

JOIN THE CONVERSATION: Teaching Students to “Cook”: Promoting Reading in the First Year Experience Course

Editor Note:

This article is the first of a two-part series. The second part, "Teaching Students to 'Cook': Promoting Writing in the First Year Experience Course," by Charlene Eberly & Patsy A. Self Trand, will be presented in "Join the Conversation" segment of TLAR's Spring 2010 issue.

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Abstract

The current trend in First Year Experience (FYE) courses is to add critical thinking through reading and writing. Research now suggests this design for a learning strategy based FYE course improves retention rates. This paper provides methods of incorporating critical thinking through reading and learning into the FYE course curriculum through a common reading lesson plan and a sample lesson plan that teaches the four vectors of critical thinking through reading and learning. Student responses to the lessons indicate usefulness for college success.

The First Year Experience (FYE) course or freshman seminar emerged in the late 1800s as a way to address the high percentage of freshmen who either “crashed and burned” or simply failed to thrive in college (Hodges & Agee, 2009). As was true then, the lack of early success in college is a strong predictor of attrition. Yet, the FYE course faded away until about 30 years ago when universities resurrected it in the face of affirmative action, 10% waiver enrollment policies, enrollment quotas (Self, 1997) and open enrollment. Administrators sought to enhance the academic experience of the new students they were admitting. For the next several decades, these courses mainly served as a means to transition students from high school to college (Keup & Barefoot, 2005). In 2002, the alarm was sounded when it was reported that more than 30% of first year students did not return for their second year of college (Smith, 2002, as cited in Mansfield, Pinto, Perente & Worton, 2004) and only 40% are reported to have actually

completed their degrees (Newby, 2002, as cited in Mansfield et.al., 2004). This data sent shockwaves throughout academia and the FYE courses began to adopt another objective: retention.

Today, the FYE course is standard practice at most colleges and universities. A national survey by the National Resource Center for the First Year Experience and Students in Transition (as cited in Keup & Barefoot, 2005) reports 70% of higher education institutions now offer FYE courses. Although FYE courses are still focused on improving the transition from high school to college, they are inextricably linked to retention (Keup & Barefoot, 2005).

Institutions of higher education are seeking to redesign and to add to the existing FYE course curriculum in ways that emphasize critical thinking, an academic foundational skill. Along with writing, critical reading or the ability to read and think analytically about written content is vital for academic success. It is "...not about filling a pail but lighting a fire" (Yeats, as cited in Evenbeck & Hamilton, 2006, p.17). In other words, colleges must do more than feed freshmen; they must teach them to cook.

Background

Academic Socialization Interventions and Learning Strategies Interventions

While the FYE course's value is generally recognized, its format and content vary widely. FYE courses vary in instructional practices; hours or credits associated with the course; course objectives or learning outcomes; involvement of or connections to learning communities; residential and commuter life activities; and the amount of service learning (Barefoot, 1992). Despite variations, Ryan and Glenn (2004) report that most FYE courses fall into one of two categories: academic socialization or learning strategies.

The academic socialization approach is an extended-orientation model while the learning strategy approach is an academic support model. Neither model has changed radically since its inception. Although this paper recognizes both approaches—academic socialization interventions and learning strategies interventions—most researchers found retention success with the learning strategies intervention model. The main reason for the success of this model is that it teaches the concepts that transcend all college academic subjects and disciplines: critical thinking and its expression through reading and writing. This article will explore ways to infuse critical thinking through reading as a key component of both models in a FYE classroom.

The academic socialization model developed in the late 1970s and early 1980s in tandem with the learning strategies model. This model was designed to meet the demands of a diverse, non-traditional and first generation college population (Ryan & Glenn, 2004) with little knowledge of the culture of academia. The academic socialization model teaches time management, library usage, responsibility in financial matters and stress management techniques. In addition, critical topics relevant to adolescent

and student life are addressed, including sexuality, drugs, alcohol, career choices and relationships (Gahagan, 2002, as cited in Ryan & Glenn, 2004). The primary goal is to integrate the student into the academic life by teaching the history, behavior, culture and values of academia.

