

Reading 90, Larimer

Reading Journals

One of the major objectives of RD 90 is to get you to be motivated readers for life! Ideally, you should read at least 15 minutes a day, every day. For this class you will need to complete four reading journals. These need to be from varied sources, about varied subjects, and need to be well-written with vocabulary words to look up.

What you turn in: *Each journal entry should be typed and formatted as follows:*

Journal Entry # _____

Subject area: _____

Author, title and other publication information: (magazine or book title/issue/date—DO NOT use informational websites, only published articles).

Summary: (What are the main points and supporting details? Make this well written and complete, at least one hefty paragraph long. A good guideline is that a summary should be about $\frac{1}{4}$ length of article.)

Two questions I have after reading: (What more do you want to know? These should reveal your degree of interest and understanding of the article.)

- 1.
- 2.

List of new vocabulary words and definitions: (Each reading should have a minimum of three words and definitions.)

- 1.
- 2.
- 3.

****This project constitutes a *major* portion of your grade—do an excellent job!**

Due Dates:

- | | |
|---------|-----------------------------------------------------------------------------|
| 1/29/07 | Reading Journal One: Heather hands out article in class |
| 2/5/07 | Reading Journal Two: Health or Psychology—article must be 500 words |
| 2/12/07 | Reading Journal Three: Current Events or History— article must be 750 words |
| 2/19/07 | Reading Journal Four: The Arts— article must be 1000 words |

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Service Learning Project

As an alternative to the Reading Journals, you may participate in Service Learning, an experience with huge potential for personal enrichment and fun. You will assist younger students with their reading skills, on-site at an after school program or a public library. You need to set up at least four hours of service, broken up however your site agrees on. This opportunity needs absolute commitment and reliability; your site is counting on you. However, the rewards will be immeasurable--you may want to continue your work after the class is over. You will be relatively self-directed in this coursework, which means I will not check in with you, other than expecting the completed requirements at the due date. These are listed below and include a journal entry for each site visit and a final reflection paper.

The Process:

- 1) **Identify a Service Learning Site.** Consult www.pcc.edu/servicelearning and look under Volunteer Sites. Then look under Early Education or Education. Keep in mind, SMART Programs need a minimum six-month commitment. If you are not able to make that long-term commitment, choose a non-SMART after-school program. There are plenty!
- 2) **Contact the site supervisor** immediately. You may to contact several agencies at once, in case of communication lags. Explain to them that you'd like to donate four hours as part of a PCC Reading class, and arrange a schedule that work for you both.
- 3) Take your contact person the **Service Learning Agreement form**, to be filled out and returned to me by the end of the 3rd week of the term.
- 4) **Communicate** with this person about your schedule, goals, and role in their program. My requirements are that you're helping someone else with his or her reading, for a minimum of four hours this term. The specifics are up to you!
- 5) **Complete the agreed-upon service** by the end of week nine of the term.
- 6) **Turn in the following** by the end of week ten:
 - Service Learning Student Evaluation (form to be completed by your site supervisor).
 - Student Evaluation of Service Learning Site (form to be completed by you).
 - Journal of Service Learning Visits—one entry for each visit.
 - A 2-3 page typed, double spaced Reflection Paper. Use the following questions as a general guide: What did you learn? What would you do differently? How did your experience make you feel about yourself as a reader? How did your experience change how you think about reading as a skill?

Recent sites and contacts (or refer to website in #1 above):

Neighborhood House, Multnomah Arts Center, Sandra Santos, (503) 244-2292; Vose Elementary School, Jeff Hays, (503) 672-3590; Rigler Elementary School SUN Program, Andrea Keish, (503) 916-6152; Markham Elementary School, Monica Geraths, (503) 246-1884; Robert Gray Middle School, Michelle Kajikawa, (503) 452-3765; Tualatin Hills Parks and Rec, Conestoga Center , Terri O' Brien, (503) 645-6433; Tualatin Hills Parks and Rec, Discovery Afterschool Program, Mr. Smith, (503) 629-6341.