

English 1301: Composition & Rhetoric I

Reading Response/Reflections Journal

Of the many writing projects involved within a composition writing course, one of the most important is the maintenance of a *Reading Response Journal*. This type of notebook offers an organized space for you to creatively think out problems and word-puzzles provided to you by your instructor, all within a set-time limit. Such writing journals also allow the instructor to see the process of how you think, see how you personally respond to given situations, and see how well you understand the weekly lectures. Utilizing this structure, the reading journal serves your main goal of obtaining a high score at the finish of the school term.

Aside from bettering your grades, **the main function of a Reading Response Journal is for you to gain a greater sense of your Writer Self**, that inner narrator that dictates your everyday life. Overall, writing is a difficult process. A perfect idea is never fully drafted within a few, quick moments of time. Another point to stress, creative writers do not have a special gene for developing their poems and stories. Skilled writers have practiced their craft over long periods of time, drafting numerous pages, and redrafting even more pages just to reach at a concluding product. Journals help beginning writers to connect easily to their thoughts, and at the same time, provide a stockpile of material for possible later use.

Secondly, reading journals help students discover what their opinions actually are. Some issues and situations do not allow an immediate, formal judgment to be made in a hasty fashion. Especially in higher academic levels, writing prompts require you to narrow down broad concepts into smaller, specific, narrower trains of thought. A writing notebook shows how a complex idea formulates into a well-crafted scholastic paper.

The reading journal is an-going project. The class will be building these individual notebooks in a collective fashion. **Note:** overall, six (6) scheduled opportunities exist for Reading Response entries. **In addition, after each post,** the student is required to create Tweet update notifications to my attention: [@BrokenHaiku_LS](https://twitter.com/BrokenHaiku_LS).

Grading Rubric for Reading Journal Blog and Weekly Reflections

	10 A	9-8 B
Design	Student goes beyond expectations for providing visual interest to page: <ul style="list-style-type: none"> • interesting color scheme • original graphics (3+) • 5 or more photographs • experiments with template possibilities 	Student provides visual interest to page: <ul style="list-style-type: none"> • color scheme • 4 photographs • 1-2 graphics • copies template exactly
Presentation/ Grammar	<ul style="list-style-type: none"> • Proper punctuation is used for titles • Author names are spelled correctly • Strong academic tone • Skilled written communication shown; diverse, analytical thoughts presented • Obvious redrafting and proofing of material shown 	<ul style="list-style-type: none"> • Proper punctuation is used for titles • Author names are spelled correctly • Informal academic tone • Strong written communication shown • analysis of subject shown • Proofing of material evident
Content	Student supplies: <ul style="list-style-type: none"> • All 6 RJ entries • All 4 WRs • All specified ETs • Student provides items of interest in addition to required entries 	Student supplies: <ul style="list-style-type: none"> • All 6 RJ entries • All 4 WRs • All specified ETs
Word Count	Exceeds specified expectations (325 +)	Meets specified expectations (300-325)
	7 C	6-0 D-F
Design	Student provides some visual interest to page: <ul style="list-style-type: none"> • color scheme attempted • 1-4 photographs • 1-2 graphics • copies template exactly with minimal changes 	Student provides no visual interest: <ul style="list-style-type: none"> • no color scheme • no additional photographs • no graphics • copies template exactly
Presentation/ Grammar	<ul style="list-style-type: none"> • Occasional proper punctuation is used for titles • Author names are spelled correctly • Informal tone; colloquial phrases • Proper written communication attempted; in depth analysis explored • Proofing or redrafting of material is needed 	<ul style="list-style-type: none"> • Proper punctuation is not used for titles • Author names are not spelled correctly • Too colloquial in tone • Improper written communication; no in depth analysis explored • Proofing or redrafting of material is not attempted; rushed documentation
Content	Student supplies: <ul style="list-style-type: none"> • 5 RJ entries • 3 or less Weekly Reflections • 1 or 2 Exit Tickets 	Student supplies: <ul style="list-style-type: none"> • 4 or less RJ entries • 2 or less Weekly Reflections • 1 or less Exit Ticket
Word Count	Little less than specified expectations (200-299 words)	Way Less than expected (200 or less)

- Journals must be posted in digital format at blogger.com, or a comparable site.
- After each posted entry for Reading Journals or Weekly Reflections, post tweet to [@BrokenHaiku1](https://twitter.com/BrokenHaiku1) [LS](https://twitter.com/LS).