The FYE learning strategy model emerged in the late 1950s and 1960s through learning strategy-based courses (Ryan & Glenn, 2004). These courses were influenced by study strategies and techniques, many of which can be found today in Walter Pauk's *How to Study in College* (1997). An important model for these courses was Robinson's landmark critical reading strategy, SQ3R (Robinson, 1945, as cited in Pauk, 1997). This concept and other critical reading strategies like it began to surface in reading and study skills courses beginning in the late 1970s. In the early 1980s, these courses were, for the most part, replacing FYE courses, and colleges and universities that did not have a reading and study skills course developed an FYE course that was mostly learning strategies intervention-based (Ryan & Glenn, 2004). The learning strategy course characteristically taught study skills, metacognitive skills, note-taking methods, textbook reading techniques, test preparation, and test "wiseness" techniques (Ryan & Glenn, 2004). The main goal of these FYE courses was to present freshmen with the tools to think critically and succeed academically. In other words, not feed them, but teach them to cook.

Today, neither the learning strategy model nor the academic socialization model follows its defined structure. For example, many learning strategy models include one or two academic socialization chapters, and many academic socialization models include one or two learning strategies chapters. The problem with this combined format is that the practitioner does not offer enough of the secondary model to make a substantial difference. College level learning cannot be taught in one or two lessons, just as academic socialization cannot be achieved with a few chapters. If FYE courses are to develop academic skills for college success, then they must focus on fundamental skills such as reading and writing. More and more universities and colleges are realizing this, and Ryan and Glen (2004) report that FYE courses are leaning towards the learning strategy-based approach.

Course Effectiveness

For the past ten years, researchers have been focusing on the successes of FYE courses. Keup and Barefoot (2005) conducted a study with the goal of exploring the impact of FYE courses on student behaviors, experiences and adjustments. The research team included all models of FYE courses: academic socialization interventions and learning strategies interventions. It sets its sights on data collecting beyond the borders of its university, as well as on collecting data that was longitudinal, multi-institutional and national. The results are remarkable. As compared to the students who did not take first year seminars, Barefoot and Keup report as follows:

1. Participants in first year experience courses show enhanced communications with faculty, particularly through informal interactions;
2. Students who took first year experience seminars have

better academic practices than their counterparts who do not take the seminars;

3. First year experience seminars are effective in supporting many of the Principles for Good Practice in Undergraduate Education (as cited in Chickering & Gamson, 1991);

4. Participants are "significantly more likely to attend a campus-sponsored event" than non-participants (p. 24).

Clearly, both FYE models are beneficial to students, but does one model move beyond being an information rich course, teaching students to think critically about what they read and how they write? Is it enough to know the ingredients and the nutritional value of a recipe, but not be able to put them together to make a meal?

A study conducted in 2004 by Ryan and Glenn indicated strong support for the learning strategies-based FYE course's effect on first year, full-time students admitted in good academic standing. This study evaluated the two FYE models—academic socialization and learning strategies—for impact on retention rates. Regardless of the academic high school class rankings, SAT scores, and gender and ethnic differences, Ryan and Glenn (2004) reported that "...the one-year retention effect for the strategy-based seminar produced a significant nine percentage-point increase in the retention rate for those freshmen with first semester GPAs equal to or greater than 2.00" (p. 8). The most promising finding was that "the effect was three times larger for those freshmen with first-semester GPAs less than 2.00, who scored a twenty-nine point increase" than for their counterparts in academic socialization FYE seminars (p. 8).

The results of these studies indicate the retention and persistence value of FYE courses and the dominance of learning strategies interventions in increasing retention rates. Also, it may be a clear sign that first year students in most colleges and universities need support in post secondary academic skills more than they need socialization and bonding with faculty members. Davis' research in 1992 examined the effectiveness of FYE courses as they relate to SAT scores at Kennesaw State College. The course did not teach college and university reading-to-learn or critical thinking skills directly. It taught basic academic survival skills, introduced students to academic campus support and screened for written and oral communication deficiencies. The results of the study indicate that the FYE course "disproportionately enhances the retention of students with higher SAT scores" (Davis, 1992, p. 85). This finding contradicts the popular myth that FYE courses are mainly beneficial to at-risk students. Students with lower SAT scores showed no significant differences in retention rates although some did show improved GPAs. Since academic skills were not taught directly, a minimum GPA improvement for students with lower SAT scores was not surprising.

