Active Reading from Day One

Actively engage the student in applying active reading strategies to understand the text in the course information sheet (CIS). The worksheet that follows presents the instructions in an accessible format that also incorporates the use of two column notes.

Begin by helping the students to construct a purpose for the close reading of the CIS. Your questions can lead them to state something like the following: Plan and organize their responsibilities for the semester to learn in this course and adhere to the stated policies.

Sample instructions you can give the students to follow:

1. For our very first class, we will read, annotate and analyze the CIS for this class. We will work in small groups to complete the steps below. Please annotate, or write on, the CIS document that you have. There is ample room in the margins and on the reverse of each page for notes and questions.

2. It is important to annotate with a purpose. One may, for example, annotate a textbook chapter in order to prepare for a test, or annotate a journal article in order to use some of its ideas in a research paper. What is the purpose of annotating a CIS? In other words, what kind of information do you hope to acquire when you read a CIS? What do you need to remember?

3. Because it is important that you keep your CIS in a safe place, I will not collect this assignment. Rather, I will look at it during class, give you feedback on your annotations and credit you 0-20 points for your first Class Assignment.

Active Reading of the Course Information Sheet	
1. Preview	Read only the headings and bold font. Based on your preview, what sorts of assignments that you will be expected to complete? What are the policies by which you will be expected to abide?
2. Preview	Read everything that is listed, bulleted or included in a table.
3. Ask and Answer Questions about items in lists, bullets and tables	a) What is the purpose of the *Course Learning Outcomes*? Write this in the margin above or next to that list.

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	b) According to the *Grading Breakdown*, which assignments are the most important? Annotate that section with stars next to the assignments that you think matter the most.
4. Read with purpose	Remember your purpose and read the whole document.
5. Annotate with purpose	a) Number, underline or highlight any information that is important to your purpose. Do not underline or highlight entire lines of text; instead, highlight or underline only key words or phrases. b) Circle any words that are unfamiliar, so that you can look up the definitions later. c) Ask questions. Write at least five questions in the margins. • Write at least one question that asks for clarification on a policy or assignment. • Write at least one question that asks for information that is not included in the CIS. • Write at least one question that poses a hypothetical situation in which one of the policies may be tested.
6. Review	Reword at least three of the important ideas that you underlined or highlighted. Write in the margins or on the reverse side of the sheet.

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