

## **Article Review/Summary 35**

**Article/Book Title:** “You are asking me to do more than just read a book”: Student Reading in a General Literature Course

**Full APA Reference:** Amicucci, A. N., Williamson, M. M., DeCapua, S. E., & Hrebik, J. R. (2015). " You Are Asking Me to Do More than Just Read a Book": Student Reading in a General Literature Course. In *CEA Forum* (Vol. 44, No. 1, pp. 1-29). College English Association. Web site: <http://www.cea-web.org>.

**Major Themes/Theories:** Literacy Programming

**Abstract:**

N/A

### **Define the Research Questions:**

The article, “*You are asking me to do more than just read a book*”: Student Reading in a General Literature Course, by Amicucci et al., 2015, aims to answer the question regarding how literature is taught to non-English majors. The goal of this study was to learn about ways that non-majors read literature and ways that teachers facilitate such reading.

### **Discuss the methodology used by the authors.**

The study was completed at a public mid-size American university. Student and teacher data was collected in relation to general literature over a two year period. In addition, 6 teachers were interviewed with an aim at understanding teachers’ individual approaches to the course being taught (general literature). Teachers were also asked to provide samples of student work. From here Pike’s six modes of reader response (65) was used and ten categories emerged under ways of reading, and roles of reading.

### **Describe the results.**

When considering ways of reading that students discussed most frequently, reading for knowledge, acquisition, entertainment etc was seen as number one. Students were found to be reading for the purpose of gathering information. Both the teachers interviewed and students sampled, agreed that providing students freedom when choosing literature was important. Students shared that they enjoyed reading about subjects they find interesting (Amicucci et al., 2015).

As one teacher suggests, positioning texts as a record of humans’ analysis of life experience, allows students’ to foster and analyze their own life experiences. Students surveyed were able to draw on specific books read, and the life lessons they taught them, and the impact the books made.

The teachers interviewed shared the logistical challenges that a class of students all reading different literature poses. One way as suggested in the article, is to have a small group of students choose a text to read, discuss it within the group, and then presents their work to the class. Another teachers suggestion in the article is to have individual students read their own texts, then give presentations on those texts to small peer groups (Amicucci et al., 2015).

Overall, it is encouraged to show students the value of reading and of cultivating reading

habits outside of school contexts. The following are some additional guidelines suggested. 1) Encourage students autonomy in selecting reading material and provide transparent boundaries for this autonomy. 2) Facilitate student's critical thinking about what they read. 3) Promote students' awareness of transfer through the use of reflective writing. (Amicucci et al., 2015)

#### Reference List

Pike, Mark A. "From Personal to Social Transaction: A Model of Aesthetic Reading in the Classroom." *Journal of Aesthetic Education* 37.2 (2003): 61-72. Print.