

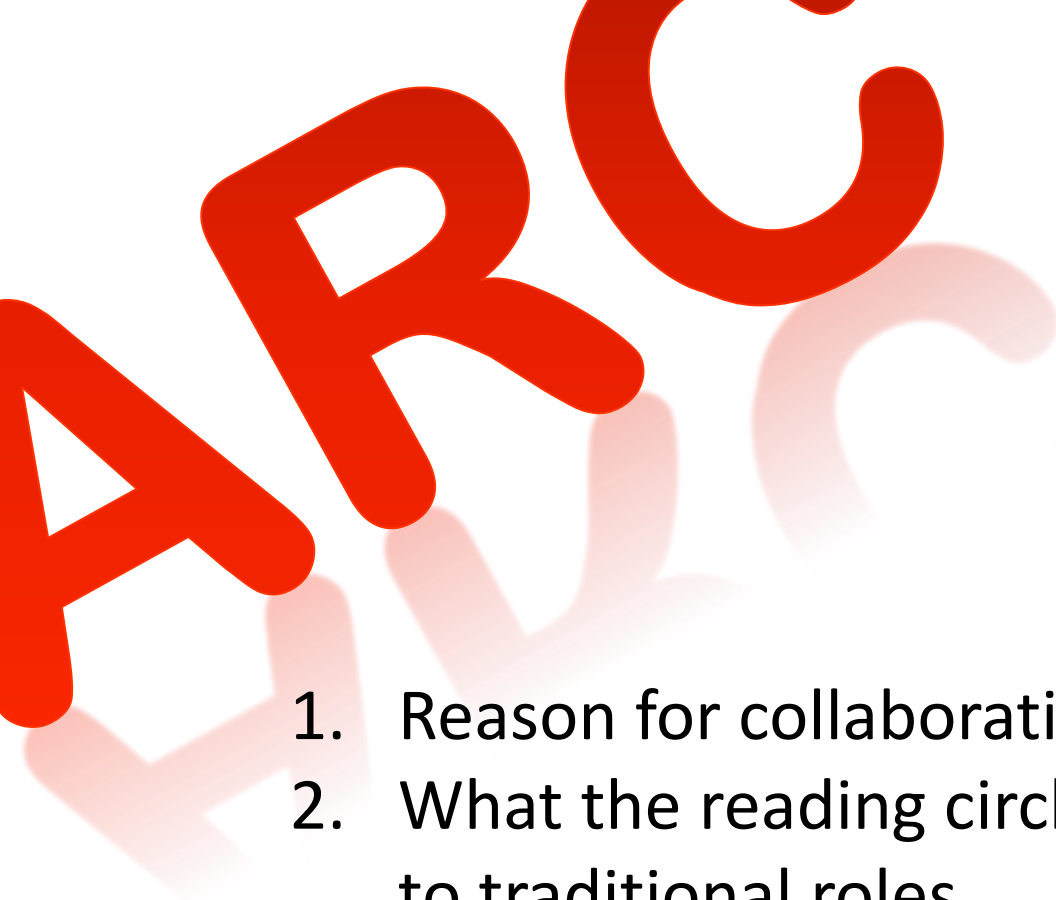


ACADEMIC READING CIRCLES (ARC)

