

Tutoring Reading in the Hume Center for Writing & Speaking

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Workshop Goals

- Reflect on what we're already doing to support student reading skills
- Review reading pedagogies that may inspire you to do more
 - Focus on defining rhetorical reading and implementing it in the writing and speaking tutorial

The biggest challenge of [tutoring] reading is that it is invisible – how can we make it visible?

- Robert Scholes (2002)

- How is reading connected to writing and speaking in your tutorials?
- What writing or speaking issues are also reading issues?

Some reading pedagogies

- Reading Like a Writer/Speaker
- Reading Critically
- Reading Mindfully
- Reading Rhetorically

Group brainstorm

- How can we help students read rhetorically in the writing and speaking tutorial (if, in fact, this is something we want to do)?

Conceptual Takeaways

- Which texts to read → How to read
- Reading n. → Reading v.
- Reading is not simply a matter of decoding, it actively constructs meaning
- Reading to compose

Generalize rhetorical reading

- Help students become aware of reading strategies that transcend disciplines
 - Reading for audience, purpose, and genre
 - Reading for one's purposes, as a rhetor
 - Skimming
 - Close Reading
 - Annotating, etc.
- . . . as well as strategies that are discipline specific