READING JOURNAL INSTRUCTIONS SPRING 2008

General Information

The Reading Journal for EDUC 0123 will include a variety of assignments from different types of reading materials. In addition to introducing students to a variety of materials, other objectives, or purposes, of the Reading Journal are to 1) provide practice in how to use the library and its resources, 2) make students aware of commonly used reference materials which could be helpful in other classes, 3) increase reading comprehension, 4) expand vocabulary, 5) provide practice in the production of "college quality" writing, and 6) further develop the ability to formulate and express thoughts regarding the material read.

Reading Journals are mandatory assignments and are due when indicated on the assigned date. All assignments will be turned in to the instructor in the folder provided. Papers should be three-hole-punched when necessary so that they are attached to the folder by the brads inside the folders. Each week as new assignments are due, they will be ADDED to the folder by placing the new assignment on top of previously submitted assignments. Thus, at the end of the semester, all Reading Journal assignments will still be in the Reading Journal folder.

When Reading Journals are returned to you, please keep them in your possession. Do not leave them in your class folder in the drawer.

FORMAT

Length of the paper is not an issue. Write as much or as little as needed in order to accomplish the goals of the assignment. As a beginning guideline, I would think the summary would be approximately one page, and the reaction would also be approximately one page. I consider your reaction extremely important.

Because I believe learning to use a computer will make you a better prepared student, papers prepared on a computer are mandatory.
Assignments should have a title. There should be a space between the title and the first line of the text.

The text should be double spaced with absolutely no scratch outs.

**Grading Scale**

There will be 7 possible points for each assignment. Points will be assigned based on the following standard.

**CS=Content of Summary=1 point**

Did you include the important information?

**CO=Content of your opinion=1 point**

Did you explain what you thought about the information in the article AND why you felt that way? It does not matter whether you support or oppose the information you read. What matters is that you think about what you read and react to it.

**SS=Sentence Structure=1 point**

Are all your "sentences" really sentences or do you have some fragments? Do some of your sentences take up several lines? If so, are they too long? Are all the periods and commas used properly? Are capital letters used correctly? Did you indent for paragraphs? Basically, is all the grammar correct in both the summary and in your opinion?

**Sp=Spelling=1 point**

Are ALL words spelled correctly? (Hint: If you use the word processor, you can use spell check to catch your errors. However, you must still proofread the paper to make sure "substitution" errors have not occurred.)

**Ap=Appearance=1 point**

Does your paper look like a college quality paper? Does it have the proper spacing and margins? If handwritten, is it legible using only black or blue ink with all cross-outs eliminated?

**Bib=Bibliography=1 point**

Is the citation correct? (Look at the sample page each time.)

**Co =Computer=1 point**
Reading Journal Assignment

RJ 1 - JUVENILE LITERATURE

For this assignment and maybe some others, you will be required to use the Cameron Online Catalog to search for, locate, and read juvenile literature. Though the topics of each assignment may be specific, the choice of the book is up to you. The purpose in assigning juvenile literature is three fold: 1) As with the story of the doctor, much information can be learned from such a source. Holes in previous educational experiences can be filled quickly and painlessly. 2) Additionally, you may find that juvenile literature can play a part in helping you understand your college courses. Often, if a subject is complex or the text in your class is difficult to read, you can use juvenile literature to form a base of information which will then make your college text easier to understand. You need to know how to have this resource available to you. 3) As you read, you will discover words that are new to you, but not so many that you are overcome by the numbers of new words. You are to make a sincere effort at adding those words to your vocabulary. I'll have more to say about that in a minute.

For these reasons, when Juvenile Books are assigned, you are to do a Keyword search on the Cameron Online Catalog and find one or two books which are comfortable and interesting for you to read. The book should not be so simple that you are unchallenged either by the content or the vocabulary. I leave that choice up to you; however, you are to bring the books with you to class on the day the assignment is due so that I may briefly examine the contents. After you have read the books, write a brief summary of the contents. Under the summary write the citation. On a separate page include the vocabulary work described on the next page.

***FOLLOW THE MODEL BELOW FOR EACH NEW WORD YOU FIND.**

Write the word

Write the definition in your own words

Part of speech (noun, verb, etc.)

Other forms of the word
(Make a list of all possibilities)

Use the word in 3 sentences.
EXAMPLE

flagrant

something done boldly and on purpose

(adjective)

flagrantly

*Flagrant disobedience earned the child a spanking.

*Showing up 30 minutes late for work shows flagrant disrespect of the employer.

*The driver honked his horn and drove flagrantly through the stoplight.

For the Reading Journal assignment due this week, find one or two books about people. They may be fiction or non-fiction. Do a Keyword search (biography and juvenile) on the Cameron Online Catalog. Then scroll through to find something that looks interesting. You may want to look at the Card Screen to get a description of the contents. It may also be helpful to see what the general call numbers are for several biographies and just browse through the section. Follow the directions given regarding summary, citation, and vocabulary work--and don't forget to bring them with you to class. You also need to be prepared to discuss the books with your classmates.

RJ 2 – BLACK HISTORY RESEARCH

Use Reader’s Guide to Periodical Literature or a similar academic database to select an article of your choice relating to one of the topics listed below. After selecting and reading the article, write a summary, a brief reaction, and MLA citation. Be sure to refer to the sample citations provided. Choose one article on any of the following topics: (recent topics) Colin Powell, Andrew Young, the Million Man March, The Bell Curve; (historical topics) Marcus Garvey, Malcolm X, W.E.B. Dubois, Tuskegee Institute, or Selma, Alabama, or Rosa Parks.

RJ 3 – TOPICS RELATED TO INTEGRATION OR DISCRIMINATION

You are on your own for this one. Search for, find and read an article on integration or discrimination. After reading the article, write a one page paper stating your opinion on the topic. In the paper make reference to the article you read in some way. Include a citation for the article.
RJ 4 - INTERNET
Use the Internet (ex. google.com) to find one topic of interest to you, and examine that information carefully. When you have finished, write one paragraph on each of the following: 1) Describe the location and contents of where you surfed; 2) Why did you select the particular topic you selected? 3) What did you learn or find interesting on the topic? 4) How did you know that this was a reputable website? Include an Internet citation.

RJ 5 - EVALUATION
What you will read this week is all the Reading Journals you have previously written. Evaluate how you think your writing has improved. Don't just look at the grades and base your evaluation on that. You should think about how things have changed since the first of the semester. Talk about your strengths and weaknesses. What still needs work? What has improved? What did you do to improve, and what do you plan to do to make further improvement? Remember that this is a reflective essay about your progress in the course. Use a Pro Con T to help guide your writing. Be sure to turn in the Pro Con T as part of your essay.