

Reading Logs

Rationale for Reading Logs:

Reading research indicates that we comprehend written materials best when we explicitly make hypotheses in our own language about what we have read. We then confirm or refute these hypotheses by reviewing or discussing the text individually or in groups. Reading is not a passive activity. We do not quietly absorb information; instead we generate ideas in response to what we have read. We learn by reading, writing, talking, and listening [Language Connections: Writing and Reading Across the Curriculum (1982), Edited by Toby Fulwiler and Art Young].

Reading logs serve as the writing link in the learning process and prepare us to participate in collaborative activities by helping us to focus on what we have read and to organize our thoughts before coming to class.

Directions for Reading Logs:

1. Each log should be written on a separate sheet of loose-leaf paper, dated, numbered, and given a title to include the text chapter, author, and/or article title and author. Write your name at the top.
2. Each log must be a minimum of 150 – 200 words and must include at least one direct quotation (followed by the page number in parenthesis) from the reading.
3. The log is not an essay, so don't be overly concerned with sentence structure, spelling, mechanics, and correctness. Flow, fluency, and focus of thought should be the priority.
4. You may be asked to hand in the log, share it with your group, or read it aloud to the class as part of a discussion. It must legible, but it does not have to be typed.

Suggestions for what a reading log might include:

1. If the text is difficult or if you are having a hard time concentrating, as you read keep a running log of what you are reading. You could do this by lines, paragraphs, pages, or sections of text. At the end of such a log, write down your own ideas, thoughts, or feelings you had while reading. You might want to try a split-page reading log. Draw a line down the middle of your paper. Record information on the left side of the page and your reactions on the right.

Information/Facts	My Reactions

2. Keep a list of questions that occur to you as you are reading. Skip several lines between each question or use a split-page format. When you are finished reading, go back and see how many questions you can answer. If you are unsure, guess; write what you think the answer might be. Perhaps your group or class discussion will help answer those questions which may still remain unanswered.
3. Keep a list of new and important concepts or terms with definitions and examples. Then try to apply each concept or term to your own experience and observation.
4. Write a reaction to what you have read. Reference the content area to which you are responding. Is it consistent or inconsistent with your previous learning or perception? What information was new to you?
5. Make connections between new material and that learned previously. Are there any consistencies or inconsistencies? Do you have any new questions about previous learning?
6. Explain how concepts, processes, approaches or theories you read about applies to your own personal experience.
7. Include passages that you were particularly interested in. Copy them. Then explain your interest.
8. Include the following blanks: *While reading* (name a specific part of the text), *I was struck by* _____. Or *I was surprised by* _____. Or *I was confused by* _____.
9. Include a reference to something that you think may either raise a question or provoke a response in your classmates. That may mean making and supporting a statement that you feel most people would disagree with.
10. Include something that you read that disturbed or angered you.
11. Critique the author and text. What did you like about what you read or about how information was presented and explained? What didn't you like about the author's approach, presentation, explanation? What suggestions would you give the author to improve the text? What questions would you ask the author/s if he/she/they were here?
12. Use any combination of the above suggestions or create a new approach of your own.

Authors: Mary Beth Mason and Maria Harper-Marinick, Ph.D.