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National Assessment of Educational Progress (2005)

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<td>Advanced</td>
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<td>3%</td>
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Some Trends and Caveats

• Disproportionate numbers of ethnic and racial minority students and children who live in poverty are represented in the BELOW BASIC categories.
• Between 1992 and 2005, average scores increased for White, Black, and Hispanic students at grades 4 and 8.
• Scores did not increase for students living in poverty.
• Scores of 12th-grade students have dropped from 1992.
• Less than 50% of youth who take the ACT are prepared for the demands of college reading.
Examining the “Crisis”

- Poor national test scores in reading (and mathematics)
- Changing workplace and social demands
- Increasing access to information in multiple venues
- New attention to adolescents
These data beg the questions . . .

Just what is literacy?
And what is adolescent literacy?
Model of Literate Practice

Text structure, vocabulary, print style and font, discourse, genre, register, motivating features

Word knowledge, vocabulary knowledge, background knowledge, linguistic/textual knowledge, strategy use, inference-making abilities, motivation, identity

Environment, tasks, purpose, social relations, cultural norms, relationships, motivating features, identities (e.g., schools, families, peer groups, academic content areas)

Cultural models, institutional practices, sociopolitical regimes, etc.
12th-grade reading competencies

• **Basic readers (265):**
  - demonstrate an overall understanding and make some interpretations of the text.
  - identify and relate aspects of the text to its overall meaning, extend the ideas in the text by making simple inferences, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions.
  - identify elements of an author’s style.

• **Proficient readers (302):**
  - show an overall understanding of the text, which includes inferential as well as literal information.
  - extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings.
  - make connections between inferences and the text, even when implicit.
  - analyze the author’s use of literary devices.

• **Advanced readers (346):**
  - describe abstract themes and ideas in the overall text.
  - analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text.
  - extend the information from the text by relating it to their experiences and to the world.
  - develop thorough, thoughtful, and extensive responses to texts.
Adolescent Literacy—Unique Challenges

Subject matter text demands (high school and beyond)

Youth language and literacy skill

Youth interest in subject-matter texts
The Solutions

- Connect to student interests and experiences
- Choose texts carefully/scaffold text demands
- Apply reading and writing to meaningful inquiry
- Integrate literacy teaching and learning strategies in literacy teaching *practices appropriate to the content area*
- Reform schools, not just teachers and students
Student Interests

• Young people’s uses of texts
  – Extensive reading and writing
    • Magazines, community newspapers, websites, letters, music lyrics, poetry, journals
  – Lateral readings of texts
  – Integration of visual images, oral texts, and performances

• Classroom uses of texts
  – Relatively little reading and writing
    • Textbooks (assigned), novels, some newspapers, some essays, some journals
  – Longitudinal readings of texts
  – Print text in isolation OR accompanied by images, graphs, and charts, without explanation
SELF-CONCEPTS,
INTRINSIC MOTIVATIONS,
VALUES,
EXPECTANCIES
How much do you LIKE doing XXXXX

- English
- Math
- Science
- Social

- not at all
- a lot
In general, how USEFUL is what you learn in XXXXX?

- English
- Math
- Science
- Social
How GOOD at XXXXX are you?

- English
- Math
- Science
- Social
READING OUT OF SCHOOL
Who are Youth as Readers?

Time Spent Reading

• 92% of the 743 youth surveyed in one Detroit community reported reading some kind of text 3-4 times a week or more

• Most common reading genre (among this group)
  - Websites (changed from Y1)
  - Letters, notes from other people
  - Email
  - Music lyrics
  - Novels, short stories
  - Magazines
Who are Youth as Readers and Writers?

