

ASC 100: Freshman Seminar for Teacher Education Majors
Writing Prompts for Response Journal #1

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. In a 2007 article for the *New York Times*, writer Gina Kolata wrote, “Of all the factors linked to a long and healthy life, education is the most beneficial.” Analyze this statement by comparing education to other factors, such as health care, marital status, good genes, satisfaction at work, and so on (for ideas, think about people you know who have lived long and well and of what seems to have helped them). Explain whether you think the statement is accurate. Then apply it to your life. How do you think the university experience will help you stay healthy while growing personally?
- B. Review the Quick Check self-assessment that you completed on page 6 of our course text. From that list, choose one item that you want to develop further. Explain why you selected it. Then set a specific goal based on what you have read in chapter one. Describe your goal and the plan to achieve it, including a timeframe and specific steps. Finally tell about the anticipated result of achieving that goal—how achieving it will affect your life, allow you to do something that you wish to do, etc.
- C. According to Dr. John Medina, director of the Brain Center for Applied Learning Research, people who are interrupted take 50% longer to complete a task and make 50% more errors than those who work uninterrupted. How do you deal with distractions? Describe and evaluate two or three main ways that you handle distractions. For each, consider how successful the technique is and how you could improve (or change) it to maximize your future success. Be sure to explain what that future success would be—what you could achieve if you could handle distractions better, or how your life would be better in the short term and in the long term.