Disciplinary knowledge, intertextuality, and developmental readers: A study of community college students
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Abstract

The purpose of this study was to compare two reading strategies to determine which was more effective in helping students become better college readers: a discipline-specific strategy coupled with intertextual learning materials or the general method of teaching reading instruction that teaches general reading strategies from a class text.

Data from 32 community college developmental reading students who were in their first semester of college in the fall of 2006 at the College of DuPage were analyzed in this study. This study employed a quasi-experimental design, as intact classes were used. A .05 level of significance was used for all statistical tests of the research data. Independent-samples t tests showed that students who received instruction in a discipline-specific reading strategy that teaches students to think as historians do, coupled with instruction using intertextual learning materials, scored significantly better than those students receiving only the general reading instruction from the class text. These students scored better on three of the four measures used in this study: the dichotomous score on the posttreatment essay, the content score on the posttreatment essay, and the intertextuality score on the posttreatment essay. The fourth test was the objective test of history content given posttreatment.