What Gets Read & Written

- 241 participants in year one of our Detroit youth literacy study responded to our request to describe a favorite book and indicate why it was a favorite—
  - 77% of survey respondents nominated a favorite book by name
  - Fiction books accounted for 68% of all nominated books; nonfiction accounted for 8%
- The same 241 were asked if they considered themselves writers—
  - 86% said, “Yes, I am a writer.”
Other widely Cited Text Choices
Semi-Structured Interview
Nominations: An Exemplar
Patterns in Themes of Favorite Books**

- Reflection of “real life” in relation to space, socioeconomic status, gender, race, and age
- Texts’ ability to impart life lessons (e.g., resilience/survival, inspiration)
- Utility/practical knowledge
- Exploration of relationships with friends, family, and romantic partners
- Writing style/subject matter
- Interest inspired by movie/television show

**Independently replicates previous ethnographic findings
READING IN SCHOOL
SARA Reading Diagnostic

- Word reading in isolation (lists and single words)
- Four passages (Years 1 and 2)
  - The Bed: general
  - 2 content area passages
  - 1 Spanish passage from a Spanish language textbook
- Capture oral reading
  - Miscue analysis
  - Fluency measure
- Comprehension measure
  - Main idea
  - Interest
  - “Metacognition”
Reading Diagnostic

• Word list reading
• Oral passage reading (captured by audio-recording)
• Silent reading
• Comprehension questions; in brief:
  - What was the main idea?
  - What title would you give the passage?
  - What did you find most interesting?
  - What did you find difficult?
Survey of Diagnostic Findings

- No significant differences among W1 participants’ comprehension scores by grade level, school, racial/ethnic identity
- Majority of youth in the sample are in a “middle” or “basic” level
- No relationship between word recognition and comprehension for the “middle” group.
- Only relationship between fluency and passage comprehension found for the “low” group.
- Relationship between time spent reading and comprehension for the “middle” group only.
- No relationships between time spent writing and comprehension scores.
- Writing scores (using ACT and state rubrics) also sit in middle or basic level
Diagnostic Findings

• Word recognition and fluency appear to work in predictable ways for low and high readers in our sample

• More data is needed to understand the middle—what might be thought of as “basic”—readers in the sample
  - Word recognition and fluency do not appear to explain their challenges, but what does?
    • Motivation to engage in the assessment?
    • Lack of strategies for dealing with higher-level concepts represented in the texts?
    • Too global a measure of comprehension to allow for fine distinctions?
    • What about the texts they’re being asked to read?
Textbook Passage: The Land of Silk

• The Chinese people called their country the Middle Kingdom. But people in the West called China the Land of Silk. Among all of China’s many gifts to world civilization – paper was the most highly prized in the Western world.

• Silk was invented in China around 3000 B.C. No one knows who first made the first silk cloth. Many Chinese people believed that it was invented by the Silkworm Empress. She was the wife of the Yellow Emperor, the mythical founder of Chinese civilization.

• On farms all over China men grow grain while women produce silk. They tend groves of mulberry trees and feed the leaves to silkworms. When the silkworms mature they make cocoons of silk, which women collect and boil. Then the women unreel the delicate strand of silk from each cocoon, spin it into thread, and weave it into silk cloth. Farmers pay their taxes in grain and silk.
Textbook Passage: Student Main Idea Responses

- About the silk road and the Chinese people.
- The main point of the passage was the name they call China.
- About what the Chinese people think of their country or something.
- About China and the name they gave them about the silk and threads they have. The name that they gave them.
- About different people giving China different names.
- The main point was about China and just like details about China.
- First the Chinese people call their land the Middle Kingdom but other people called it the land of silk. Then they started saying ... what’s ... what was the most popular thing back then? The most popular thing was paper.
- The point was that they called China the land of s-i-l-k whatever that word is.
- They gave paper from trees Western World.
- The main idea was about how in the middle east kingdom the . . .
- The main point was to show . . . how . . . I don’t know.
The Touring exhaust is a single straight-through design specifically tuned for the 2.4L engine. It is made in the USA with 304 100% mandrel-bent Stainless Steel and features Corsas’ patented Reflective Sound Cancellation (RSC) technology. What RSC means is that the muffler is designed with a paper running straight through the muffler that incorporates a full 360-degree air gap that allows sound pressure waves to escape. The waves are channeled and then returned to the gap 180 degrees out of phase, cancelling specific unwanted sound frequencies, commonly referred to as drone.
Key Differences Across School and Out-of-School Texts

