

ASC 100: Freshman Seminar for Teacher Education Majors
Writing Prompts for Response Journal #2

General Instructions

The course schedule lists five dates on which written response journals are due. Those are meant to be occasions for you to engage with the material from our text by writing thoughtfully about it, examining how it connects to you personally. I will use the response journals as a means of assessing how well you understand the course concepts and can apply them to your own life as a university student.

Journal writing, as a task assigned for a course, is less formal than essay writing, so you should use an informal, personal style when writing a response journal to me. I am looking for you to respond to the various parts of the writing prompt, to tell how the course material relates to you, and to produce a minimum amount of writing by the due date. I will respect your confidentiality and not share any personal details from your writing with others, and I will reply respectfully when providing feedback on your thoughts and experiences—so please do be honest in your writing.

Each response journal should be word-processed (Microsoft Word is the most commonly used word processing program on campus) and should be **at least 500 words** in length. You should use the “word count” feature in Microsoft Word to count your words before submitting a response journal to me . . . because that’s what I will use to count your words after you have submitted it.

You should submit each response journal as an attachment to a message to me sent via Engrade.

Writing Prompts

Please choose one of the options below and write your journal in response to it. Be sure that it is clear in your writing which of the options you have chosen. Remember, too, to address all parts of whichever writing prompt you select.

- A. Currently, nearly half of all U.S. adults are involved in some formal type of lifelong learning. Also, it is now common to have more than one career—and perhaps several—over your lifetime. Consider (and describe in your journal response) how you think an understanding of how you learn (ch. 3) will help you in *any* career. Then, looking at one career area that interests you, analyze what kind of lifelong learning may be necessary for success in that area, comparing and contrasting that with the demands of other career areas.
- B. Think about the instructors teaching your courses this term. Consider the instructor whose teaching style meshes the *least* with your preferences as a learner. Tell what your learner preferences (ch. 3) are and how they differ from the ways that the instructor teaches the course. Then brainstorm some actions that you could take to improve the situation for yourself. Come up with at least three things that you could do when studying *outside of* class and/or participating *during* class that would help you to learn better, even if the instructor doesn’t change his/her teaching style.
- C. The World Wide Web has been compared to a “kitchen junk drawer,” a disorganized jumble of things both useful and not so useful. What is your reaction to the process of Internet research (ch. 4)—excitement? fear? frustration? Respond to that question and analyze why you react this way. If your reaction is negative, analyze the benefits of becoming more comfortable with Internet research (and how you could become more comfortable). If your reaction is positive, analyze how well you balance Internet research with other sources (and how you could improve your use of Internet sources when doing academic work).