Attempts to revamp the academic socialization FYE course content with learning strategies or to enhance a weak learning strategies model with critical thinking through reading and writing must also take into account the fact that FYE classes already have multiple agendas and mandatory non-academic curriculum. In addition, FYE courses are not always taught by faculty who are adept at teaching academics, and thus, methods to enhance

the classes must be offered in practical, easy-to-incorporate approaches. Fortunately, it is precisely because both critical reading and writing are fundamental in nature that they can be taught in conjunction with virtually any content. Thus, it is possible to truss two chickens with one string and accomplish the goal of incorporating academics by introducing instruction in critical reading and writing excellence while keeping the prescribed course content.

Infusing Reading into the FYE Course

The pedagogy of teaching reading expanded when formal reading instruction reached the university level. Teaching reading in primary schools focuses on the goal of reading comprehension of story, phonics and word recognition with little instruction on understanding content text. Secondary teachers mainly focus their instruction on phonics, phonemic awareness, vocabulary and comprehension strategy, which are commonly referred to by most reading specialists as the "Big Five." In most community colleges or colleges with open enrollment, the schools are charged with delivering remedial or developmental reading instruction, essentially an expansion of the secondary school's comprehension strategy skills. At this level, instruction focuses on more in-depth basic comprehension skills: finding main ideas, drawing conclusions, understanding details, making an inference, recognizing vocabulary in context, finding relationships between and within sentences, and understanding the author's purpose. These skills are an extension of the Big Five's comprehension strategy component, but they are secondary level skills even though they are taught in college. Also, these skills remain focused on the narrative structure, not the expository.

College and university level reading courses guide students into thinking critically about their reading by teaching them many tactical strategies and techniques to assist them in making the intellectual leap into challenging discourse. It is through this intellectual leap into reading that FYE courses can begin to teach freshmen to think critically about their reading assignments. For the purposes of this article, critical thinking through reading is defined as the ability to comprehend using cognitive, metacognitive, and affective tasks (Holschuh & Aultman, 2009) and topic knowledge and domain knowledge (Alexander, 2005). Topic knowledge is the gained knowledge the student learned through instruction while domain knowledge is the broader, lifetime knowledge the student acquires.

The result of most early reading programs is what Schoenback, Greenleaf, Cziko & Hurwitz (1999, cited in Gunning, 2002) called the "quiet crisis." The quiet crisis refers to the failure of large numbers of middle and high school students to understand their middle and high school content texts even though they have passed all state literacy standards. Furthermore, as the students move forward into colleges and universities, the crisis moved with them. Although many students can pass basic skills tests and developmental courses, they cannot always understand the multifaceted ideas and language structures embedded in their academic texts; they cannot read and think critically about the discourse and express and apply their new knowledge in an organized critical written format. However, they are competent enough to pass most university core classes but struggle in majors that demand critical thinking, reading, and writing. For research universities that strive to build programs of the highest academic and research standards, what the

Carnegie Institute labels “research one” status, it is particularly difficult to find students who can matriculate at the level they demand. As a result most universities, especially research universities, offer a non-remedial university reading course or reading program in hopes of developing strong critical thinkers and readers. With a little effort, the FYE course can serve as the place to begin non-remedial reading instruction.

Among the major reading activities that should be included in every FYE course are a common reading and the instruction of the four vectors: note taking, textbook comprehension, memory skills for exams, and test wiseness. On the university level, these vectors are highly subject specific, thus one strategy will not fit all subjects and no strategy should be presented as such. Students must be able to shift paradigms and learn different strategies and how to adapt those strategies within the framework of a content course.

Method

In examining courses that are strictly reading-to-learn, Pintrich, McKeachie and Lin (1987) investigated the research on retention factors related to such a course. The results showed that reading-to-learn courses work best when three types of knowledge are included in the strategy and technique models: declarative, procedural, and conditional. Declarative knowledge refers to the understanding of available strategies, procedural knowledge is the understanding of how to apply those strategies, and conditional knowledge is the understanding of when to use them and why. The research results suggested that the reading-to-learn course is effective in producing significant changes in students’ learning (Pintrich, et.al.,1987). This research set the foundations for teaching critical thinking in reading strategies. It guides the reading instruction beyond the basic skills comprehension question approach, common in developmental and remedial reading programs. The guidelines from this research were used in a FYE classroom.

Participants

In a state university located in the southeastern United States, one FYE instructor incorporated a reading-to-learn component into two FYE courses. One FYE course consisted of 19 pre-medical majors and the other course of 18 students with a range of majors. Participants in the two FYE classes reported that they had either been in honors classes or advanced classes during high school. All students reported a minimum of a 3.3 high school GPA. Since this was their first semester in college, they did not have a college GPA.

