

# CLASSROOM LITERACY

Your role in solving the institutional  
and national problem!

# By the end of this workshop...

- ▶ Participants will be able to:
  - ▶ 1. Design techniques to “teach reading” to their students
  - ▶ 2. Discuss the importance of “taking a textbook walk” with their students during the first week of classes
  - ▶ 3. Identify and teach about text features within their textbooks.

# Content Literacy: What is it and why is it important?

- ▶ **Content Literacy** = ability to use reading and writing for the acquisition of new content in a given discipline, i.e. Math, Science, History, etc.
- ▶ **Why is it so important?**
  - We never stop learning to critically read.
  - Students don't - or can't - read their course materials.
  - Textbook reading provides unique demands.

There are a lot of people doing business in the U.S. and the market structures are very important. In fact so important that without such structures, we'd have trouble talking about this area of economics and business in the U.S., or in any other part of the world for that matter. It would be helpful to define market structures to know what we are talking about. Market structures are structures that are available in the marketplace. As you know, big or small businesses, all firms and companies are considered a part of some sort of market structure. Characteristics of market structures of firms are also included in this discussion. The characteristics have a lot to do with really understanding what you are talking about when you talk about marketing.

Perfect competition is when your competition is matched perfectly. Everybody's business is equal to everybody else's, so nobody needs to try any harder than the next company, like selling wheat to the government. Monopoly happens in the opposite way to perfect competitions, and if you understand perfect competition, it is very easy to understand the opposite. Just take the characteristics listed above in perfect competition, and think of the opposites in order to arrive at an accurate picture of what a monopoly would be. Monopolistic competition – this is another in the list of most common market structures, seems to get its name from the first two structures. The words monopoly and competition are combined. Like the other two, this also is a very important kind of structure to observe. One example might be the cereals Total and Wheaties, different brand names that both try to give you excellent vitamins and minerals for the day. If you get a bargain on one brand, then you might switch brands. The last structure is oligopoly. This structure has a hard name to pronounce, but it is a structure everyone needs to understand.

A market structure is a model that shows various ways in which firms operate as they produce and sell products. The three characteristics that define market structure are (1) the number of firms, (2) the ease of entry, and (3) whether the products are differentiated or not – that is, whether the consumer sees a product as being different from others or identical to others.

The four common market structures are perfect competition, monopoly, monopolistic competition, and oligopoly. The first structure, perfect competition, involves a large number of firms. Firms have easy entry into the marketplace and products are standardized, so buyers have no preference for one store or brand over another. Items have no brand names; all are considered generic. An example is farm products: wheat is wheat, milk is milk, oats are oats, etc.

The second structure is called monopoly. A monopoly works as an opposite to perfect competition. There is only one firm in the business, so consumers have only one place to go, with no close substitutes available. Entry is impossible. An example of monopoly is electric utilities as the supplier of electricity or the U.S. Postal Service as the supplier of mail delivery.

The third structure is monopolistic competition. In this structure there are a large number of firms and entry is easy, but each brand is different than the others, more or less. For example, Coke is different than Pepsi, and they both compete with other colas in that market area.

The fourth structure is oligopoly. In this structure there are few firms. But each firm's activities can affect the market; this is called interdependence. Entry can occur, but it is difficult. Examples of oligopolies are car manufacturers and steel makers. In the case of cars, the products are differentiated; in the case of steel makers, they are not.

Understanding market structures and the four major market models allows us to better understand the behaviors of business firms.

# Market Structures

## Characteristics of Market Structures

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## Types of Market Structures

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# What have we learned?

- ▶ Textbooks are set up completely different than books for pleasure
- ▶ Students must be made aware of TEXT FEATURES and why they are important
- ▶ The more difficult the text, the more interactive the read must be and the more need there is to talk about it. The denser the text, the greater the need for students to *interact with it* and *leave tracks of their thinking*
  - ▶ **How can this be accomplished?**

# Textbook Walk

- ▶ Every author has a different style and organizational plan.
- ▶ Every professor has a different plan for how each text will/should be used in each course
- ▶ Hand out Textbook Checklist and go over.

# Text Coding

- Students use a simple coding system to mark the text and record what they are thinking, either in the margins or on post-it notes
- Gets readers interacting with the text by “inserting” their thoughts into the ideas proposed by the text
- Provides a basis for critical thinking and reasoning.

# What does text coding look like?

- ▶ I – Interesting
- ▶ ? = I have a question about this
- ▶ \* = Important
- ▶ A = Agree
- ▶ D = Disagree
- ▶ C = Connects to something else I know about.
- ▶ T-S = Text to Self Connection
- ▶ T-T = Text to Text Connection
- ▶ T-W = Text to World Connection
- ▶ P = Predict
- ▶ ? = Question

# Ponder this...

- ▶ If we send students off to read their textbook without teaching them *how*, they don't get much out of them
- ▶ YOU know your textbook better than anyone, TEACH your students how to use it. DON'T assume that your student knows how to approach/read the textbook
- ▶ Textbooks are most effective when surrounded by a variety of other resources
  - Magazines
  - Library Resources -- Disciplinary References
  - Digital Videos (YouTube, Khan Academy)
  - Podcasts/Blogs

# In closing...

- ▶ **Remember:** Instructors have a key role to play in the promotion of text reading!!
- ▶ No matter the class, READING is everywhere AND a lifelong skill!!
- ▶ Pass out additional handouts and explain.

# Contact Information

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- ▶ Any questions, comments, or concerns?