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Recasting Reading in College: From How Much to What Kind

This project investigates the reading practices of undergraduate students in my upcoming ENG 212: Introduction to Genre Studies class with a focus on what messages students have heard from professors about how to read, how they make decisions about how to read assigned reading (intensively or extensively), and how genre shapes their reading choices. Recent conversations both in my field (composition and rhetoric) and in higher education in general have taken on increased urgency around the issue of student reading, and this project proposes a way of reinvisioning student reading, shifting the focus from whether or not students complete assigned reading to how students read. Students will be treated as both participants and co-investigators in this study and will complete a survey, a reading journal, and follow up group and (potentially) individual interviews about their reading.