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*Composing our identities: an intercultural approach  
to teaching composition at an American community  
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## Chapter Eight:

### Student Perceptions of the Intercultural Experience

#### *Introduction*

Lecourt describes the writing classroom as something like a turf war that students always lose:

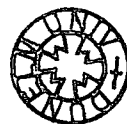
Composition pedagogy not only suggests self/Other borders; the writing practices it proscribes actually force students to participate in enforcing those borders themselves. Through the act of writing, the students are positioned *within* academic discourse, compelled to resee their own subjectivities through this discourse (2004: 133).

When I read composition theory that paints my classroom practice in these terms, I am obligated to ask myself to what degree I am guilty of the kind of colonialism Lecourt describes. Is it true that my pedagogy “proscribes” rather than “models” (the word I would use) writing practices? Do I “force students to participate in enforcing those borders,” or do I, as I think I do, “help students to participate in examining those borders”? And finally, do I “compel” them to “resee their own subjectivities”—and by implication, reject them? Or do I offer them, as I hope I do, the opportunity to recognize their subjectivities and see them in context with the subjectivities of others?

In her work, Lecourt asked 46 students, graduate students and what she calls “basic writers”—freshman composition students—to write “literary autobiographies” for a class assignment (2004: 9). She finds in these literary autobiographies ample evidence of the self/Other borders described above, with

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students, particularly female, minority and financially disadvantaged students, firmly on the “Other” side of the border. As I confessed in the previous chapter, my sense before beginning this investigation was that my students, like Lecourt’s, would provide evidence that academic discourse places them firmly in the role of Other. However, unlike Lecourt, whose purpose is to question the “complicity” of academic discourse, I was hoping to discover evidence that my intercultural approach assisted students in bringing the roles of self and Other into relation. But since my assumptions about the roles of race, language and class as sources of Otherness hadn’t borne out (see Chapter 7), I was curious to discover just what my students felt as they maneuvered through the semester. This led me to my **third key question: *What does an intercultural experience in a composition classroom feel like to the student who experiences it?*** Looking at the responses related to this issue, along with the data that addressed the issue of culture shock and coping mechanisms discussed in the previous chapter, helped me to investigate the first part of my research question: **Can an intercultural approach to composition provide community college students with the cultural awareness and skills to succeed in the culture of the academy?**

It could be argued that virtually all of any given student’s interactions in the classroom will be intercultural, and that all of these interactions will be multi-layered. For example, students who interact with me are not only encountering academic culture, but all my many layers of identity and the cultures that helped to form them: middle-class (with lower middle class/working class roots), female, white, American, etc. Each of these identities informs my perceptions and helps to create my relationship to the world around me. Similarly, as students interact with

each other, they interact not only as students within the culture of the academy, but as individuals with multiple layers of identity (Smith, 1991: 4).

In an attempt to learn a little bit more about how my students see and interact with the many layers of identity they encounter in the classroom, I asked my students to explain their perceptions of the culture of the academy at the end of the semester. At this point, they had been in my classroom for a period of sixteen weeks and had had many intercultural experiences, not only through planned classroom activities intended to create interaction with academic culture, but through many more informal, unplanned and spontaneous intercultural interactions with me and their classmates.

The variety of answers I received revealed that students' conceptions of the culture of the academy might include all of higher education, might be limited to the MCC campus, or might be even further limited to just the confines of my classroom. In addition, as seen in Chapter Six, some students also included their high school and/or elementary school experiences in conceiving academic culture. In general, though, the perceptions fell into two broad categories: those who defined the culture of the academy in societal terms—a description of *who* is within the culture; and those who defined the culture of the academy in behavioral terms—a description of *what activities* distinguish the culture. Of course there can be a great deal of overlap in these categories; one could consider a definition of academic culture as “a society of readers,” for example, as a description based on societal identification (readers) or one based on activities/behavior (reading).

Looking at student definitions of academic culture was the starting point for gathering information about student perceptions of intercultural experience. Once I had a sense of the scope of what the concept of a culture of the academy included

for my students, I expanded my inquiry to look for clues to students' perceptions of interactions with academic culture at other points in the semester to get a sense of how they came to define academic culture in the way that they did. In other words, I started by looking at what students' concluded about the culture of the academy, and then looked to earlier data to see what experiences had informed their conclusions.