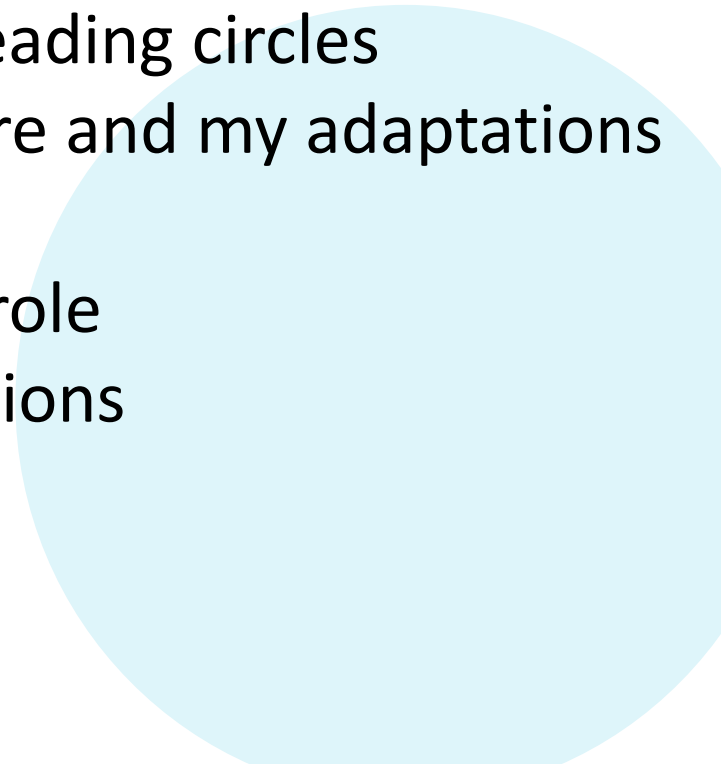
Comprehension improvement to through
Collaborative reading circles

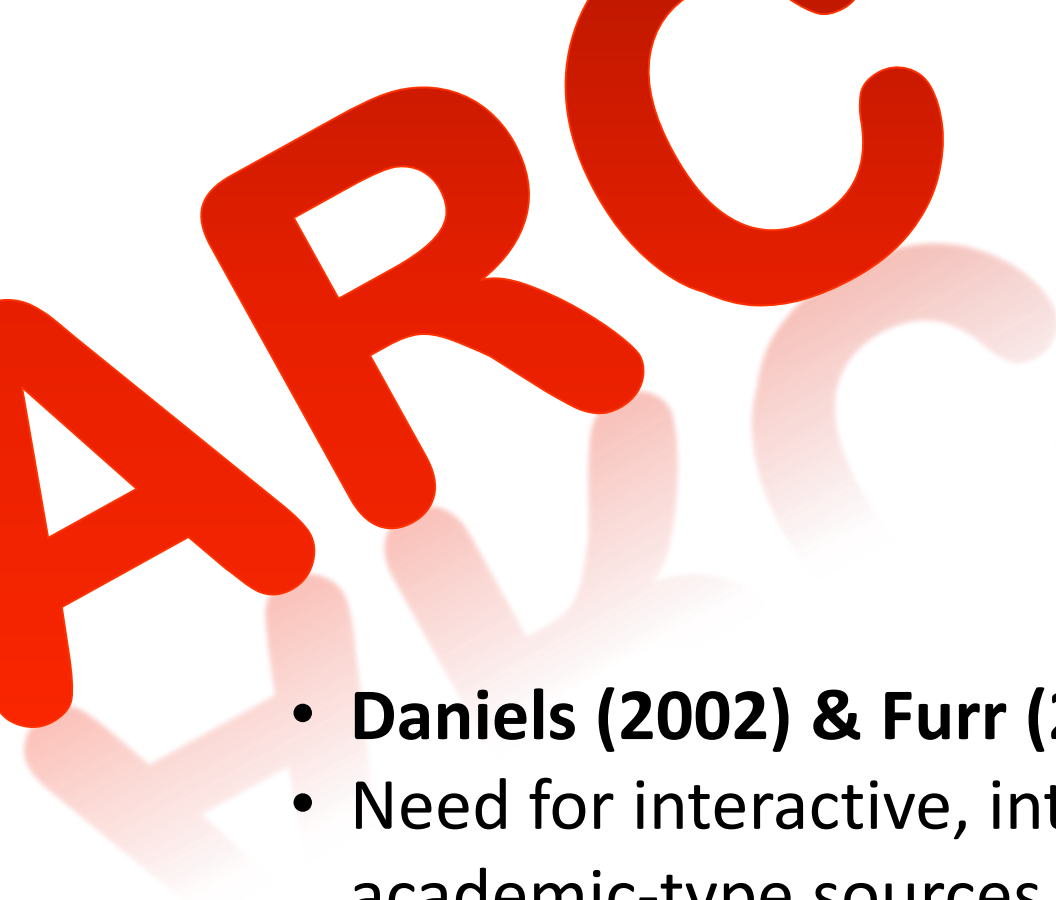


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@seburnt
4C – <http://fourc.ca>