Procedure

Both classes were given instruction in a minimum of three different strategies and techniques in each of the four vectors. As part of the class assignment, the students were also asked to apply each of the techniques to their reading assignments in content courses and to information read in the FYE text. (see sample critical reading lesson activity 1).

Since reading-to-learn vectors were taught during the first three weeks of the semester, students were encouraged to continue to use the strategies

and techniques as needed in their FYE and content classes. At the end of the semester, students were asked to rate their experiences with each method taught. Students were encouraged to be honest and told that their opinions would affect the instruction of the next FYE class (see Tables 1–4).

STUDY SKILLS PROJECT: LEARNING BOOKLET	
This project should be a reality report. That is, you need to start planning how you plan to learn the core curriculum.	
This Project Must Include:	
Cover page	Be creative.
Note Taking	A chart or outline of three different techniques of note taking you learned in class. For each method give 4-8 sentences detailing (1) definition of method (2) steps of how to do this method (3) statement of when to do this method (4) a visual of how the method should look.
Text Book Comprehension/Critical Reading	Make a chart or outline of three different techniques of note taking from texts or handouts. Chapter 4 and lecture notes should help you. For each method, give 4-8 sentences detailing (1) definition of method (2) steps of how to do this method (3) statement of when to do this method (4) a visual of how the method should look. Include three examples.
Study Skills	Make a chart of three study and learning methods or memory techniques you can use in order to get ready for exams. For each method give 4-8 sentences detailing (1) definition of method (2) steps of how to do this method (3) statement of when to this method (4) a visual of how the method should look.
Application	Make a copy of your next semester's schedule that you made with your advisor. For each course, write a statement how you plan to (1) take notes (2) read (3) study.

Figure 1. Sample Critical Reading Lesson Activity I: Teaching the four vectors of reading to learn in college.

This activity was revealing to the students as well as the course instructor. The cover page allowed students to be creative and fostered self expression. It allowed students to create their own cover pages without the rigid directives found in most English composition courses and general writing assignments in content courses. As one student put it, "This is who I am in this course and university."

Results

Following Pintrich, McKeachie and Lin's (1987) research, students were able to understand salient parts of all the strategies and techniques and why and when they must change paradigms. In class discussions, students reported that going beyond the lecture and applying the strategies and techniques to authentic texts helped them to fully understand the importance of changing paradigms. The sharing of the learning booklets with classmates generated excitement about learning what to do for different disciplines. The note taking strategies taught were Cornell (Pauk, 1997), Two Column Note Taking (Strickhart, Mangrum & Iannuzzi, 1998), and REAP (Muskingum College, 1987). Cornell is a note taking method that dates back to when learning strategies courses were first taught and before they were adopted by the FYE courses. The textbook comprehension strategies and techniques were SQ3R (Robinson, 1945 cited in Pauk, 1997), Picture Label, (Trand

& Lopate, 2009) and annotating notes. SQ3R is one of the key learning strategies that also dates back to beginning of reading courses. Rehearsal, association, visualization, enclustering, and mnemonics were taught for the memory section. Test wiseness consisted of teaching students to make summary sheets, concept maps and sample tests.

Table 1

Descriptive Statistics of General FYE Student Evaluation of the Reading to Learn Techniques

Question	N	Mean	Median	Std. Deviation	Range
Do you feel the note taking strategies will be helpful in your academic career?	18	3.94	4.00	1.11	4.00
Do you feel the textbook strategies will be helpful in your academic career?	18	3.72	4.00	1.02	4.00
Do you feel the memory skills techniques will be helpful in your academic career?	18	4.06	4.50	1.12	4.00
Do you feel the test wiseness techniques will be helpful in your academic career?	18	3.95	4.00	1.25	4.00

Scoring guide: 1 = never; 2 = 25% of the time; 3 = 50% of the time; 4 = 75% of the time; 5 = almost all of the time and greater than 75% of the time.

All vectors were rated virtually the same with memory techniques edging slightly ahead in its ranking as helpful in an academic career. Memory is the only vector that enhances the students' creativity and allows them to learn using the method of their own choosing. This is because in order for a memory technique to work, it must be personable, fast, fun and fearless (Browning, 1983). The other vectors force students to remain within the boundaries of the lecture and discipline.

