

## Notes and Votes 10/2/09

### Notes:

Meetings---We have our meetings scheduled (room TBA)

**Fridays 1:30-2:30 pm on 10/23, 11/20, and 12/11**

When we shared our reading histories with each other, some common themes emerged:

1. Most of us were read to as children
2. Most of us "fell in love" with reading, or a book, an author or a character
3. Reading is part of who we are, our memories, how our characters formed, what we did at work, with coworkers, to escape, etc.
4. When we are interested in a subject it is very easy for us to read.
5. Reading out loud is a social risk. If you mess up, you will be ridiculed.
6. For the most part, we are assuming that our students do not have the same positive experiences with reading that we had. There is a gap.

Conferences--Please let me know if you will be attending the LAANE conference on Nov. 6. I will need to confirm with them who is coming and send in registrations, etc. We will be presenting as a panel. We'll introduce the concept of SFIGs, explain what we'll be focusing our inquiry on and let participants do their own personal reading history, then close with the note card activity on observations about student reading.

### Votes:

When we wrote down our observations on what we noticed about student reading, here are the ideas we had. I have categorized the ones I thought were similar and made them as one observation. If you would like to add some observations, please reply all so everyone can see them and vote on them as well. After we've had a chance to read through the observations, please vote for the top 3 you would like to research and send them to me by Friday. I'll count it all up and we'll focus on whichever observation got the most votes. Here they are:

1. Students are not patient with themselves or with writers  
Reading makes students feel stupid rather than smart.
2. Some students need to hear themselves read out loud--very auditory
3. Some students seem to read incredibly quickly with little or no awareness that they have not understood what they just read.  
Students do surface reading and do not read at the level they need to in order to succeed and learn.  
They are passive readers.
4. NECC students tend to view reading as work only and not for enjoyment
5. If you can identify an area of interest, you have a better chance to open the door to reading.
6. Depending on the level of the course (intro to advanced), students have very different comfort levels with reading.
7. Students lack curiosity (don't want to look up new words, etc)
8. Students have difficulty with vocabulary which contributes to problems with context clues.  
Students read the words but have little understanding of the overall meaning
9. Students don't view reading as important.  
Students come to class and simply have not read at all. Reading assignments seem to be treated as "no homework."  
If I ask a question right out of the reading, I receive a blank stare or students avoid eye contact.  
Students don't always do/finish reading assignments.
10. Movies have taken the place of books to students. They rewatch the movies like I reread books.
11. Students love to read magazines
12. Few students read books for pleasure.
13. While waiting at the Advising Center, sometimes for more than an hour, students will rarely have a book with them and read. Instead they text or talk on cell phone, listen to Ipods, etc.
14. Very weak background knowledge, therefore have trouble with basic inference.

Once we decide on a focus for our inquiry, we can then decide how we want to proceed. We can try out strategies in our classes and labs, conduct interviews, do a focus group study, surveys etc. There are many options.