

## Reading Reflection

After completing the reading assignment, write brief responses (i.e., at least several sentences) to 2 out of 3 questions:

1. What is the main point of this reading?
2. What information did you find surprising? Why?
3. What did you find confusing? Why?

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. Research in cognitive science and learning tells us that “deep learning” requires that the learner reflect on new knowledge and create personal meaning from it.

To help us reflect more deeply on readings in this course, we will use reading reflections. These reading reflections are designed to help the reader engage with the material in a deeper way, and to construct new meaning from it. The reflections also have the advantage of providing the instructor with detailed information about your learning in the course. This not only helps guide the daily preparation of course activities, but also helps connect us as a community of learners.

Your response need not be long, but must clearly indicate careful reading and thoughtful reflection. You must respond to two of the questions.

### **What is the Main Point?**

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 a restructuring and analysis of it in a way that creates new meaning for you.

### **What is Surprising?**

Your response to this question should be reflective. Did you learn something that is in conflict with your previous notions of the world? Did you learn something that fascinates you in a way that you did not expect? How does this new knowledge connect with material in other courses, or with other parts of your life? Responses must also clearly explain “why.”

### **What is Confusing?**

Responses to this question require careful reading and reflection; it is only through 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.”

### **Rubric for Evaluation**

10 points	Responses to both questions are labeled and clearly indicate careful reading and deep reflection. Responses submitted before class meeting.
5 points	Responses are not specific, do not clearly indicate reflection, or are submitted soon after deadline.
0 points	No response, or response submitted more than one class period late.

## Moodle Rubric for Reading Reflections

This rubric is used for grading daily reading reflections. As described in the reading reflection assignments, you must respond to two of three prompts in each reflection: 1) *What is the main point?*, 2) *What was surprising? Why?*, and 3) *What was confusing? Why?* Since you need only respond to two of the three prompts, you get a "pass" on the third question (see below "3rd question, not required").

Reflection is widely regarded as being a necessary component of deep learning, and is expected of Macalester students. Reflection involves making connections with other knowledge or experiences, challenging assumptions, seeking alternatives, and an awareness of why you think, perceive, and act as you do.

The following is from the section on **Student Learning Responsibilities** (p. 10) in the "[Macalester Statement of Student Learning](#)":

*Specifically, being an intentional learner requires Macalester students to actively:*

- **reflect** on what educational experiences mean to them and how they learn from those experiences;
- **integrate** what they are learning through their educational experiences both in and out of the classroom;
- **apply** the full range of their educational experiences when making decisions; and
- **adapt** what they have learned in one situation to challenges encountered in another situation, whether in a classroom, work setting, community, or their personal lives.

*Students who embody these intentional learner qualities will be able to effectively engage learning opportunities provided by faculty and staff and achieve Macalester's college-wide learning goals and outcomes.*

The reading reflections, and the rubric below, are intended to help you develop the skills for a life of reflection.

	Unreflective <-----> Reflective					3 <sup>rd</sup> Question
<b>Main Points</b>	Not completed <i>(0 points)</i>	A summary of some keywords and/or concepts <i>(1 point)</i>	Keywords with some integration across concepts <i>(2 points)</i>	Key terms & concepts reorganized; connections with outside knowledge <i>(3 points)</i>		3rd question, not required <i>(3 points)</i>
<b>Surprise</b>	Not completed <i>(0 points)</i>	Source of surprise identified <i>(1 point)</i>	Source of surprise identified and considered in general terms <i>(2 points)</i>	Source of surprise described and explored; connections to outside knowledge and significance <i>(3 points)</i>		3rd question, not required <i>(3 points)</i>
<b>Confusion</b>	Not completed <i>(0 points)</i>	Source of confusion identified <i>(1 point)</i>	Source of confusion identified and briefly explored <i>(2 points)</i>	Detailed description and analysis of confusion; evidence of intellectual effort to understand and resolve confusion <i>(3 points)</i>		3rd question, not required <i>(3 points)</i>
<b>Timeliness</b>	Not submitted, or later than next reflection deadline <i>(0 points)</i>		Submitted after deadline, but before next reflection <i>(2 points)</i>		Submitted before assigned deadline <i>(4 points)</i>	