Table 2

Descriptive Statistics of Premedical FYE Student Evaluation of the Reading to Learn Techniques

Question	N	Mean	Median	Std. Deviation	Range
Do you feel the note taking strategies will be helpful in your academic career?	19	4.36	4.00	0.68	2.00
Do you feel the textbook strategies will be helpful in your academic career?	19	3.84	4.00	0.76	3.00
Do you feel the memory skills techniques will be helpful in your academic career?	19	4.53	5.00	0.51	1.00
Do you feel the test wiseness techniques will be helpful in your academic career?	19	4.00	4.00	1.00	3.00

Scoring guide: 1 = never; 2 = 25% of the time; 3 = 50% of the time; 4 = 75% of the time; 5 = almost all of the time and greater than 75% of the time.

The section with pre-medical students scored all of the vectors slightly higher than the mixed majors group. The students in this pre-medical section considered themselves the cream of the university and were determined to set high standards for themselves. Their learning booklets were thicker with most of them having tried the vectors in all of their classes in search of a "goodness to fit." Applying the strategies to every course allowed the students to become very familiar with the strategies' ability to support critical thinking in different content courses.

Table 3

Descriptive Statistics of Premedical FYE Student Evaluation of the Reading to Learn Techniques

Question	N	Mean	Median	Std. Deviation	Range
Do you feel the note taking strategies will be helpful in your academic career?	37	4.16	4.00	0.93	4.00
Do you feel the textbook strategies will be helpful in your academic career?	37	3.78	4.00	0.87	4.00
Do you feel the memory skills techniques will be helpful in your academic career?	37	4.30	5.00	0.94	4.00
Do you feel the test wiseness techniques will be helpful in your academic career?	37	3.97	4.00	1.11	4.00

Scoring guide: 1 = never; 2 = 25% of the time; 3 = 50% of the time; 4 = 75% of the time; 5 = almost all of the time and greater than 75% of the time.

Overall, in examining all the vectors with both classes, collectively the FYE students rated memory techniques slightly higher than the other techniques. Textbook comprehension strategies earned an acceptable rating of an average of 3.7838, marking it closer to the 4 rating of using the technique 75% of the time. But in each case, textbook comprehension scored slightly lower than the other vectors. This may indicate that since critical reading is an acquired skill, students did not receive adequate time in the three-week instruction to benefit from the techniques.

Table 4

General Statistics Results of Strategy Adoption

Strategy	FYE course - General			FYE course – Pre-medical		
	Decline	Plan to	Presently	Decline	Plan to	Presently
Cornell	2	11	5	1	12	6
Two Column	2	22	5	2	12	5
REAP	2	11	5	1	12	6
SQ3R	10	5	3	4	12	3
Annotating Reading	2	11	5	1	12	6
Picture Label	7	10	1	6	9	4
Memory Techniques	3	5	10	0	4	15
Test Wisdom	4	6	8	2	9	8

Scoring guide: 1 = do not plan to adopt (decline); 2 = plan to adopt; 3 = presently using

Discussion

The majority of the students in the mixed majors FYE course indicated that they do not plan to use SQ3R; whereas, the majority of the pre-medical group plan to use it or presently using it. Memory techniques proved to be extremely useful for both groups with virtually everyone indicating that they plan to use the techniques or are presently using them beyond the class requirements. Whereas the pre-medical group collectively saw the value in all the vectors rating all of them, more often than not, in the categories of “plan to use” or “presently using,” the mixed majors FYE course students viewed the vectors valuable but with less vigor than the pre-medical students. The vast majority of the students reported that either they are using or plan to use the techniques, a clear sign of their value.

Critical thinking using a common reading

Most FYE courses, particularly those that follow a learning strategies interventions model, include a common reading. This is a fiction or nonfiction book that all enrollees into the course are required to read. This assignment can prove to be beneficial to the students as well as the faculty. In addition to getting students to read, texts can be chosen for a particular theme. Here are some guidelines when choosing a book for a common reading.

1. Choose a book that is attention-grabbing enough to engage all students.
2. Consider the students’ diversity, allowing students to grow outside their shells.
3. Before choosing a book, decide on a message that you want to convey.
4. Choose a book that is on the students’ instructional level, not independent reading level.
5. Do not rely on questioning about the book as a means of discussion and assessing readership.

