

READING and CLASS JOURNAL RUBRIC – 10%

A (100-90): The journal is often much more than 500 words/week of intense introspection and engagement with the required and recommended readings as well as classroom sessions and group work. The student has done outside reading as well and where appropriate brings insights gained from them into the journal. The journal does not simply summarize readings or class, but is the product of insightful personal reflection. The student often makes connections between classroom discussions, readings, other classes, and his or her own preparation to become a teacher. The journal portrays a deep seriousness of purpose and was clearly well thought out and not hastily put together.

B (89-80): The journal is sometimes more than 500 words/week of intense introspection and engagement with the required readings as well as classroom sessions and group work. The journal does not simply summarize readings or class, but is the product of personal reflection. The student often makes connections between classroom discussions, readings, other classes, and his or her own preparation to become a teacher. The journal portrays a seriousness of purpose and was clearly well thought out and not hastily put together.

C (79-70): The journal exhibits introspection and engagement with the required readings as well as classroom sessions and group work. The journal does not simply summarize readings or class, but is the product of personal reflection. The student sometimes makes connections between classroom discussions, readings, other classes, and his or her own preparation to become a teacher. The journal was clearly well thought out and not hastily put together.

Below C (<70): The journal is either not complete, not submitted according to the assignment, or does not reflect any real reflection on the part of the student. It may appear hastily put together or as simply an effort to hand something in.