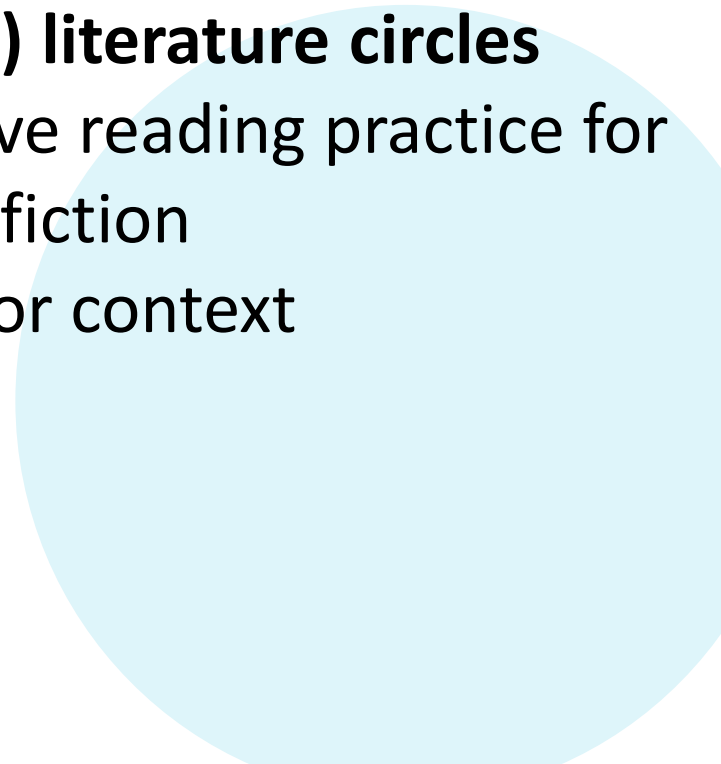


1. Reason for collaborative reading circles
2. What the reading circles are and my adaptations to traditional roles
3. Practical example of each role
4. In-class discussion interactions
5. Hands-on sample





- **Daniels (2002) & Furr (2004) literature circles**
- Need for interactive, intensive reading practice for academic-type sources, not fiction
- Adaption to roles required for context



AARC BASICS

Theory	Individual roles
By focusing on individual reading tasks on a text, when sharing what they've discovered, learners gain a deeper, interactive understanding of that text than they could have individually.	Discussion leader
	Contextualiser
	Visualiser
	Summariser
	Connector
	Highlighter

ARRC BASICS

Timeline	Sample timeline	
Considerations: <ul style="list-style-type: none">• Time to do main reading once over individually• Time to do main reading intensively using assigned role• Time to do extra work associated with roles (e.g. research, create handouts, extended readings, etc.)	Mon, May 7	Assign main text and individual roles
	Wed, May 9	Source and make extended readings available
	Fri, May 11	In-class reading circle discussion
	Wed, May 16	Report due
	Mon, May 21	Assign next main text and new individual roles

AARC

DISCUSSION LEADER



ARC

DISCUSSION LEADER

A Memony blablen got a miggeloth boop that lurfed blable nammered \$201,000. It was no fizzle. The blablen has blablen's two zexis on her rippy.

How many zexis does the Blablen have?

ARC

DISCUSSION LEADER

A Memony blablen got a miggeloth boop that
lirfed blable nammered \$201,000. It was no
fizzle. The blablen has blablen's two zexis
on her rippy.

Do you know **these words?**

ARC

DISCUSSION LEADER

1. What two physical challenges do the zexis have?
2. How do they more easily fojoop?
3. Is that usually a premp? Why or why not?
4. Where were they cacciling?
5. What quent them \$2000? Why?
6. In the end, what did T-Miggeloth do to the blablen's boop?
7. How long did they give the blablen to sevo?
8. Why is it easiest for the zexis to text?
9. How would nekling to a plodderith rippy have solved this problem?
10. If the boop was eefizzle, why do you think T-Miggeloth spacked the boop down?