In this chapter I attempt to sketch, as much as possible, what the intercultural experience feels like to my students by drawing upon student responses to several of the prompts as well as comments made by students in response to postings in my research diary. I am primarily interested in the students' experiences of intercultural encounters with the culture of the academy, but because their perceptions of what constitutes the culture of the academy encompasses so much and varies from student to student, the picture that emerges from this data will necessarily be a broad, impressionistic landscape of experience.

The chapter begins by looking at the ways students define the culture of academy and how they place themselves either within it or outside of it. This section includes discussion of student perceptions of their intercultural interactions with classmates and their perceptions of the societal or behavioral markers students observe in their peers that cause them to judge others as "belonging" or "not belonging." The chapter next examines student perceptions of their intercultural experiences with academic culture. In the chapter's conclusion, I discuss the connections to be made between these intercultural experiences and the students' perceptions of academic culture and their fitness for a role within it.

### *How Do Students Define Academic Culture?*

My reading of composition theory had prepared me to expect that some students would define academic culture as a barrier or obstacle, and while I wasn't expecting quite these words, I thought I would see evidence to suggest that, to some students, academic culture feels like a tool whose main function is to maintain the status quo of capitalist society. I was further prepared to find that students from traditionally marginalized populations would be especially likely to feel excluded by academic culture, and that that these students might express the idea that composition class, in particular, was designed to make them keenly aware of being the Other. I thought they might say something like the following, if not to the letter of the ideology, at least to its spirit:

Composition theory aligns academic discourse with transparent identities and capital, while our pedagogies ensure the effects of such a colonial discourse: the recreation of Otherness, the objectification of difference, and the exclusion of the Other via literacy practice. (LeCourt, 2004: 134).

In fact, I did find several student definitions of academic culture that hinted at self/Other perceptions, but interestingly, these students defied the postcolonial concept of their role in this binary relationship. Rather than feeling "the objectification of difference," they identified themselves with academic culture.

### *Self/Other Definitions*

As discussed in Chapter Five, a few students see no real difference between high school culture and their experience at MCC, and therefore do not differentiate between high school culture and academic culture. These students compared the

culture of MCC with their high school culture and found enough similarities to mark them as “the same.” However, a few students marked MCC as being “the same” as high school not because of similarities between high school and MCC, but because of discrepancies between their expectations of academic culture and their perceptions of MCC, leading them to conclude that MCC was more like high school than academic culture.

This is what one young white male student had to say when asked at the end of the semester about his perception of academic culture:

*The funny thing is, I have actually been trying to find the slightest sign of real university attitudes. Although I love this school, and will definitely get my degree here, I really don't think that many people consider this college to be a true college...almost like inbetween college and high school. Maybe it is because it is a community college, and there aren't any dorms or frats [dormitories or fraternities] or anything like that. I have worked at UConn [the University of Connecticut, the largest state university] for a little while and noticed such a huge difference. UConn is made up of huge communities and people live on campus. Manchester just seems more like a high school sometimes. (#289/p.314)*

This student is looking for “real university attitudes,” but it is unclear exactly what he feels those attitudes are. However, his comments about the lack of “dorms or frats” suggests that it is a social dimension that separates MCC from what he perceives the culture of the academy should be: a “real” culture of the academy is created by students not only studying together, but living together and

forming “real university attitudes.” The mention of fraternities and dormitories that create “huge communities” suggests that this student sees academic culture as requiring inputs from outside the classroom, the existence of a condition that might be described as “campus life.” But he also says that the problem isn’t institutional; he “loves this school and will definitely get [his] degree here,” meaning that he intends to earn an associate’s degree before transferring to a university rather than transferring early. The problem, he says, is that *other students* don’t consider MCC “a true college” and therefore, “Manchester just seems more like a high school sometimes.”

This is a good example of a binary, self/Other definition of culture, in which a culture is described by what it is not (Delpit 1995, Finn 1999, LeCourt 2004). In this case, the writer comes to the conclusion that academic culture is not high school, and MCC, while not *exactly* like high school, is not “real” academic culture so therefore it must be the Other, i.e., high school.

