THREE-PART JOURNAL ENTRIES

The purpose of the 3-part journal is to allow you to turn your service experiences into academic learning. To do this effectively, you must be careful to differentiate among three kinds of responses: objective, personal, and analytic. You should make a journal entry after every community visit or major service task. Write the three parts as follows:

- Normal font: an <u>objective</u>, detailed description of what you did. Your description should be organized in 15-minute segments. If you find yourself simply saying "more of the same," you are not being sufficiently specific. Grading criteria for this section are (1) amount of useful detail, (2) degree of objectivity;

- **Bold font: a <u>personal</u> response to your visit, including feelings, thoughts, judgments, and what you can learn about yourself and your assumptions from what you did and how you reacted. This section is particularly concerned with discoveries you make about yourself and your attitudes toward other people you encounter in the course of your community-based work. Grading criterion for this section is self-analysis – not just what but why; not just how you reacted but what you can learn from your reactions;**

- *Italics font: a discussion of your experiences in terms of <u>concepts and themes discussed in class and/or class readings</u>. This section should contain NO narrative (section 1) and very little subjective reaction (section 2). Instead, it should demonstrate your skill in making connections between community-based experiences and class concerns as well as your skill in using concepts discussed in class to analyze and illuminate your community-based experiences. Always check your class email to see what specific class-related topics and/or texts have been identified for your consideration in any given week*

All journal entries should be double-spaced and dated. There is no required length, but anything less than one page each for parts one and two, and two pages for part three may be thin or underdeveloped.

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