ARC

CONTEXTUALISER

Context
is important.

ARC

CONTEXTUALISER

AARC

CONTEXTUALISER

People, places or events that the author mentions but doesn't elaborate much for the reader.

1. Identify contextual references
2. Separate useful from irrelevant
3. Learn more info to understand author's point

AARC

CONTEXTUALISER

Occupy Wall Street: what would Gandhi say?

What two references does Gupta mention that support her point, are not elaborated on and would be useful for students to learn more about?



... Here are just two of hundreds of acts that could be opened up as public possibilities. Vets returning from Iraq and Afghanistan often say they just want to be listened to and know their experience is honoured by attention at home. ... Shelters for the homeless are often so dirty and dangerous that the street is preferable. This would be a lot less possible if neighbourhoods or corporations or colleges organized their members to clean and monitor a shelter for a few hours each week. These actions at the bottom may seem small right now. Gandhi's Salt March to the sea when he defied the English salt-making monopoly by leading thousands to collect and make their own salt must have seemed small then. Rosa Parks refusing to change her seat on a bus must have also seemed small at that time.

AARC

CONTEXTUALISER

Occupy Wall Street: what would Gandhi say?

What two references does Gupta mention that support her point, are not elaborated on and would be useful for students to learn more about?

Maritime museum seeks funds for gunboat study

1. Useful references for better comprehension

2. Irrelevant info for comprehension would be found

AARC

CONTEXTUALISER

Maritime museum seeks funds for gunboat study

1. Useful references for better comprehension

Spitfire

The film itself

Benedict Arnold

The battle of Valcour

2. Irrelevant info for comprehension would be found

Vermont Public Television

Art Cohn

New York (boat)

