

## **USING CONTEMPLATION TO DEEPEN READING IN THE LITERATURE CLASSROOM**

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In her book *Reader Come Home: The Reading Brain in the Digital World*, Maryanne Wolf argues the key to deep reading is contemplation. This project asks the question “does contemplation deepen reading?” Using a pre-text/post-test assessment and student reflections from four literature-focused courses, I analyze student responses to determine whether, and to what extent, students referenced in-class and homework-based contemplative pedagogies used in the course to deepen their reading practice and to identify examples of deeper reading as the result of these pedagogies. For the pre- and post-tests, participants were asked to read a short passage and respond to seven questions asking them to summarize, predict, analogize, interpret, and analyze the work, and to reflect on their reading experience and strategies and on insights gained from the readings to determine if there was significant change from the pre- to the post-test responses in depth of reading and in named strategies.

