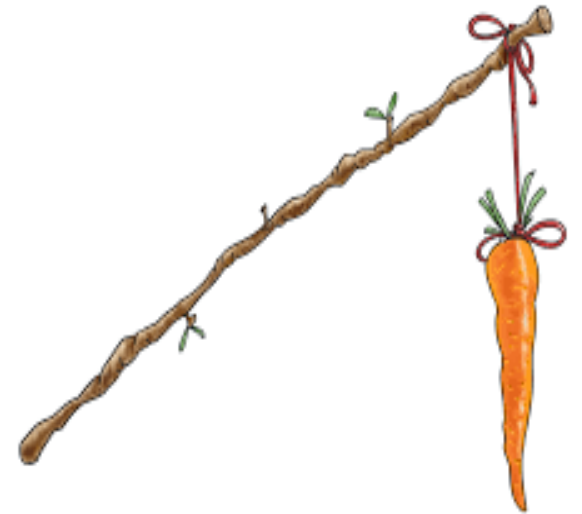


The Carrot, Not the Stick: Help Students in Any Discipline “Do the Reading”



Lana Myers, English Professor
Faculty Resource Center Presentation // March 24, 2026

Raison d'être – Sabbatical Project

Goal 1:

Stimulate and enrich students' reading comprehension and endurance across the campus by providing faculty with a significant collection of diverse reading strategies.

Goal 2:

Empower faculty, who do not normally teach reading strategies, to incorporate one, or more, of the reading strategies into their current course content.

Goal 3:

Underscore the merits of reading comprehension and endurance in higher education.



Reading as a Salve for . . . Everything

"Reading is an active, imaginative act; it takes work." - Khaled Hosseini

- Research indicates "Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions" (qtd. in Van Bergen et al.).
- Ricardson and Eccles echo the link between reading and success in their research noting ". . . measures of reading proficiency and literacy abilities have been shown to predict high school completion, degrees earned, adult income and occupational status" (1).
- According to a Global Education Monitoring Report produced by UNESCO, "if all the world's children could be taught how to read, 171 million people would be lifted out of poverty without any further intervention" ("World Poverty").
- The report further explains "Education provides skills that boost employment opportunities and incomes while helping to protect people from socio-economic vulnerabilities" ("World Poverty").

Five Reading Strategies Across the Curriculum

- 1) **Activate Schemata** - History
- 2) **Science Concept Maps** - Botany
- 3) **Partial Notes – Online Classes** - Psychology
- 4) **Reading Guides** - Philosophy
- 5) **Take Ten Minutes – Information Systems**

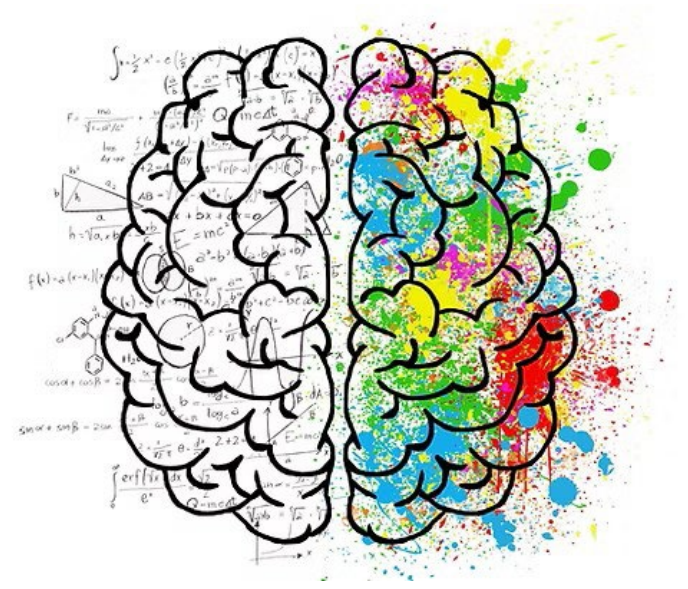


Reading Strategy 1

Activate Schemata

Activate Schemata

- In *Bridging the Gap: College Reading*, Brenda Smith suggests that students activate schemata before they begin reading a text. She describes a schemata as “. . . a computer chip in your brain that holds all you know on a subject” (76).
- She argues that it is “. . . easier to understand a passage if you already know something about the topic” (Smith 76).
- Students may surprise themselves as they activate schemata on topics they, initially, think they have very little knowledge about.



