

ue 1 hour before class on the day the reading is due.

Reading journals are due:

- April 10
- April 13
- April 15
- April 20
- May 15

**Remember the file should be saved:** YOURNAME\_Reading Journal

The Critical Reading Journals are designed to help you develop stronger reading skills, analytical ability, and enrich your vocabulary. At the same time, as you ask questions and examine the reading's assumptions and inferences, you will be building skills necessary for thought-provoking writing.

**For each reading you will complete the following:**

**Part 1: Write a reaction to the reading.** Questions to consider: What did you think about the reading? What did you like? Dislike? What did you think the writer did well? Where do you see faults in the author's argument? Why?

**Part 2: For some of our readings, I have pre-selected passage you are to analyze. For these passage you are to complete the following analysis.**

**First:** Explore the assumptions (unnamed beliefs) and values that form the heart of the selected quote

**Next:** In your analysis address the following as well: Select a phrase or a couple of words. Write these out and then analyze them by explaining:

- What is the denotative meaning (the dictionary meaning) and
- The connotative meaning—what we understand from either how we use it now or in this phrase.
- What's inferred, what's implied, suggested

**Rosen:**

Read the following passage from Rosen p. 184. Leading up to this passage, read what Rosen argues and then what comes after this passage to place the passage in context. Rosen writes, "This kind of coarseness and vulgarity is commonplace on social networking sites for a reason: it's an easy way to set oneself apart" (184).

**Deresiewicz:**

"Celebrity and connectivity are both ways of becoming known. This is what the contemporary self wants. It wants to be recognized, wants to be connected. It wants to be visible" (307).

**Palfrey and Gasser:**

"This is not an apathetic bunch; it's just a group of young people getting engaged in civic life on their own terms, in their own ways" (199).

**Clay Shirky:**

"My students believe me when I tell them about the assumed silence of the average citizen. But while they are perfectly able to make intellectual sense of that world, I can tell they don't feel it. They've never lived in an environment where they weren't able to speak in public, and it's hard for them to imagine how different that environment was, compared with the participatory behaviors they take for granted today" (332).

**Part 3: For all readings, select a passage that helps explain an argument that you have some connection to, and complete the above analysis.**

**Part 4: As we move from one reading to the next, synthesis the authors' arguments. This means you compare and contrast them and draw your own conclusions.**