- Out-of school texts are situated in social networks
- Youth choose to read and write out-of school texts for social and cultural purposes
- OOS texts are rich with voice
- OOS texts are rich with situated meanings (concrete—abstract)
- In and out-of school texts often differ in quality of writing
Text Considerations

• Text Structure/Text Type
• Text Difficulty
• Text Variety
Text Structures/Text Types

• Expository and narrative

• Text structures
  - Cause/Effect
  - Problem/Solution
  - Proposition/Support
  - Sequence/Process/Chronology
  - Comparison
  - Description/Definition
  - Enumeration
  - Exemplification

• Everyday and disciplinary

• Different ways of writing in different domains and for different audiences
  - Ways of using data
  - Word usage
  - Sentence structures
  - Density
  - Voice
Text Variety

- Expository Texts
- Real-World Texts
- Narrative Texts (Problem-Based Cases)
Text Difficulty

• What does this text demand of my students?
  - How would you describe the structure of this text?
  - How would you describe the tone of this text?
  - What are the key ideas or concepts in the text?
  - What are the key words or technical terms in the text?
  - What strengths do you see in the text?
  - What weaknesses do you see in the text?
  - How would you assess the organization and flow of ideas within this passage?
  - What challenges does the text pose for you, as an adult reader with relatively deep knowledge of this subject?
  - What challenges might the text pose for adolescent readers of this text?

• How will my students respond to the text?
  - What knowledge does the author seem to assume a reader will bring to this text?
  - What skills will my students need to work with this text?
  - Will they be interested in this text?
  - Will they be intimidated by the text?
The 1920s began as a hopeful, prosperous time. President Calvin Coolidge declared, “The chief business of the American people is business.” The postwar economy grew quickly.

The Prosperous Twenties

The auto industry was important in the booming economy. Factories turned out new consumer goods such as radios, vacuum cleaners, and refrigerators. Many people also invested in the stock market for the first time. Stock prices rose steadily. Women could now vote. More women also joined the workforce. Young women known as flappers shocked older Americans with their short skirts and reckless behavior.

Jazz was an original American style that blended West African rhythms, European harmonies, and African American work songs and spirituals. It became so popular that the 1920s are often called the Jazz Age.
Text analysis is not just for text adoptions . . . It should be a regular teaching practice that helps to answer this question:

What do you need to address in the text and with your students as you teach?
Text Demands, Teaching Practices, and Reading Strategies

- Vocabulary?
  - Conceptual defining
    - Vocabulary concept cards
    - Concept of Definition maps
  - Distinguishing
    - Semantic Feature Analysis
    - Morphological analysis
  - Simple defining!
- Text Structure?
  - Text structuring strategies
  - Graphic or relational organizing
- Prior Knowledge?
  - Brainstorming
  - Previewing
    - Preview Guides
    - Advance Organizers
  - Predicting
    - POE
    - Anticipation/Reaction Guides
  - Visualizing

- Lack of coherence?
  - Purpose setting
  - Graphic organizers
  - Comprehension monitoring
  - Notetaking
- Disciplinary reading strategies?
  - Previewing/predicting
  - Evaluating data warrant
  - Critiquing
  - Synthesizing
  - Applying to investigations or activities

School of Education, University of Michigan
Literacy Teaching Practices
Content-Area Literacy Teaching Practices vs. Strategies

• Literacy Teaching Practices
  - are routines or habits that match what people do in your discipline
  - provide a framework for thinking
  - provide organization for instruction

