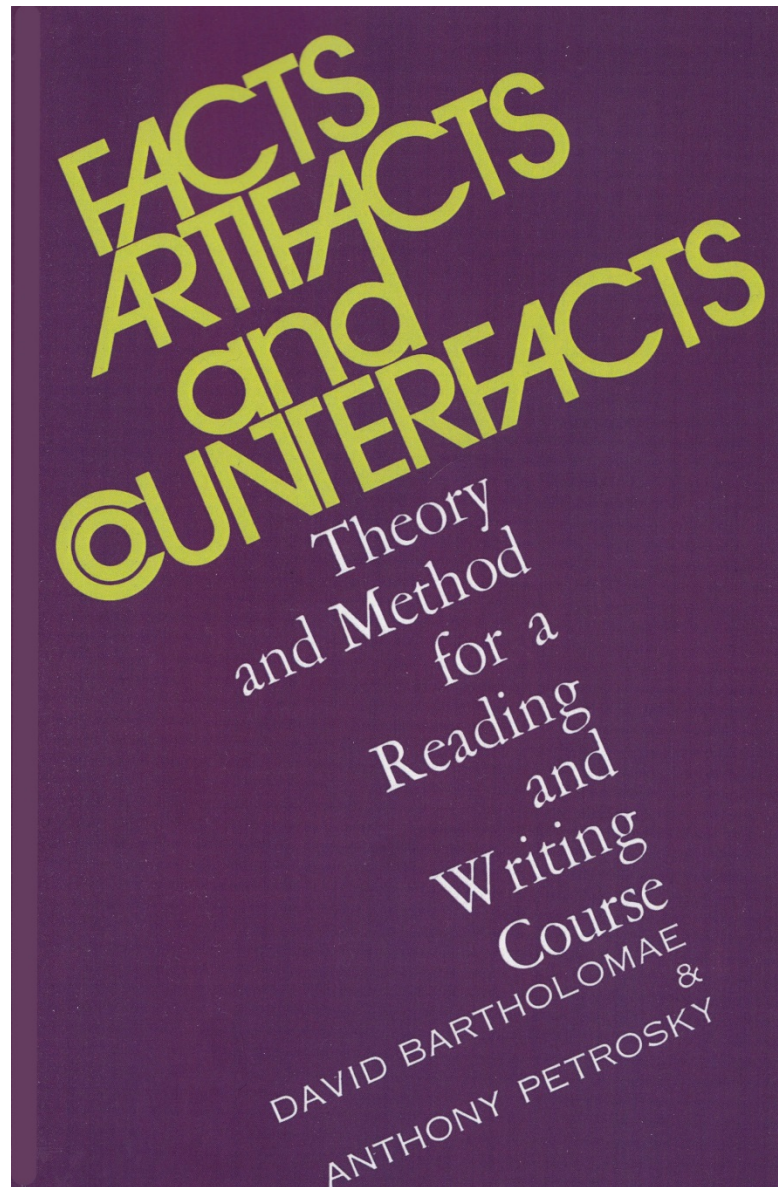


# Integrating Reading and Writing

*Requiring* reading in a writing course is not the same thing as integrating reading and writing.

# Facts, Artifacts, and Counterfacts

David Bartholomae and Anthony Petrosky



1986

# Integrating reading and writing?

What are the challenges?



# What kinds of obstacles or challenges are involved in integrating reading and writing?

- faculty development
- credential issues
- suspicion/tension/hostility between the two departments
- two departments agreeing on
  - pedagogy
  - texts
  - syllabus
  - hours per week
  - grading/evaluating
  - where the course belongs organizationally
  - scheduling
- reading getting short shrift

# Two Suggestions for Faculty Development

- Faculty workshops led by people of the “other” discipline.
- Team teaching for one semester.

# Integrated Reading & Writing Pedagogy

- Previewing
  - Rhetorical situation
  - predicting

# Integrated Reading & Writing Pedagogy

- Previewing
- Annotating
- Dealing with difficulty
- Constructing meaning
- Believing & doubting
- Facts & opinions
- Making inferences
- Recognizing assumptions and biases

# One Suggestion for Pedagogy

## Reading/Writing Projects

- Readings organized around an issue/topic
- Four to six weeks
- Consisting of something like the following
  - 5 to 7 articles or chapters to read
  - 4 to 6 short papers
  - a half dozen group activities
  - a video or two
  - one 3-to-4 page essay

# Reading/Writing Project on Freedom of Speech

## Getting Started: First Thoughts on “Freedom of Speech”

Writing     Defining *Speech*

Activity     Listing Exceptions to Freedom of Speech

## Why is Freedom of Speech a Core American Value?

Reading     “Speech Overview” Rodney A. Smolla

Writing     Analyzing “Speech Overview”

## The Impact of the First Amendment on an International Treaty

Reading     International Convention on the Elimination of All Forms of Racial  
Discrimination

Activity     Responding to the International Convention on the Elimination of All  
Forms of Racial Discrimination

Reading     US Senate Response to the International Convention on Racism

Writing     Explaining the Senate’s Reservation

# Reading/Writing Project on Freedom of Speech

## Freedom of Speech versus Hate Speech

Activity Defining *Hate Speech*

Reading excerpt from *The Harm in Hate Speech* Jeremy Waldron

Writing Summarizing the excerpt from *The Harm in Hate Speech*

Activity Analyzing Summaries

Reading “‘Freedom’ Is Best Response to White Supremacy Hatemongers” Gene Policinski

Activity Listing Hate Speech Arguments

Writing Alternative Responses to Hate Speech

## Free Speech on Campus

Activity What are Reasonable Limits on Students’ Freedom of Speech?

Reading AAUP Statement “On Freedom of Expression and Campus Speech Codes”

Writing Summarizing AAUP Statement “On Freedom of Expression and Campus Speech Codes”

Reading Two College Policies on Controversial Speakers

Activity Evaluating Two College Policies on Controversial Speakers

## Bringing It All Together

Essay Proposing a College Policy on Freedom of Speech

# Ten Reading/Writing Projects

7 readings

6 short writings

8 group activities

1 full-length essay



# Ten Reading/Writing Projects

Result: “Novice Experts”

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