

Assignment Template:

All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted:

READING JOURNAL

Learning Outcomes:

- COLLECT your observations, questions, musings about specific texts;
- ORGANIZE these ideas in clear, readable form;
- WORKSHOP questions;
- EXTRAPOLATE from class discussions;
- APPLY insights to new contexts;
- INCORPORATE insights and conceptual tools from secondary reading;
- PREPARE for class discussion;
- ENGAGE with the texts in a sustained way;
- MAP your growing understanding;
- REFLECT on your learning.

HELPFUL RESOURCES AND EXAMPLES:

University of South Florida, Dr. Pinsky's Tips on writing Reading Journals:

<http://chuma.cas.usf.edu/~pinsky/journaling.htm>

University of Washington, "Integrating Reading: Keeping Reading Journals":

<https://www.uwb.edu/wacc/what-we-do/resources/reading/journals>

Colorado State University, "Journals and Reflective Writing" (a lengthy but very helpful book chapter):

<https://wac.colostate.edu/books/involved/chapter4.pdf>

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INSTRUCTIONS:

1. See the class blog “Assignments” page or the Course Outline for the DUE DATES. Learning Journals will be collected TWICE over the course of the semester: once for feedback and once for assessment.
2. The Reading Journal is intended to be a workshop space where you can gather your thoughts, make observations, and apply your new skills and ideas to the texts in question. It is intended to produce and demonstrate sustained engagement with the texts. Consider the Reading Journal a sort of workshop space, rather than a repetition or play-by-play of classroom activities. Use your journal to prepare for class and to reflect on and integrate ideas, questions and skills that arise during class. Here are some suggested ways that you can organize and use your journal:
 - Create sections for your entries: Notes from reading; things from class; supplementary materials such as scholarly articles, tip sheets etc.; questions arising; learning reflection.
 - In this format you will be able to create a dynamic interaction between your various learning experiences while having a space to gather a range of materials;
 - Write your journal entries like mini essays.
 - In this format you will be able to formalize your thoughts and your notes and get additional practice on writing concise responses to the texts;
 - Create dual entry pages in which you record initial impressions on one side of the page and commentary on those initial impressions based on classroom experience and additional reading on the other side of the page.
 - In this format you will be able to capture the immediacy of the reading experience and demonstrate reflection and the integration of new information in order to map your growing understanding and explore and interrogate more deeply your initial reactions.
3. MINIMUM LENGTH per entry is 200w. For the final assessment copy, you will hand in 1500 w total.

Note: you are not limited to 1500 words, but keep in mind the relative workload of all of the assignments you’ve selected. That said, you want to make the Reading Journal as useful to you as possible, so feel free to expand on your ideas as necessary.

1. **SECONDARY RESEARCH:** You will incorporate a minimum of THREE (3) secondary sources into your reflections **over the course of the semester**. Use proper MLA quotation and citation formats.
2. **ASSESSMENT COPY:** From among your entries, **SELECT** the ones that you feel are most representative of your progress over the course of the assignment, up to a maximum of approximately 1500 words (+/- 10%). Highlight or otherwise label these entries as the ones

you would like to be considered for your assessment for this assignment. Include the FEEDBACK comments from your first round.

3. WORKS CITED

Include a proper MLA Works Cited.

FORMAT:

The format is up to you but keep in mind that it must be accessible to a reader. Scribbled handwritten notes are good for you but you will want to formalize them and present them in an organized way in your Reading Journals. You are welcome to include non-textual elements such as diagrams, illustrations, sketch notes etc. so long as the journal is easily handed in for feedback and assessment. All Reading Journals must be delivered in hard copy.

As in any written work, you must adhere to proper MLA documentation and citation formats.

FORMAT: You will hand in the following for grade:

The assignment information template at the top of this document;

FIRST (FEEDBACK) ROUND:

- All of your entries to date in readable format. You may type (Times New Roman 12 pt. font, double-spaced) or write legibly on good quality paper. If you like, you may include diagrams, concept maps etc.;
- Each entry must be a minimum of 200 words;
- WORKS CITED in proper MLA format at the end of any entry that uses secondary sources.

SECOND (ASSESSMENT) ROUND:

- Selected entries up to approximately 1500w. If you are handing in your cumulative work as a single document or in a journal, highlight or otherwise clearly label the entries you wish to be considered for assessment;
- The feedback comments from the first round;
- Your selected entries should include, cumulatively, a minimum of THREE (3) secondary sources.
- A cumulative WORKS CITED in proper MLA format.

ASSESSMENT:

I will collect the Reading Journals TWICE over the course of the semester. In the FIRST round, I will provide detailed feedback. In the SECOND round, I will provide feedback and a grade. Students are expected to consider and apply the feedback where necessary. Students are encouraged to meet with me after the first round to discuss your progress.

- Concision, clear language, appropriate format, paragraph and sentence structure appropriate to the chosen format;
- Tidiness, care for presentation;

- Accurate MLA citation and documentation;
- Detailed references to the texts;
- Evidence of application of ideas, conceptual tools, definitions etc. to the texts;
- Evidence of reflection on the learning process where appropriate;
- Evidence of the consideration and application of feedback;
- Integration of initial responses, classroom experience, supplementary or secondary sources;
- Evidence of sustained engagement across the semester;
- Evidence of intellectual commitment and curiosity.