To whom it may concern,

I am attaching a submission to *Journal of the Scholarship of Teaching and Learning* entitled, “Using Content Reading Assignments in a Psychology Course to Teach Critical Reading Skills”. The double-spaced manuscript is 24 pages long with references and includes 1 table and 1 figure. The word count including the title page, tables and references is 6,313. I wish for the manuscript to be given a masked review.

This paper presents a data-driven study assessing the efficacy of a critical reading assignment in a psychology class. Quantitative data analysis demonstrates a significant improvement in students’ critical reading skills. A combination of quantitative and qualitative data from student surveys indicates that they viewed the assignment as very helpful in improving both their reading and writing skills.

This research has not been published elsewhere, nor is simultaneously under review elsewhere. All APA ethical guidelines were followed in conducting this research. None of the authors have any interests which may influence the research.

Please direct all correspondence to me and I will assume full responsibility for keeping my coauthor informed of all progress. All authors have agreed to the byline order and the manuscripts submission.

Sincerely,

Debbie Van Camp, Ph.D.

Assistant Professor, Psychology

College of Arts and Science

Trinity Washington University

Washington, DC 20017

(202) 884-9247 (voice) (202) 884-9229 (fax)

[vancampd@trinitydc.edu](mailto:vancampd@trinitydc.edu)

Co-author:

Wesley Van Camp, Ph.D.

Assistant Professor, Philosophy

Virginia Polytechnic Institute and State University

Blacksburg, VA