This self/Other definition of academic culture as “not high school” was echoed by other students, sometimes with a tone of hostility. This is particularly true of self-supporting students, who sometimes tended to see very young students as being interested only in the social aspects of attending college. On the first day of class, an older (40+) white male student made the following comment in response to my research diary:

*Class went good today. I got a chance to interact with a few of my classmates with the 'Artifact' exercise. What I didn't like is how everyone went berserk over the letter they pulled up on the internet. It was like grammar school all over again. (#533/p.368)*

The student is referring to a first day exercise that I use, along with the artifact exercise described in Chapter Four, to introduce students to the course. I pair students up and ask them to do a Google search using “James Joyce” as the search terms. This allows students to see the vast community of Joyce scholars and Joyce enthusiasts who communicate with each other via the Internet, and at the conclusion of the search, we talk about how the students, by making use of this virtual community, will also become part of it. In conducting the Google search, students often come across the so-called “dirty letters” Joyce wrote to his wife. I do not discourage students from reading these, although I do ask that they show respect for those who would prefer not to be exposed to this kind of material by not reading them aloud or discussing them with others. On the occasion the student refers to in his response, the letters had caused a particularly loud degree of hilarity among some of the younger students, and I had to remind them several times to be respectful of others’ sensibilities.

I did not comment on the incident in my own research diary (the student is responding to my research diary entry for the first day of class) because I didn’t find their behavior especially unusual or problematic. I probably would have forgotten the incident altogether if not for the older student’s comment. It is apparent that he found the young students’ response much more bothersome than I did. (The older student was a heavily-tattooed Navy veteran with a great deal of life experience, so I feel fairly confident in believing that the older student actually was offended by the young students’ reaction, not by the content of the letters.) His comment that the experience “was like grammar school all over again” suggests that the young students’ behavior did not suit his expectations of academic culture. In his

perception, the students were reacting in a way more appropriate to elementary school than college and he “didn’t like” it. It also seems likely that the reference to “grammar school” was this student’s way of commenting on the youth of the students who behaved in a way he found inappropriate. He suggests they simply aren’t grown up enough to handle the material they found in a mature fashion.

The older student’s perception of appropriate academic behavior only strengthened as the semester progressed. About two weeks into the semester, he responded to the first prompt about culture shock by saying what really shocked him wasn’t the culture of the academy per se, but the behavior and perceived work ethic of some of his fellow students:

*...One of the problems that I see in my classes are that alot of students still believe they are in high school (in some cases elementary school). They talk when the professor is trying to teach. Giggling, laughing and talking instead of paying attention. I suppose that wouldn't be a big deal except for the others in the class that are trying to learn and make the most out of their educational experience and can't make out what the professor is saying. After all college isn't cheap and some of us actually have to pay out of their own pockets. I guess that is one advantage of having more money than others. (excerpted from longer text) (#142/p.273)*

Once again, the student makes subtle insinuations about the age of the students participating in inappropriate behavior by remarking they “still believe they are in high school (in some cases elementary school).” He also remarks that the behavior of these students interferes with his education, but in my classroom, at

least, he was completely free to change his seat at any time, and in fact I encouraged students to move around the classroom and join different groups. But this student chose to remain in the same seat throughout the semester, directly behind the small knot of young people he found so annoying.

A few weeks before the end of the semester, the same student posted the following to my research diary:

*I just read through some of the entries from the recent days that I missed. [The student missed a few classes due to surgery and was reading my research diary to find out what we had done in class. In the diary entries, I had discussed the progress being made with a collaborative assignment and commented that while most of the groups were doing well, one or two groups seemed more interested in socializing than producing the assignment.] I notice how there are a few individuals who are constantly goofing off and it really is p\*\*\*ing me off. I am there to learn and I'm sure most of the people there are trying to get their money's worth. Next time I am not able to hear what you are saying can I say something to the individuals acting up?! I haven't because I don't want to disrupt the class any further but the main person (and I'm sure you know who that main person is) is showing you no respect at all...(excerpted from longer text) (#586/#378)*

It's interesting to note that the student wasn't even present in class, but just imagining the activity I described rather blandly made him angry. He also assumed (correctly, I should add) that the groups that weren't producing work were made up of the students he had found so annoying throughout the semester. It is also

interesting to me that he asks my permission to confront the other students if he returned to class and found their behavior interfered with his ability to hear, but a less aggressive solution had always been open to him: he could simply change his seat. A deeper reason for his anger may be revealed in his comment that a certain student was “showing [me] no respect at all.” It seems likely that his aggravation stems not only from his sense of the young students “stealing” his time with their distracting behavior, but also from his notions of how one should show respect to a teacher in a classroom. He demonstrates his respect for me by asking permission and not just confronting the students himself.

