



Read One Book in an Hour

Author: Lana Daly, Teacher Education

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COMPLETE COURSE DESCRIPTION:

EDTE 21: Freshman Seminar: Becoming an Educated Person

Catalog Description: EDTE 21 is a freshman seminar intended to provide students with an introduction to the nature and possible meanings of higher education and the functions and resources of the University. The course is designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. The seminar will also provide students with the opportunity to interact with fellow students and their professor to build a community for academic and personal support.

STUDENT DEMOGRAPHICS:

There are over 60 sections of Freshman Seminar (all listed with the course number 21), enrolling more than 1500 students during the course in the fall semester. All sections of the course share a core syllabus and a required reader. Freshman Seminar fulfills GE area E: Understanding Personal Development. The Department of Teacher Education (EDTE) offers multiple sections of Freshman Seminar or EDTE21. Class size is typically kept at twenty-five.

COMPLETE DESCRIPTION OF THE ACTIVITY/LESSON PLAN/ASSIGNMENT:

One Book Activity Goals: Students will read the Sacramento State "One Book" selection using the "Read a Book in an Hour" teaching and learning strategy (the class time available is actually 75 minutes). The overall aim of this activity is to provide an opportunity for all students in the class to actively participate in the reading of the book in preparation for attending the One Book author presentation on October 15, 2008, and participation in various follow up activities tied to course objectives.

Most books can be adapted to the "Read a Book in an Hour" teaching and learning strategy. The aim is to pique student interest and provide a common experience around the common book which would apply to most One Book selections in the future.

Course Objectives: Students will:

- Develop an understanding of ideas, values, and meaning systems related to higher education.
- Develop an understanding of "self" as an integrated biological, psychological, and social being.
- Develop and utilize active learning strategies and skills.
- Critically examine the influences of higher education on the development of the individual.

- Be given the opportunity to interpret their own social and cultural experiences within the context of higher education.

Learning objectives for “Read a Book in an Hour” One Book Activity: During one 75 minute class session small groups of students will read a section of the book *Funny in Farsi: A memoir of growing up Iranian in America*, by Firoozeh Dumas. Each small groups will compose a summary of their section, creatively present their section of the book to the whole class, prepare questions to use during a class discussion of the book and to ask the author during the a campus-wide event (a presentation by Firoozeh Dumas). With their Freshman Seminar instructor and classmates, students will attend the One Book author’s presentation on October 15.

Suggested Procedures for the Activity:

- Divide the class into heterogeneous groups of three. Have each group pick a facilitator, a recorder and a person who will post group notes on the listserve.
- The book contains twenty-seven chapters. Divide the book into nine sections so that each group reads three chapters. Write the chapter assignments for each group on large note cards. Randomly pass out the note card reading assignments.
- Since all students will be given a book at orientation, all students will have their own copies to read.
- Students will take turns reading the assigned chapters aloud.
- Have the small groups determine the main themes in the assigned chapters and record them on the back of the note card. Have the group create a one paragraph summary of the chapters. Ask the recorder to write the summary paragraph on the back of the note card.
- Ask each group to decide on a creative way to present the chapters to the total group. Leave it wide open. They might act it out, create a poster, or cartoon, tell about their chapters and create a play list of songs to illuminate the themes etc. Limit the time for preparation, so that the students will jump right in without getting stuck or intimidated by the idea of presenting.
- Call the groups up in order of the chapters to present the One Book memoir.
- Facilitate student reflection on the process of reading the book in an hour. What worked for them and why? What was difficult/challenging and why? Were the aims and objectives met?
- Begin to have the groups share their note card themes, summaries, questions raised for whole group discussion and author visit.
- Remind group member to post note card information on listserve.

Instructors are encouraged to sample from the additional suggestions below:

- A. Prior to the “Read a Book in an Hour” Activity:** Complete text readings and course activities that address the following course objectives/inquiries: In what ways is an increased knowledge of the teaching and learning process helpful to students and faculty? In what ways does education contribute to personal development? What are useful strategies to improve academic skills? How can we learn about the cultural perspectives found on campus?

- B. **After the “Read a Book in an Hour” activity and attending the “One Book” author presentation on October 15, 2008:** Complete text readings and course activities that address the following course objectives/inquiries: Why is gaining cultural perspectives useful in academic life and beyond? What are some helpful skills for relating to people who are different? In what ways do values and beliefs influence student behaviors? In what ways do our personal values and beliefs, as well as those of other students and faculty, influence your educational experience? How do external factors influence development and behavior? What are strategies for developing connections and/or comfort with Sacramento State?

Participation in One Book events: Students and course instructor will attend the One Book author presentation together. Students will be encouraged to attend various campus activities connected with the “One Book” project.

Assessment: Students will complete a written prompt to reflect on the “Read a Book in an Hour” activity, participation in the One Book event, and various course assignments/ in-class activities connected to One Book.

This resource was made possible by the 2008 State One Book Faculty Development Grant Program, with funding from Wells Fargo. While many of the assignments and activities were designed for a specific course and for the 2008-2009 One Book, [Funny in Farsi: A Memoir of Growing Up Iranian in America](#) by Firoozeh Dumas, they may be adapted to other courses and future One Book selections. For additional One Book resources, please visit our website www.csus.edu/onebook.