Smith, Brenda D. *Bridging the Gap: College Reading*. Sixth edition. Addison-Wesley Educational Publishers, Inc., 2000, pp. 76.

Activate Schemata (Continued)

Take Notes: What do I already know about America's War for Independence 1175-1783?

1) Notes: _____

2) Notes: _____

3) Notes: _____

Corbett, Scott P. et al. U.S. History. OpenStax. Rice University. https://assets.openstax.org/oscms-prodcms/media/documents/US_History_-_WEB.pdf. 2014.

America's War for Independence, 1775-1783

6



FIGURE 6.1 This famous 1819 painting by John Trumbull shows members of the committee entrusted with drafting the Declaration of Independence presenting their work to the Continental Congress in 1776. Note the British flags on the wall. Separating from the British Empire proved to be very difficult as the colonies and the Empire were linked with strong cultural, historical, and economic bonds forged over several generations.

CHAPTER OUTLINE

- 6.1 Britain's Law-and-Order Strategy and Its Consequences
- 6.2 The Early Years of the Revolution
- 6.3 War in the South
- 6.4 Identity during the American Revolution

INTRODUCTION By the 1770s, Great Britain ruled a vast empire, with its American colonies producing useful raw materials and profitably consuming British goods. From Britain's perspective, it was inconceivable that the colonies would wage a successful war for independence; in 1776, they appeared weak and disorganized, no match for the Empire. Yet, although the Revolutionary War did indeed drag on for eight years, in 1783, the thirteen colonies, now the United States, ultimately prevailed against the British.

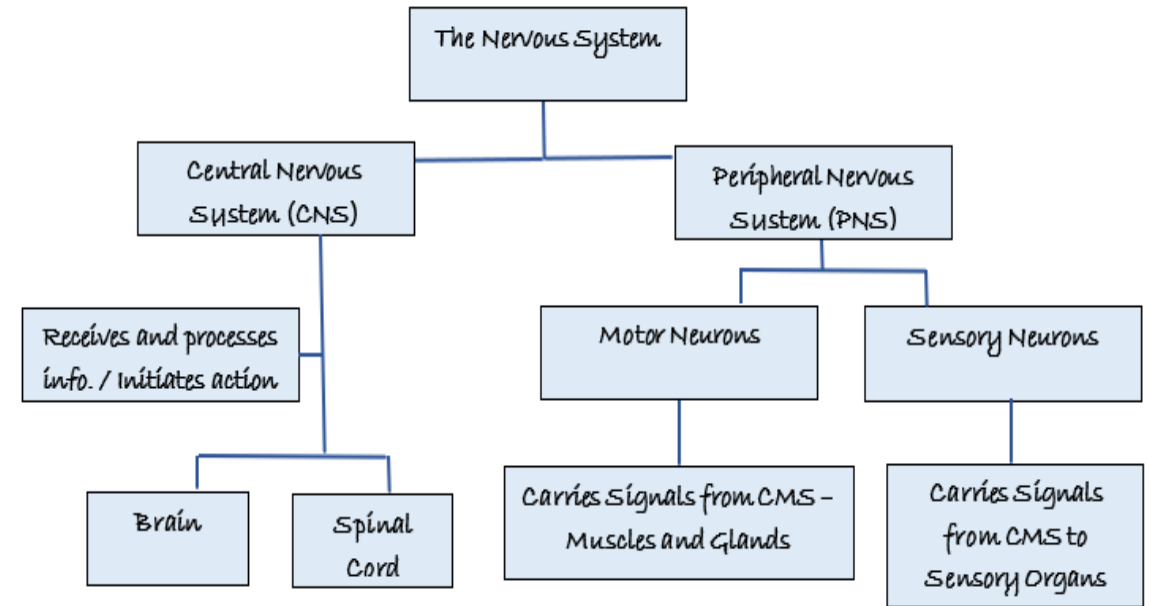
The Revolution succeeded because colonists from diverse economic and social backgrounds united in their opposition to Great Britain. Although thousands of colonists remained loyal to the crown and many others preferred to remain neutral, a sense of community against a common enemy prevailed among Patriots. The signing of the Declaration of Independence (Figure 6.1) exemplifies the spirit of that common cause. Representatives asserted: "That these United Colonies are, and of Right ought to be Free and Independent States: that they are Absolved from all Allegiance to the British Crown. . . . And for the support of this Declaration. . . . we mutually pledge to each other our Lives, our Fortunes and our sacred Honor"

