**Reading Reflection**
After completing the reading assignment, write responses (i.e., at **least** several sentences each) to questions 1 and 2 and at least one additional question:

**Required**
1. What are the main points of this reading (focus on concepts, ideas, and theme, not on individual facts)?
2. Was anything unclear or confusing to you? Explain.

**Answer at least one of these questions**
3. What was new to you, and did it change the way you think about or perceive things?
4. Was there anything you would like to explore further or find out more about?
5. Describe at least one connection between the reading and topics from outside class (other classes, news stories you’ve seen, etc.)?
6. Give at least one specific example of an aspect or experience in your personal life that is related to the reading.

Too often, when we read the words on a page we do not fully integrate that new information into our existing knowledge structure, and so we fail to gain new understanding of the world around us. To encourage you to keep up with the readings and to actually think about what is being presented, we will use reading reflections. These are designed to help you engage with the material in a deeper way, and to construct new meaning from it. They also have the advantage of providing me with information about your learning in the course.

The questions are generic, and are not specific to the particular chapter or even the particular book. They are, in fact, the kinds of questions you should be thinking about as you read any serious writing, as these questions give you an opportunity to reflect on and carefully think about what you are reading. Don’t just carelessly jot things down to “get it done!” If you honestly think about and answer these questions, it will help you make sense of the material. Learning is not about memorizing a lot of independent facts. It is about making a network of connections between concepts, starting with linking new concepts and the things you already know, and these questions are designed to help you do that. It helps!

Like everything you produce in this class (and in life!), presentation counts. Proper English, including spelling, punctuation, and grammar, is important. However, these aren’t formal essays, so you don’t need to think about multi-paragraph structure and “thesis statements” and that sort of thing. Write clearly so that what you want to say comes through, and make your points in a logical way, but that’s the only requirement that I impose on “structure.” Your response need not be long, but must clearly indicate careful reading and thoughtful reflection.

**Suggestions for the required questions:**

**What are the Main Points?**

Reading assignments often contain a lot of information. What is the main concept that the author is trying to get across? This may, or may not, have been explicitly stated in the reading. Why did the author choose to emphasize this point, and not some other? Your response is not a summary of the chapter, but an analysis of it in a way that creates new meaning for you.

**What is Confusing?**

Responses to this question require careful reading and reflection; it is only though the process of reconciling new information with our existing knowledge structure that we become aware of inconsistencies, or “gaps” in our understanding. Responses to this question should be specific and actionable – that is they should outline a clear path to understanding. Responses must also clearly explain “why.”

**Credit:** This document was produced using ideas and language contained in similar documents created by Stephen Tate at the University of North Carolina at Greensboro and Karl Wirth from Macalester College.