• Literacy Teaching Strategies
  - are tools for helping youth learn reading and writing strategies and skills***
  - are chosen based on the purpose of the lesson, the demands of the text, and the needs of your students
Some Practices and Strategies for Building Necessary Knowledge and Skills
Purpose Setting

• Free writing
• Advanced organizers
• Prediction activities (preview guides; anticipation/reaction guides)
• K-W-L
• Images
<table>
<thead>
<tr>
<th>Questions</th>
<th>PREDICT BEFORE YOU READ</th>
<th>ANSWER AFTER YOU READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe rust in a word or two.</td>
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<tr>
<td>What are some items that would be likely to rust?</td>
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<td>List the things that make rust occur.</td>
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<td>Does cold weather make things rust?</td>
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<tr>
<td>Does hot weather make things rust?</td>
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<tr>
<td>Does pollution make things rust?</td>
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<td>Can rusting be prevented?</td>
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<td>What could you do to try to keep things you own from rusting?</td>
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<td>Based on what you’ve already learned (before reading) or on what you’ve read (after reading), do you think rust is the product of a chemical reaction?</td>
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<tr>
<td>If you think rust is a product of a chemical reaction, then what are the reactants? If you think it isn’t the product of a chemical reaction, where do you think rust comes from?</td>
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</tbody>
</table>
The silent killer of cars: Early treatment can keep a speck of rust from becoming a scar


Rust.
It's metal cancer, a silent killer eating away at its victims from the inside. And like the disease, it's most successfully treated early.

Rust will invade almost anything made of iron or an iron alloy that isn't properly treated with corrosive-resistant materials. It can attack the metal in our garden tools and the metal handlebars on our kids' bicycles whenever they're left in the rain. It can assault the ungalvanized gutters on our houses when we allow them to go too long without a fresh coat of paint. It eventually can eat away at the chain-link or wrought-iron fences surrounding our property. Rust can damage the steering components and exhaust systems of an automobile, causing them to malfunction. It also can reduce the structural integrity of a car.

Rust is an iron oxide, created as a result of a chemical reaction that occurs when iron or metal containing iron is exposed to oxygen. Then the iron in metal comes into contact with oxygen, and electrical flow is generated between them producing a decayed metal coating we call rust. However, it is only after water—particularly water polluted with acids, salts and other deteriorating substances present in the environment—is introduced into the chemical equation that rust becomes the dreaded invader that is all too familiar to us.

In modern times, rust has been and continues to be especially hard on automobiles, despite the use by manufacturers of more rust-resistant materials such as galvanized metal (steel coated with zinc) in car bodies since 1980. A car showing signs of rust may be worth several hundred to several thousand dollars less than a rust-free like vehicle, dealers say.

Rust is, by far, much more of a problem in the northern states like Illinois, Indiana, Wisconsin and Michigan and along the East and West Coasts than in the arid Southwest. Because they are heavily industrialized, the northern states have high levels of sulfur and nitrogen pollutants in the atmosphere, which when combined with airborne moisture produce extremely corrosive acids. An even greater contributor to automobile rust in the North, however, is road salt.

Though rust may be associated with ice and snow, cold weather has little to do with the process, scientists point out. Rust's action on a car is perhaps 20 to 30 times greater in the spring, they note. Heat speeds up the electrochemical rusting process. Consequently, in spring, as temperatures rise, rust and corrosion speed up, the scientists say. Cold air, on the other hand, actually delays the oxidation of metal. In fact, owners who keep their cars in a warm garage in winter actually are doing more harm than good to their cars, unless they first remove the moisture and road salt from their vehicles.
Whole-Group Knowledge Building

- Read texts together
- Talk about the texts (think alouds)
- Make texts visible (make words visible)
- Defining words; interpreting nuanced meanings
- Reading charts and tables
Sonnet.

