

Book Reading Journal

Over the course of the semester, you will read the book *In Search of the Canary Tree: The Story of a Scientist, a Cypress, and a Changing World* by Lauren E. Oakes (2018). As you are reading this book, you will keep a reading journal where you will express how this book relates to the course content and your own personal interests and insights. The journaling will provide you with an opportunity to record your personal thoughts, emotions, ideas, questions, reflections, connections, and new learning on what you hear and think as we discuss the reading in class.

Structure

Your chapter-by-chapter journal must be handwritten in your own words using a composition notebook (not loose leaves). Please, write legibly. A grading rubric are provided at the end of this document to guide your level of writing. The reading journal assignments are worth 15% of your final grade.

Use a new notebook and take your notes on the left hand pages and reserve the right-hand pages for later additions, comments, questions, and so on as we discuss in class. Write chapter-by-chapter, and before you submit the final journal, you will write a conclusive reflection on the book as a whole on a computer. You will want to follow this structure for each chapter reflection:

- What were your thoughts, reactions, or feelings as you read the chapter?
Think about why you may be responding the way you are, describe your thoughts, reactions, or feelings about the events and characters. Did you question, agree, disagree, appreciate, or object to anything? Any surprises?
- How does the chapter relate to the class content?
- What did you get curious to know more about?
- How does the chapter relate to your own experiences or future goals?

Grading rubric for Reading Journals, BOT-2100 Spring 2019

Critical reader (90-100%)	Connected reader (80-89%)	Thoughtful reader (70-79%)	Literal reader (60-69%)	Limited reader (<60%)
Highly detailed; shows interest and individuality; includes personal and class content connections.	Reflections clearly relate to topics; includes details and connections.	Each entry includes at least 1 identifiable thought as the main focus.	Entries are completed, but with little demonstration of thought.	Below Level of understanding or incomplete.
Thoughts make sense; can clearly be explained or followed.	Thoughts make sense; can be explained or followed.	Thoughts make sense; can somewhat be explained or followed.	Thoughts do not make sense or are lacking.	
You think about the meaning of the text in terms of a larger significance, as aspect of self, class, or life in general.	You fill in gaps in the text and show some ability to make meaning from what you read.	You make connections to your own past experiences, feelings, or knowledge, but do not explain in enough detail.	You accept the text literally without thinking of different possibilities in meaning.	Assignment incomplete, and does not demonstrate an acceptable level of understanding...does not demonstrate reflective thinking
You create your own meaning through personal connections.	You create your own meaning through personal connections.	You rarely create your own meaning through personal connections.	You are reluctant to create your own meaning through personal connections.	
You consider different possible interpretations as you read and relate the reading to the class content.	You can explain the more general significance of the text beyond the facts and relate it to class content.	You do not thoroughly explain your opinions or relate the reading to class content.	You do not reach beyond the obvious to make connections to the text; you make few connections, which lack sufficient detail.	
You elaborate on different ideas and raise important questions.	You raise important questions.	You ask simple questions.	You do not ask any questions.	
You carry on an ongoing dialogue with the writer; you question, agree, disagree, appreciate, or object.	You explain why you disagree with something in the text, and you explain and support your reaction.			