

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: roughly 300 words.
4. Isolate your impressions of the material read.
5. Be able to 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
 - what would you have done different if you were the author?
7. Choose from the following list of authors and creative works:

06.30	Emily Dickinson, "#365 (Because I Could Not Stop for Death)" p 601
06.30	Emily Dickinson, "#216 (Safe in Their Alabaster Chambers)" p 599
06.30	Sylvia Plath, "Mirror" p 656
07.02	R. Wright (337, 367, 474, 561) — <i>supplemental</i>
07.02	James Wright, "Autumn Begins in Martins Ferry, Ohio" p 653
07.02	William Blake "The Sick Rose" p 117
07.06	W. H. Auden "Funeral Blues" p 633
07.06	Octavio Paz "The Street" p 639
07.07	John Donne, "Death Be Not Proud" p 580
07.07	William Wordsworth, "The World Is Too Much With Us" p 587
07.07	Dylan Thomas "Do Not Go Gentle Into That Good Night" p 642
8. Exercises are due typed before class lecture.