***Reading***

**Definition**

Reading is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” ([Snow et al.](http://www.rand.org/pubs/research_briefs/RB8024/index1.html), 2002). Texts “must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning” (AAC&U VALUE Reading rubric).

**Rationale and Intent**

Fitchburg State University is committed to supporting and promoting our undergraduates as readers. “Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship, to say nothing about readers who are either not as strong or experienced,” the authors of the AAC&U VALUE rubric for reading claim. In consequence, we have identified Reading as one of the foundational learning outcomes for our general education curriculum and have structured the First-Year Experience (FYE) seminar so that Reading is one of its primary learning outcomes. To ensure that students have the opportunity to further develop foundational learning goals throughout their general education curriculum, courses designated as a Critical and Creative Thinking across the Disciplines (CCTAD) course must include at least one of these goals as a secondary skill. Reading may therefore be selected as one of the secondary skills in the CCTAD.

**Goal**

Fitchburg State University students will read to extract and construct meaning through interaction and involvement with written language and other media.

**Potential Course Objectives**

The objectives below are recommended as models for general education course syllabi. The list is not meant to be complete. Faculty should feel free to adopt these as course objectives, or they may develop their own.

* Recognize and use features of a text to build a more advanced understanding of the meaning of a text.
* Define the strategies required to work effectively through different sorts of texts.
* Vary reading processes according to reading purpose.
* Apply metacognitive reading strategies to monitor comprehension.
* Persist through ambiguity and deploy active reading strategies to resolve confusion.
* Identify interconnections between text and visuals to build and support comprehension.
* Construct the meaning of a text or part of a text based on textual and contextual information.
* Ask clarifying questions about the meaning of a text.
* Build knowledge of the context in which a text was written.
* Search intentionally for relationships in the text.
* Ask questions that challenge the assumptions or claims of the text.
* Explain the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it.
* Discern the level of importance or abstraction of textual elements and synthesize big and small pieces as parts of the whole meaning.