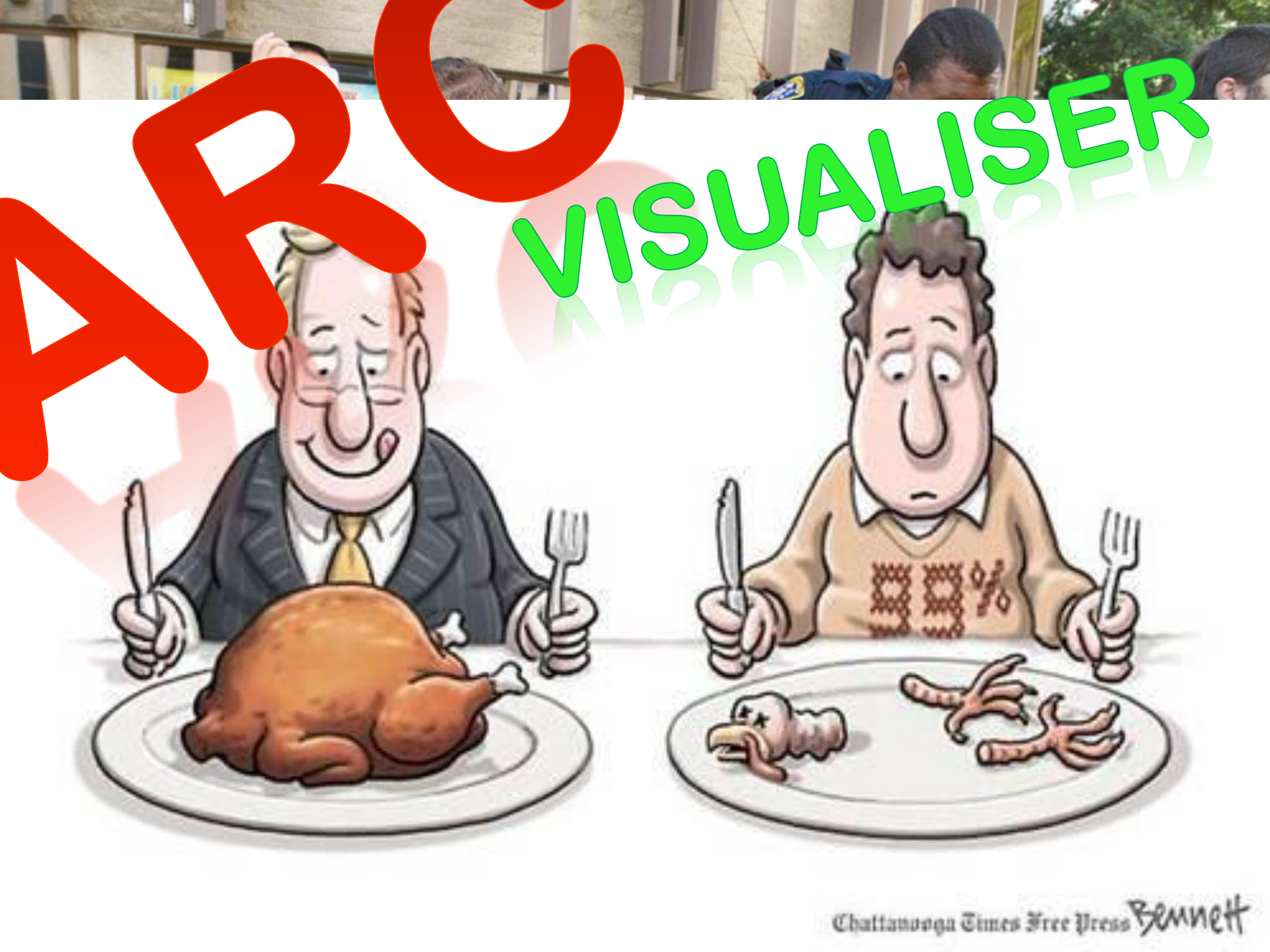


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VISUALISER

Organise information from the reading graphically to help others understand it in a different way. This can be taken from other sources (if cited) or created originally.

Good ones	Pitfalls
<ul style="list-style-type: none">•Photos that encapsulate key ideas•Videos that show the reality of the situation•Satirical cartoons that demonstrate the key concepts•Timelines that show events in chronological order•Charts or graphs that put stats into a visual	<ul style="list-style-type: none">•Photos, photos, photos!•Lack of explanation•Forgetting the source

