

Reading Journals

Utilizing an informal essay format, generate your opinions and observations on various course materials throughout the term.

OBJECTIVES

1. Show your comprehension of reading materials for five items from syllabus.
2. Strengthen reading concepts and presentation of your observations before class.
3. Use full sentence format; 200 words or more—approximately 1 full page.
4. Isolate your impressions of the material read.
5. **Answer the following questions:**
 - state the author’s primary intentions and/or themes
 - state the secondary “deeper meaning” theme
 - state why you like (or why you do not like) the poem: be very specific and cite examples, point out specific lines or words which confused you
 - describe details which helped you relate (or not relate) to the poet speaker
 - what casual observations do you have regarding the story?
6. Other items to include:
 - be as expressive & creative with your presentation: doodle, use emoticons, bold or italic text
7. Choose from the following list of authors and creative works:
 - 08.02: R. Wright (select one) —*supplemental*
 - 08.02: William Carlos Williams, “Danse Russe” p 600,
“The Red Wheelbarrow” p 601
 - 08.02: James Wright, “Lying in a Hammock” supplemental
James Wright, “Autumn Begins in Martins Ferry, Ohio” p 652
 - 08.02: Sylvia Plath, “Mirror” p 656
 - 08.03: Emily Dickinson, “#365 (Because I Could Not Stop for Death)” p 1201
“#216 (Safe in Their Alabaster Chambers)” p 599
 - 08.06: William Blake “The Sick Rose” p 117
 - 08.06: e. e. cummings, “in Just” p 608
 - 08.10: John Donne, “Death Be Not Proud” p 580
 - 08.10: William Wordsworth, “The World Is Too Much With Us” p 587
8. Exercises are due typed before class lecture.