Although the student is clearly addressing me directly, an 18-year-old white male read his comments and responded:

*Ya I have really been annoyed by a few of those individuals who are being annoying. I want to tell them to f@%k off but I don't have what it takes to say it. If you would tell those individual(s) off during class, I won't have a problem with it at all! Hopefully I'm not the one though! (#587/378)*

Even though the older student didn't make any reference to age in this particular entry, the younger student who responds seems to have inferred his remark is aimed at the young people in the class. Despite agreeing with the older student's feelings, he concludes by adding, “hopefully I'm not the one” who has been so annoying. He implies that he thinks he is not the problem based on his behavior, but perhaps he has annoyed the older student anyway, simply by being who he is—a young student. The differences that mark the Other as “not college”

have become blurred: are Others marked by their behavior (talking and laughing) or by their bodies (young)?

Thinking over the thinly-veiled hostility the older student displayed not only in his postings but in his body language, I wonder if some of his anger at the young students was really deflected from me for not taking on the role of disciplinarian and “making” students act in a way he thought more appropriate. In fact, during parts of the class period when I was lecturing or demonstrating, I did remind my four “troublemakers” that, in academic culture, one listens quietly to the speaker. I often had to remind them several times, but each reminder was met cheerfully and with at least a short period of silence. However, much of class time was given over to either group work or research and writing, which students were free to work on individually or collaboratively. Since we have a large, flexible space that allows students to work at computers, at tables or at tablet arm chairs, students could find the work environment that best fit their needs and be relatively close or distant to other students as they preferred. I used this time to work with students individually and in small groups, particularly to help them bring out and articulate their ideas about the reading assignments. I’m sure a passing observer would think the resulting scene was chaotic, and perhaps it felt that way to this particular older student, who with his military background, was more used to missions being carried out through hierarchical command. Other older students in the class did not express the same frustrations that this man felt.

Ironically, one of the young students who often caused disruptions saw herself as more mature than her contemporaries. In response to the second prompt about culture shock and fitting in, this young Hispanic woman wrote:

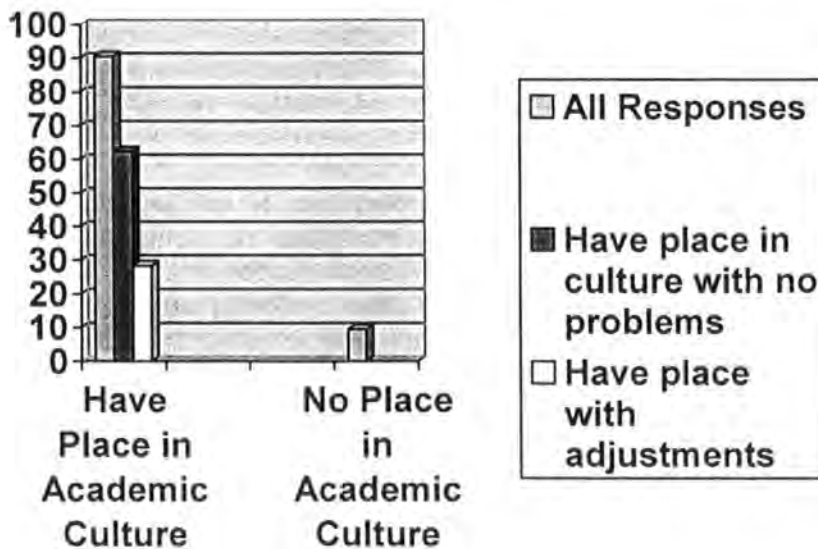
*I always see kids in the hall blasting their music yelling, and it's like come on high school... (excerpted from longer text) (#144/p.273)*

She clearly sees certain behaviors as inappropriate for college, and therefore those behaviors are more appropriate for high school—the Other. She places herself in the college culture by defining what she is not: she is not a “kid” who plays loud music and shouts in the corridors.

I wondered if these self/Other descriptions were not as straight-forward as they seemed. Perhaps the Other was not only a young student, but a young minority student? Two of my four “troublemakers” were Puerto Rican, one male and one female. On the other hand, the other two “talkers and laughers” were white females. Then there’s the music that “kids” play in the common areas on campus; I suppose one could call hip-hop, the most popular type of music played, black music. But I rather doubt hip-hop fans think of it that way; I remember when I was a teenager hearing rock and roll described as “black music” by adults and thinking that was nuts—rock and roll was something all young people listened to. I didn’t even think of Motown as “black,” even though virtually all of the artists were. To me, it was all part of the youth culture, though I wouldn’t have said it that way when I was young; I would have simply said it was part of *me*. I suspect the young people of all races that I see enjoying hip-hop music feel much the same way. At any rate, since white students engage in “high school” behaviors just as often as any other racial group on campus, and since comments about the “high school” behavior of other students came from not only white students, but black and Hispanic students, I have concluded that this particular designation of the Other was most likely related to youth or certain youthful behaviors rather than race or ethnicity.

