

ASC 100: Freshman Seminar for Teacher Education Majors
Writing Prompts for Response Journal #3

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. Recall a time when an instructor said something that you found upsetting, boring, too easy, or too difficult. Analyze your reaction using the following questions: (A) What feelings did the situation evoke in you? (B) What was the result? Were you more engaged or less engaged? defensive? inquisitive? (C) What did you do to handle those feelings? How did your feelings affect the rest of your experience in that class or with that professor? (D) Identify which of **chapter five’s** “Issue and Fix” scenarios (pp. 82-85) your situation fits into best and consider the fixes. Analyze which one would suit this situation best, and explain why.
- B. In a classic study conducted in 1885, researcher Herman Ebbinghaus memorized a list of meaningless three-letter words such as CEF and LAZ. He then examined how quickly he forgot them. Within one hour, he had forgotten more than 50% of what he had learned; after two days, he knew fewer than 30% of the memorized words. Consider the course(s) in which you have the most difficulty remembering information or procedures. Describe your difficulty and analyze your current study techniques in the course(s). Then explain which study and memory techniques from **chapter six** would be most likely to improve the situation for you and help you make the course material more meaningful so that you can remember it better and longer.
- C. According to a recent study by researchers at the Institute of HeartMath, “Students with high levels of test anxiety scored 15 points lower in both math and English than those with low test anxiety.” Identify and analyze your own specific test-taking fears. What factors cause anxiety for you—the material, the type of test, the environment, or something else? What lies behind your fear? After you have described your test anxiety and its causes, explain which test preparation strategies from **chapter seven** would be most likely to help you manage your test anxiety and perform your best on a test.