Reading Strategy 2

Science Concept Maps

Science Concept Maps

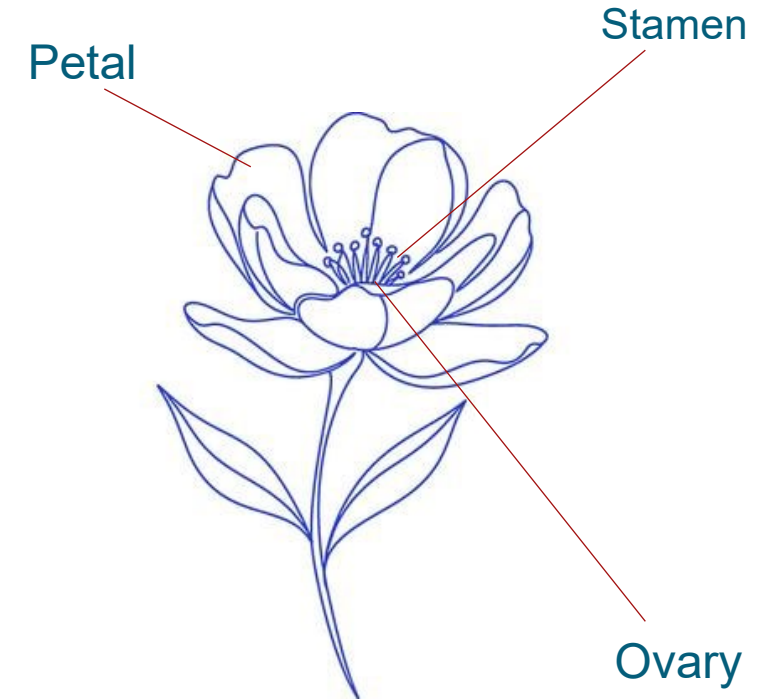
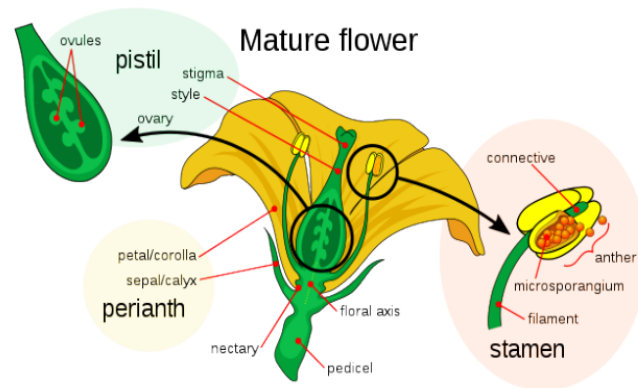
- In *College Success Strategies* by Sherrie Nist-Olejnik and Jody Holschuh, the authors suggest students create concept maps in science courses (199).
- They note "As you read a chapter [in a science book], fill in your concept map with the important scientific processes" (Nist-Olejnik and Holschuh 199).



Nist-Olejnik, Sherrie, and Jodi Holschuh. *College Success Strategies*. Third edition, Pearson Longman, 2009, pp. 199.

Science Concept Maps (Continued)

- In one example, a science concept map could be created in a Botany course for the parts of a mature flower.
- The concept map could be a drawing composed by the student or a series of shapes.