### *Identification with and Alienation from Academic Culture*

In the fifth prompt, given to students at the end of the semester, I asked them not only to define academic culture, but to comment on whether they felt they had a place within academic culture, and whether they foresaw any problems taking a place in academic culture and maintaining their places within other cultures to which they belonged. I received 53 responses to the prompt. Five respondents (09.4 percent) said that either they felt they did not have a place in academic culture or that they did not want a place in academic culture. The overwhelming majority of respondents—90.6 percent, accounting for 48 out of the 53 responses—said they felt they had a place in academic culture. Of those 48 positive responses, 33 reported no foreseeable problems with occupying academic culture and other cultures, and 15 said that they would need to make some adjustments in order to maintain places in academic culture and other cultures. The chart below presents the distribution of positive responses in the bars on the left. The negative responses are presented by the single bar to the right.



### *Alienation from Academic Culture*

The five students who responded that they did not fit into academic culture shared two common traits: all were under the age of 20, and all discussed typical academic activities, like reading and/or writing, in their definitions of academic culture. However, in addition to talking about the activities involved, each at least implied (and some directly stated) that academic culture was better suited to certain kinds of individuals and that they didn't fit the type. I also detected a subtle sense from these five young individuals (three white females, one white male and one Puerto Rican male) that they felt academic culture was somewhat limiting in the sense that, if they chose academic culture, they could not choose another, more appealing culture.

For one of the young women, this limitation had to do with her identification of academic culture with my particular English class:

*i think that the culture of the academy deals with alot of reading and learning. you have to be able to look into what you are reading and pick out specific things that will help you understand the reading better. you also have to have time to do this and know how to relate it to things as well. you have to have time to think things through and do it well. i dont think that this is for me. i am not a person that is big into english and looking into things to figure them out, at least not to this extent. you have to have alot of time to spend on this and dedication. i do not think that i will be staying in these cultures. i am interested in reading things and looking ionto them but only if i am interested in it. this book just complicates things and isnt easy for me to understand. i*

*think that this culture is more for someone who is interested in english and wants to do this for a living or really enjoys reading. (#300/p.317)*

This student suggests that if something is interesting, it's not part of academic culture—academic culture means things like “this book” (*Portrait*) that “just complicates things.” However, this student does enjoy “reading things and looking into them”—just not the things I presented in this particular class, and her mention of interest in English twice points to a conception of academic culture that is focused on what we have done in class and that does not transfer to a broader context outside of the classroom. She concludes that academic culture, then, is for people like me, “who [are] interested in English” (she means the subject area, not just the language), probably for vocational reasons—such as wanting to become an English teacher. In effect, she is subtly and probably subconsciously suggesting that she experienced the class as my unsuccessful attempt to mold her in my own image.

The mention of someone who “wants to do this for a living” points to a pragmatic issue for the student—she suggests that since she doesn't want to pursue English as a career, she doesn't see much practical value in English class or the academic culture it represents to her. She twice mentions the amount of time the activities of academic culture require, and even though she thinks that the time spent on these activities can help her “understand the reading better” and “relate it to things,” the reward simply isn't worth the time investment to her. However, even though she sees no real value for these skills in the world beyond my particular classroom, she has recognized that the activities are not ends in themselves, but intended to strengthen the skills she names, and so she has developed some degree of intercultural competence in the area defined by Byram as, “Knowledge: of social

groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction (*savoirs*)" (Byram: 2002). I can also take heart from the fact that, though the class may have seemed to this student to be intended to create future citizens of Academia, she does not seem to feel inferior because of her exposure to academic culture or because of her choice to remain outside academic culture. I'm sure the student's personal resilience accounts for some of her cultural confidence, but I like to think that the intercultural atmosphere of my class encouraged her as well.

The issue of the time required to participate in the activities of academic culture was also an issue for this young Puerto Rican male student:

*This culture require lot of time and patient, which i don't have alot of. This culture is not for everyone, i know is not for me, i ccan tell you that. It's also a very unique culture because you learn alot of different things, such as different style of reading and writing and last how to comprehend things in more than one way. (#298/p. 316)*

This is the entire text of the student's response, and its brevity testifies to the student's claim that he doesn't have a lot of time or patience. His first statements suggest frustration as he quickly rattles off his thoughts in a series of short independent clauses, and ends with his assertion, "I can tell you that" for extra emphasis. I read his last sentence about the uniqueness of academic culture as a display of consideration; knowing I am his primary audience, he says some nice things about "my" culture. I think this shows that he has empathy for the Other, for even though he may not enjoy interacting with academic culture, he expresses

appreciation for it and shows sensitivity for my feelings. While it would be quite a stretch to suggest that this student has achieved *savoir etre*, “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram, 2002), he is not so centered in his own culture that he cannot imagine how the Other might feel about having her culture rejected.

