

ASC 100: Freshman Seminar for Teacher Education Majors
Writing Prompts for Response Journal #4

General Instructions

The course schedule lists four 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. With Native Americans along with immigrants from nations across the globe, the population of the United States of America has always featured a mix of ethnicities, languages, religious orientations, and much more. Analyze the positive and negative effects when many different people coexist. Examine what happens when different types of people come together to live or work in a shared space, using the Dickinson State University campus as an example. After telling the pros and cons of learning and living with a diverse group of students at DSU, share your ideas for solving the problems that you see arising from the situation—what DSU could do to address the cons or negative effects. **[chapter 8]**
- B. Consider what areas of your own physical or mental health interfere with goal achievement. Would you be willing to reach out to people who can help you make positive changes? Name an area of concern and brainstorm three different resources that could help you. Consider resources at DSU that support student health—the Office of Student Health Services, the cafeteria, exercise facilities, intramural sports activities, counseling from RAs or peer mentors or academic advisors, clubs and religious groups, and so on—as well as online sources and outside groups. Tell how you could or will use those three resources to improve your own physical or mental health. **[chapter 9]**
- C. Review the diagram and descriptions in “Key 1” on page 166. Analyze how each factor affects the way in which you view and manage your finances. Include comments on (A) your values, (B) your personality, (C) your culture, (D) your family and peer group, and (E) other factors relevant to you. Conclude by telling what you have discovered by thinking closely about all those factors—what you now know about your money management habits and what you could or will do differently in the future as a result. **[chapter 10]**