Michaels, Tom, et al. *The Science of Plants: Understanding Plants and How They Grow*. University of Minnesota Libraries Publishing. 2022.

Reading Strategy 3

Partial Notes – Online Classes

Partial Notes – Online Classes

- In *Small Teaching Online: Applying Learning Science in Online Classes*, Flower Darby and James Lang recommend providing online students with partial notes for readings and/or lecture materials (169).
- Giving them partial notes "Helps them build accurate connections without simply handing them an already completed network and without leaving them to devise the organizational principles of the material on their own (which, as novice learners, they will have trouble doing" (Darby and Lang 169).



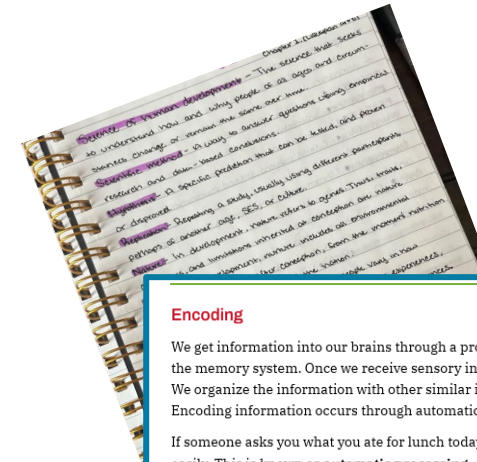
Darby, Flower and James M. Lang. *Small Teaching Online: Applying Learning Science in Online Classes*. First edition, Jossey-Bass, 2019. EBSCOhost, research.ebsco.com/linkprocessor/plink?id=704148a7-2f39-304a-9a60-fe2e94e2ee3b, pp. 169-170.

Partial Notes – Online Classes (Continued)

Instructions for Partial Notes from Darby and Lang:

1. In the Learning Management System (LMS), instructors should post a partially complete .PDF file of lecture notes, or notes from the weekly reading.
2. Encourage (or require) students to print the file and fill in the gaps with hand-written notes.
 - The first time they complete this activity in your online class, point students to the research on how writing notes by hand leads to better retention of material than typing notes on a keyboard.
3. When the notes are complete, ask students to take a picture of their completed notes and upload them to a drop box in the LMS.

Speilman, Rose. et al. *Psychology 2e*. OpenStax. Rice University. https://assets.openstax.org/oscms-prodcms/media/documents/Psychology2e_WEB.pdf. 2020.



Encoding

We get information into our brains through a process called **encoding**, which is the input of information into the memory system. Once we receive sensory information from the environment, our brains label or code it. We organize the information with other similar information and connect new concepts to existing concepts. Encoding information occurs through automatic processing and effortful processing.

If someone asks you what you ate for lunch today, more than likely you could recall this information quite easily. This is known as **automatic processing**, or the encoding of details like time, space, frequency, and the meaning of words. Automatic processing is usually done without any conscious awareness. Recalling the last time you studied for a test is another example of automatic processing. But what about the actual test material you studied? It probably required a lot of work and attention on your part in order to encode that information. This is known as **effortful processing** (Figure 8.3).



FIGURE 8.3 When you first learn new skills such as driving a car, you have to put forth effort and attention to encode information about how to start a car, how to brake, how to handle a turn, and so on. Once you know how to drive, you can encode additional information about this skill automatically. (credit: Robert Couse-Baker)

What are the most effective ways to ensure that important memories are well encoded? Even a simple

Reading Strategy 4

Reading Guides

Reading Guides

- In *Teaching at Its Best: A Research-Based Resource for College Instructors* by Zakrajsek and Nilson, they encourage faculty to “. . . give a purpose for the readings we assign” (264).
- They explain that purposes should: “. . . seek answers to questions, and the best questions are faculty’s own study questions” (Zakrajsek and Nilson 264).
- If instructors develop their own questions, they define the purpose for the reading and “direct students’ attention to what we deem important” in the readings (Zakrajsek and Nilson 264).