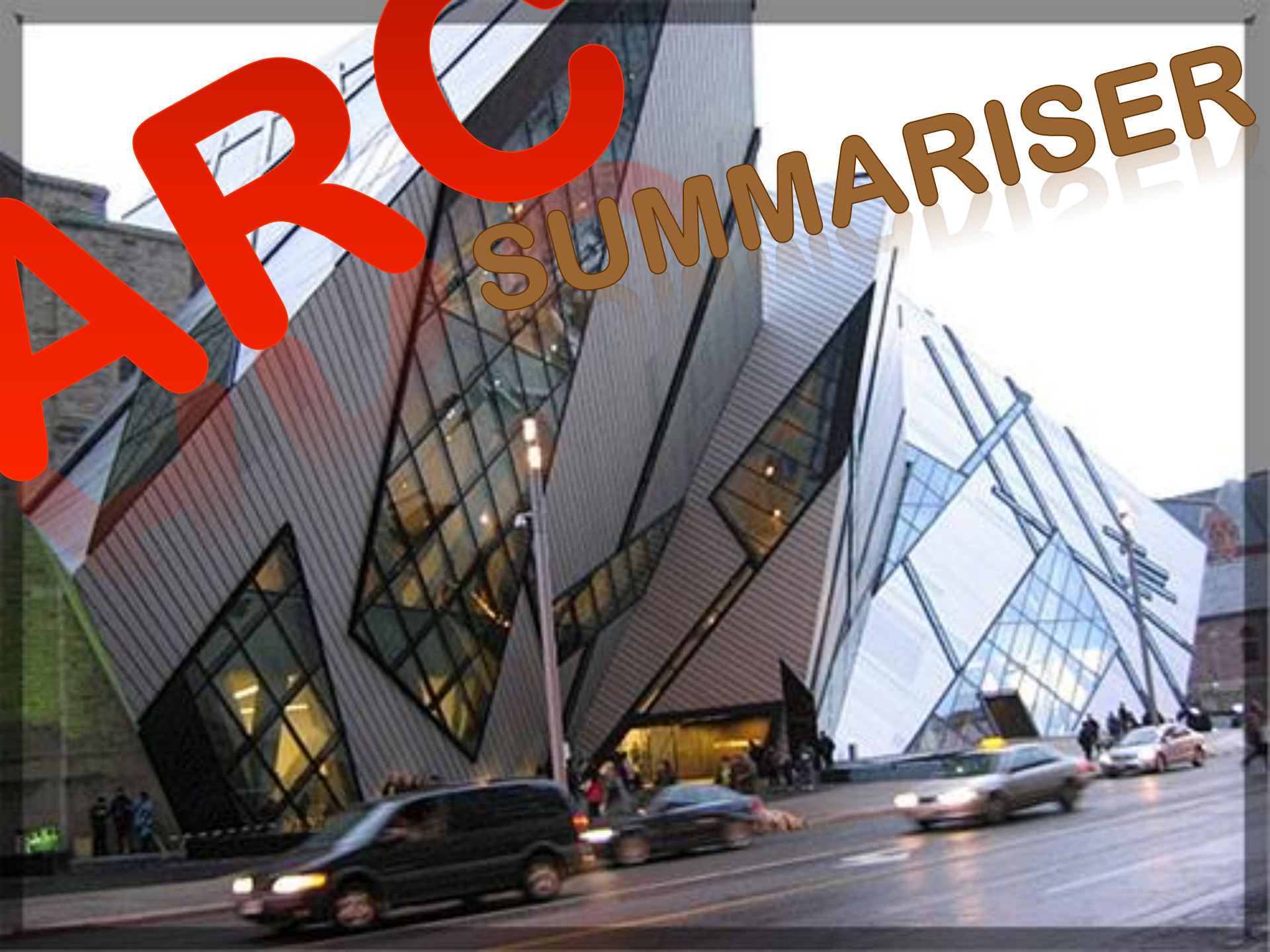


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VISUALISER

ARCC VISUALISER

Arab Spring Timeline



ARC

SUMMARISER

ARC SUMMARISER

A multitude of pathways to youth addiction

- *Several reasons for becoming an addict, not just playing*
- *Personality, physical, psychological*
- *Characteristics of youth gamblers compared to other youth*
- *Other problems that exist before gambling*

Supporting point

“Young gambling addicts are found to be more impulsive, excitable, extroverted, anxious, self-blaming and emotionally unstable than young non-gamblers.”



ARC

CONNECTOR



ARC CONNECTOR

Schlesinger refers to a time in Guatemala's history when 72% of its land was owned by 2% of the population (par. 4). In what way does this ratio look familiar?

Schlesinger discusses connections between Arbenz and communists in terms of a 'guilty by association' concept (par. 6), which means that who you know or have some connection to, no matter how minor, influences others' opinions of you, either positively or more often negatively. Where else do we see this type of false logic when dealing with the opinions of others?

ARC CONNECTOR

- A series of extended, thematically-related texts for student choice
- Student-sourced extra readings
- A devil's advocate reading
- Show significance to lecture topics
- Relate it to personal experience

AARC

HIGHLIGHTER

Highlighter role tasks	
Unknown	Choose 7 – 10 key words that are unknown; learn them and compose a creative way of teaching them to your partners
Topical	Group words used in the text by meaningful category
Family	Find word families that authors use in the text, create a chart with them and fill in the gaps
Collocation	Identify collocated phrases in the text
Bias	Look for words that demonstrate author bias
Discourse	Highlight discourse markers and identify their antecedents

ARC
HIGHLIGHTER

There has been a curious bout of revisionist history in recent weeks criticizing the U.S. decision not to "finish the job" during the 1991 Gulf War and overthrow the Iraqi government of Saddam Hussein. With such a lopsided victory in the six-week military campaign, these right-wing critics argue the U.S. could have easily marched into the capital of Baghdad and ousted the dictator.