The New Colossus. Not like the brazen giant of Greek fame, With conquering limbs astride from land to land; Here at our sea-washed sunset gates shall stand A mighty woman with a torch, whose flame Is the imprisoned lightening, and her name Mother of Exiles. From her beacon-hand Glows world-wide welcome; her mild eyes command The air-bridged harbor that twin cities frame.

"Keep ancient lands, your storied pomp!" cries she With silent lips. "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door."

Emma Lazarus, 1883. (Written in aid of Bartholdi Pedestal Fund)
<table>
<thead>
<tr>
<th>Target Concepts</th>
<th>Makes own food</th>
<th>Is human</th>
<th>Uses chemicals to make food</th>
<th>Eats other organisms</th>
<th>May be single-celled</th>
<th>Uses sun to make food</th>
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<td>Vocabulary Concept Cards</td>
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<td><strong>What it is</strong></td>
<td><strong>Example</strong></td>
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<td><strong>What it is not</strong></td>
<td><strong>NON-Example</strong></td>
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<td><strong>Book/Dictionary definition</strong></td>
<td><strong>Application</strong></td>
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Questioning

- Pressing for understanding
- Turning to texts
- Specific feedback
Visualization

• Read texts aloud and ask students to visualize and to describe or to draw what they hear
• Have students illustrate the main points of the text (great assessment tool, as well)
• Provide images to build visualization skills
Immigration
Summarization

- Synthesize across texts
  - “Coming back around”

- Refer back to texts
  - To ideas or concepts
  - To key actors, events, or findings
  - To procedures
  - To words or phrases
  - To images
• The following classes shall be excluded from admission to the United States ... All idiots, insane persons, epileptics, and persons who have been insane within five years previously; paupers; persons likely to become a public charge; professional beggars; persons afflicted with a loathsome or with a dangerous contagious disease; persons who have been convicted of a felony or other crime or misdemeanor involving moral turpitude.

• “Give me your tired, your poor, your huddled masses, yearning to breathe free,” The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door.”

• Lazarus, 1883

• --32 Stat. 1214, sec. 2 of 1903 US Statutes at Large
Meaningful Inquiry

- Action projects
- Relating firsthand and second investigation (Palincsar & Magnusson, 2001)
- Engaging students in reading and writing as done in the discipline (e.g., writing scientific explanations; reading and writing histories)
Disciplinary Literacy
Teaching Practices
### Differences Across Content Areas: The Persuasive Essay

<table>
<thead>
<tr>
<th>Letter to the Editor</th>
<th>Essay or Poem for English Class</th>
<th>Social Science Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal opinion or personal experience</td>
<td>Personal opinion or experiences AND logical reasoning or illustrative imagery</td>
<td>Objective stance, evidence to support stance, logical reasoning to tie evidence to claim</td>
</tr>
</tbody>
</table>
Discipline-Specific Literacy Teaching Practices/Strategies

• Previewing like a historian
  - Who is the author?
  - When was this written?
  - What is the context?

• Previewing like a biologist
  - What is the problem/phenomenon I’m studying?
  - What do I know about this phenomenon?
  - What do I predict/hypothesize about the phenomenon?
Now it’s your turn . . .

• Previewing like a mathematician?
  – ??
  – ??

• Previewing like a literary theorist or textual critic?
  – ??
  – ??
School Reform

• School structures
  – Time
    • Schedules
    • Interruptions
    • Pacing charts
  – Collaboration across subject matter areas
• Student participation/attendance
• Sustained professional development
Summing Things Up
What Does Comprehension Instruction Require of Us?

• Knowledge of students’ interests, knowledge, and skills
  – Relationships with students and knowledge of students/community
  – Ability to maintain student engagement

• Disciplinary knowledge
  – Facts
  – Discursive styles
What Does Comprehension Instruction Require of Us?

• Knowledge of how to build relevant knowledge and skills for finding and interpreting information

• Knowledge of how to support reasoned critique
  – . . . While acknowledging passionate beliefs
For more information . . .

www.umich.edu/~moje