Zakrajsek, Todd, and Linda Burzotta Nilson. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Jossey-Bass, a Wiley Imprint, 2023, pp. 264.

Reading Guides (Continued)

- Some general, reading guide questions are provided by Zakrajsek and Nilson to the right.
- Reading guides are more effective when they are specifically tailored to the assigned text.
- Using reading guides developed by the instructor encourages the close application and synthesis of the reading material.

Smith, Nathan. *Introduction to Philosophy*. OpenStax. Rice University. https://assets.openstax.org/oscmsprodcms/media/documents/Introduction_to_Philosophy-2022.

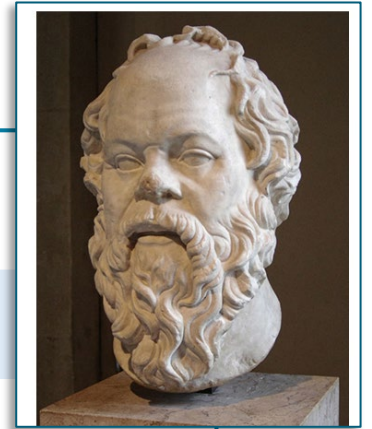
1 What is the author's position or claim?

2 What are the main arguments given in support of this position or claim?

3 What evidence or data does the author furnish to support their position or claim? Give examples.

4 Evaluate the author's case, identifying:

- a. Any questionable evidence or data
- b. Missing information
- c. Flaws in logic or analysis.



Reading Strategy 5

Take Ten Minutes

Take Ten Minutes

- Amelia Leighton Gamel's book, *Help My College Student Can't Read*, suggests that instructors embed a 10-minute reading strategy into several class meetings.
- She notes "Even relatively strong readers now need strategies to be able to identify and clean the most relevant information from texts in the shortest amount of time and to be able to understand, to retain, and to use information" (Gamel xiv).
- The strategies can be applied separately or combined.

Gamel, Amelia Leighton. *Help! My College Students Can't Read: Teaching Vital Reading Strategies in the Content Areas*. Rowman and Littlefield, 2015, pp. 166.



Take Ten Minutes (Continued)

Take Ten Minutes

Strategy 1 - 10 Minutes

When handing out articles/texts, ask student to write a **prediction** at the top of the page indicating what the text will be about based on the title; the first, few sentences of paragraph 1; headings; and/or any graphics. Predicting content will access prior knowledge.

Strategy 2 - 10 Minutes

Also, ask students to write the **purpose** for reading the article or text. In other words, the reason for the reading or what they think the author wants them to know. If students know what they are looking for, their brains will help them find it.

Strategy 3 - 10 Minutes

Ask the students to write their **questions** in the margins as they read. At the end of class, use the last 10 minutes for students to share their questions aloud. Others might be able to provide answers. This will encourage students to be aware of their questions, to clarify them, and to search for answers as they read.

Strategy 4 - 10 Minutes

Ask students to write **connections** to the text in the margins as they read. At the end of class, ask students to share their connections aloud, or in writing, and discuss how their connections helped them construct meaning within the text.

Strategy 5 - 10 Minutes

Ask students to **cross out any unnecessary information** they read. This will create the potential for more focused reading by helping them to determine what is important and by keeping extraneous material from muddying the waters as they think through the text.

Strategy 6 - 10 Minutes

Each time you assign a chapter, show your students (using the doc cam and text) what you would pay attention to in the text and what you might **read, scan, or skip.**

Strategy 7 - 10 Minutes

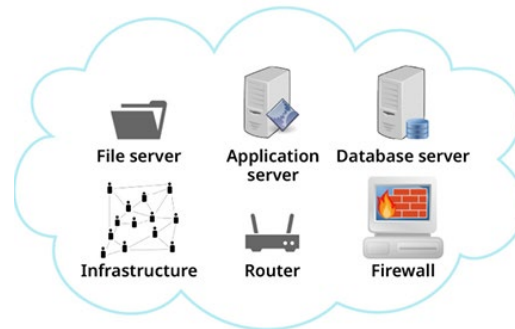
Instructors should choose an important paragraph (or even just four or five sentences) to read aloud and then jot down a couple of **bullet points** of things they find important in the passage and why. This action will serve as a model for students and help them discern the most salient parts of a text.