Zunes, Stephen. Why the U.S. did not overthrow Saddam Hussein. Foreign Policy in Focus. November 1, 2001. Available at [http://www.fpif.org/articles/why the us did not overthrow saddam hussein](http://www.fpif.org/articles/why_the_us_did_not_overthrow_saddam_hussein) [last accessed March 3, 2012].

ARC

UNKNOWN

There has been a curious **bout** of **revisionist** history in recent weeks criticizing the U.S. decision not to "finish the job" during the 1991 Gulf War and overthrow the Iraqi government of Saddam Hussein. With such a **lopsided** victory in the six-week military campaign, these right-wing critics argue the U.S. could have easily marched into the capital of Baghdad and **ousted** the dictator.

Zunes, Stephen. Why the U.S. did not overthrow Saddam Hussein. Foreign Policy in Focus. November 1, 2001. Available at http://www.fpif.org/articles/why_the_us_did_not_overthrow_saddam_hussein [last accessed March 3, 2012].

APRC TOPICAL

There has been a curious bout of revisionist history in recent weeks criticizing the U.S. decision not to "finish the job" during the 1991 Gulf War and overthrow the Iraqi government of Saddam Hussein. With such a lopsided victory in the six-week military campaign, these right-wing critics argue the U.S. could have easily marched into the capital of Baghdad and ousted the dictator.

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ARC FAMILY

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ARC COLLOCATION

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ARC DISCOURSE

There has been a curious bout of revisionist history in recent weeks criticizing the U.S. decision not to "**finish the job**" during **the 1991 Gulf War** and overthrow the Iraqi government of Saddam Hussein. With such a lopsided victory in **the six-week military campaign**, these right-wing critics argue the U.S. could have easily marched into the capital of Baghdad and **ousted the dictator**.

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Video

- Teacher arranged groups of 4 – 5
- New roles for each student each text change
- Teacher largely observer

ARC INTERACTIONS

Group report	Reflection paper
<ul style="list-style-type: none">• Report for each role for that period• Includes handout• Includes ~250 paragraph with information related to each role	<ul style="list-style-type: none">• How did your opinion develop on the topic over the course of this reading circle?• What part of your role did you find challenging?• How would you rate your interest in this role?• What advice would you give the next X?

References

- *\$201,000 cellphone bill charged after trip to Canada (original)*
<http://www.cbc.ca/news/technology/story/2011/10/19/technology-cellphone-bill.html>
- Cartoon out of context
<http://pleated-jeans.com/2012/02/10/32-out-of-context-cartoons/>
- *Occupy Wall Street: what would Gandhi say? (original)*
<http://www.guardian.co.uk/commentisfree/cifamerica/2011/dec/21/occupy-wall-street-gandhi>
- *Maritime museum seeks funds for gunboat study (original)*
<http://www.addisonindependent.com/200805maritime-museum-seeks-funds-gunboat-study>
- The Illusion of Choice
<http://www.logodesignlove.com/the-illusion-of-choice>
- Occupy Wall Street photos
<http://02varvara.wordpress.com/2011/10/>
- Occupy Wall Street satirical cartoon
<http://arcticcompass.blogspot.ca/2011/11/whats-with-occupy-wall-street-crowd.html>
- Royal Ontario Museum
http://www.searchingtorento.com/pictures/toronto-museums/royal-ontario-museum/2144266465_08277478e2/
- *Gambling addictions: An increasing hazard among youths (original)*
“High Stakes: The Rising Cost of America's Gambling Addiction”, ed. by Sam Skolnik
- Toronto Remix Photos
<http://www.flickr.com/photos/49576548@N05/>
- *Ghosts of Guatemala's Past (original)*
<http://www.nytimes.com/2011/06/04/opinion/04schlesinger.html>
- *Why the U.S. Did Not Overthrow Saddam Hussein (original)*
http://www.fpif.org/articles/why_the_us_did_not_overthrow_saddam_hussein

Further links

- Read more about ARC
(introduction, interactions, practical example)
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