6. Set aside about ten to fifteen minutes of class time for book related activities.
7. If questioning is a factor of the reading assignment, refer to a reading specialist/professor who can suggest questions and critical thinking activities that relate to the reading standards.

Common readings can facilitate critical thinking through reading by using an advanced literature circle (Trand & Lopate, 2009). Forming literature circles (Day, Spiegel, McLellan & Brown, 2002) began as a small group activity that allows students to respond to books while improving reading skills in secondary schools. However, advanced literature circles (Trand & Lopate) allow students to think critically about what they are reading (see sample critical reading lesson activity 2). This sustained immersion into text with peer and instructor reinforcement can be considered a crock pot for cooking.

LESSON SUMMARY	
Content	The student will learn about (the topic of the subject) and be able to think and write critically about the subject.
Social	The students will enhance their knowledge of (social aspects) and be able to think and write critically about the relations of the topic to self, other texts and the world.
Process	The students will engage in the reading silently and orally through the strategy of literature circle.
Affective	The student will enjoy the experience of learning about the topic, understand its relationship to self, other texts and the world and enhance an appreciation of the reading experience.
PROCEDURE	
<ol style="list-style-type: none"> 1. FYE professors select book. 2. On the first day of class, professor assigns students into groups of six. 3. Professors explain literature circle to the students and assign responsibilities. Students are instructed that each week they will change roles. 	
LITERATURE CIRCLE RESPONSIBILITIES	
Group director	The group director leads the group discussions, keeps the flow of the reports fluent, and concludes the sessions with a call for role reassignment for the next meeting.
Passage analyst	The passage analyst focuses on key areas of the passage and relates it to self, other texts, and the world. The analyst reads a few passages aloud as the relationships are made.
Academic Vocabulary Builder (AVB)	The AVB is responsible for all terms and concepts in the text and discusses them in relation to the denotative and connotative meanings. The AVB also identifies literary terms and figurative language and references their impact on the story's message, characters, plot and/or conclusion

Figure 2. Sample Critical Reading Lesson Activity II: Teaching how to create and sustain literature circles.

Advanced literature circles (Trand & Lopate, 2009) guide the entire class into thinking critically about their reading. This assignment addresses the underpinnings of critical reading: cognitive, metacognitive, and affective tasks and topic knowledge and domain knowledge. The “summarizer” fulfills the cognitive task. Pure understanding of the story sets the standard of the discussion. Metacognition, the ability to monitor self understanding of the story, develops with the researcher’s task. The “researcher” makes unclear concepts clear and uncovers new knowledge for understanding. The researcher also expands on information in the story for clearer understanding

and provides an opportunity to challenge the message or theme. The task of discovering an affective result can be achieved through the “technology representer” and the “academic vocabulary builder”. These tasks guide the reader in visually and cognitively representing the intended result and lasting affect of the author’s and reader’s schema. The “passage analyst” connects the topic to self, to other texts, and to the world, allowing other students to think critically about the story. This role supports the development of topic and domain knowledge.

Future Research

Although research is beginning to direct FYE programs toward the inclusion of learning strategy models, much more research needs to be done. Research should be longitudinal and inclusive of all types of students from a variety of higher education institutions throughout the United States. Studies need to explore student responses to critical thinking as expressed through reading and writing. Students’ responses on the usefulness of such strategies should be sought during the freshmen and junior years because inquiries made in the freshmen year can give only perceived usefulness responses. Student responses given in the junior or senior year will more accurately suggest actual usefulness and validity for learning. As in previous studies, researchers need to track students who do not take an FYE course and those who do.

Conclusion

University level reading-to-learn and critical thinking have long been considered part of the hidden agenda. Reading has often been ignored or taught to students by well meaning but non-reading degreed faculty and staff. As a result, what passes for reading instruction usually consists of reading a book and answering questions at the end of the chapter or text. Accordingly, reading in complex domains and the transformational learning that results are rarely realized in the university classroom nor correspondingly taught. The purpose of the article was to spotlight three ideas crucial to FYE development: (1) that learning strategy interventions are important in all FYE courses with reading-to-learn and critical thinking as main components, (2) that the academic personnel exist to serve as a resource and can be found in the Reading Department in the College or School of Education or the university’s reading lab and (3) that FYE classes should have as their main objective helping students make the intellectual leap into college and to success beyond the academy, in other words, teaching them to cook.

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