Take Ten Minutes (Continued)

• Strategy 6 – Ten Minutes

- Each time you assign a chapter, show your students (using the doc cam and text) what you would pay attention to in the text and what you might **read, scan, or skip**.



Read

7.1 Fundamentals of Cloud Computing

Learning Objectives

By the end of this section, you will be able to:

- Define cloud computing and its relevance to the organization
- Compare and contrast cloud computing and in-house hosting
- Discuss the role of information systems professionals in cloud computing

The application of cloud computing offers businesses the ability to add, expand, or modify systems to be used in accounting, human resources, and daily operations. Consider Google Drive, for example, which a user can access from their smartphone to create and save a document. That user can then allow another user to access and modify that document from another device. Google Docs also allows multiple people to work together within the same document at the same time. Such advantages give cloud computing the ability to help an organization work more effectively and efficiently.

Cloud Computing and Its Relevance to the Organization

Consider a situation in which an organization is faced with the need to rapidly expand a new product line, which could increase the company's competitive advantage in their industry. What is the timeline to purchase physical equipment and install, configure, implement, and support the needed resources, including human resources? Depending on the organization's purchasing requirements, it could be a minimum of thirty days to push a purchase order through, if funding is available. Depending on the amount of equipment ordered, delivery may take forty-five to sixty days or more. Once the equipment is received, there is the configuration and implementation aspect of the project. This step depends on the abilities of the staff and whether there are special application requirements, testing, or piloting of the resources.

Take the same project and consider how it may look different if it is planned and executed in the context of **cloud computing**, often referred to simply as "the cloud," which is information technology (IT) resources that are available through the internet on an on-demand or pay-as-you-go basis without the users needing to manage it. The organization would need a **cloud provider**, a company that provides on-demand services such as data storage, applications, and infrastructure in a platform accessible through the internet. Once the organization has a cloud provider, it then becomes a **cloud consumer**, which is an entity that uses and maintains access to the computing resources of a cloud provider. The organization can use the cloud provider's portal to order, build, configure, and implement the needed **infrastructure**, which is the facility and system used to support an organization's operations. The organization can then use a portal to complete the same build, configuration, software installation, testing, and piloting to be accomplished in the physical environment (Figure 7.2).

Skip

Scan

Raisinghani, Mahesh. *Foundations of Information Systems*. OpenStax. Rice University.

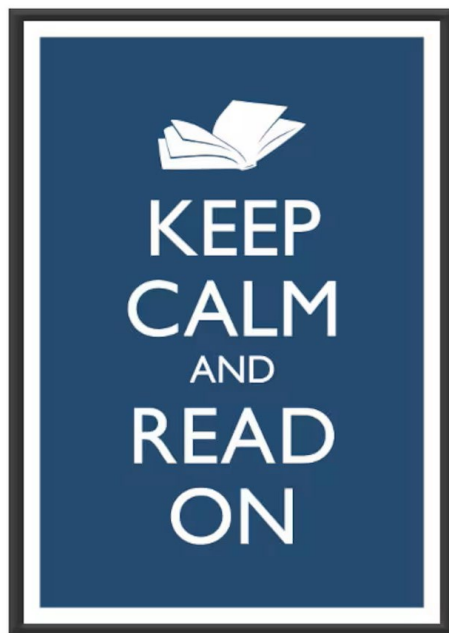
<https://assets.openstax.org/oscms-prodcms/media/documents/>

Foundations_of_Information_Systems_-_WEB. 2025.

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- Van Bergen, Elsje et al. "Literacy Skills seem to Fuel Literacy Enjoyment, Rather than Vice Versa." *Developmental Science*. Vol. 26, 2023. doi:10.1111/desc.13325.
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- Zakrajsek, Todd, and Linda Burzotta Nilson. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Jossey-Bass, a Wiley Imprint, 2023, pp. 264.

Thank you for your time and attention!



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