I am very intrigued by his assertive rejection of academic culture as “not for me.” His comment seems poignant when contrasted with a note he posted to my research diary on the first day of class:

*This is M\*\*\* from your Tuesday class, i kind of agree with what you had to say regarding the class. (The student is responding to my diary entry in which I remarked that the class seemed friendly and engaged.) Everyone looked very positive in class, kind of like if they were waiting for school to start. (i kind of did, ling story) Everyone looked so focused to what you had to say, specially when your were talking about yourself. All i can say is that i hope for the best, and i also hope to pass the class. Thank You*  
(#517/p.366)

Comparing this first posting to his final posting, I can only conclude that something happened during the course of the semester to change his anticipation (“*waiting for school to start*”) to impatience. I had hoped to speak to this student in more depth in a follow-up interview, but he declined based on his hectic work and class schedule. However, the student is still attending MCC (and greets me cheerfully in the hallways), so despite saying that academic culture is “not for me,” he has chosen to remain in it. Perhaps his final posting is more a reflection of what

he felt that particular day, at the end of a long semester of challenging reading and writing assignments, rather than a reflection of his total experience? I can only hope that is the case! (He did accomplish his initial goal of passing the class.)

Only one student expressed a feeling of wanting a place in academic culture but not being able to have one:

*I think the culture of the academy is the ability to express your ideas and opinions in a way that everybody can understand. Nobody is as much an expert as yourself when it comes to your thoughts and feelings. If you cannot share them in a way that is understandable to others how can you expect them to understand you. I have my own place in the academy. I am able to do the work and compose my ideas to others. My place in the academy is a little different than others because I am not able to make myself do the work. I need people to help guide me to the correct schedule that will allow me to be part of this new culture. I don't think that I will ever be completely a part of this culture because of need to still have other people telling me how to act. There is only so much of this culture that I can handle myself and I will never be able to handle every aspect of this culture myself. I will improve the longer I stay within this culture but I will never be a true part of the academy. (#275/p.311)*

This student is referring to a psychological disorder, which is why she needs “other people telling [her] how to act” even though she is both intellectually able and academically prepared enough to succeed. She implies that she is able to learn the cultural clues when they are pointed out to her, but that she still makes mistakes

(*"only so much of this culture that I can handle myself"*). She seems like a Stranger who is always consciously decoding clues, but unlike the Stranger who eventually acculturates through repeated interactions (Kim 1988), she feels she will never reach the point where she understands the clues implicitly.

Two students, a male and a female, both white and middle-class, expressed interesting points of view about academic culture. The young woman wrote:

*I think at this point the culture of the academy is a culture in which you learn things and read material that is beyond anything you would normally think about. The things you learn in that culture are useful, it teaches you to think quite outside the box, and after being a part of that culture, I've learned to understand life a little better. I don't think I necessarily belong or fit into the culture, but I enjoyed the time I spent in it. As much as I couldn't stand Portrait, I learned alot of things from it. For instance, the way that Stephen's thinking progresses throughout the book is somewhat similar to how I have handled situations in the past. At the beginning of this class, I took a look at this book, and I thought to myself, "Oh, God. Another pointless book some guy wrote a hundred years ago that he expects people will comprehend and meticulate over for eternity." But I was wrong. I was a little like Stephen in the way that I really didn't want to be in school, and then as I progressed through my semesters at MCC, I began to enjoy it a bit. I had and still have no time to do anything, but just by being in class, I found a profession. I enjoy film, I love making movies, and I found myself talented at it. So I'm going for it now. So as I read Portrait, all I could think was, "wow, stephen is alot like me." Just because at first when I was in school I*

*didn't want to be there, and as I went through, I grew lazy, and feared that I was going to fail. I had a serious fear of it. Just as he had a fear of going straight to hell for his sins. Then I became accustomed to school, and in the end, I found that it is valuable to me, and the things I could learn would serve me as important all throughout my life. So yes, I enjoyed being in the culture of the academy for a little while, but I still don't feel as if I fit in to it.*  
 (#299/p.317)

I've puzzled over this particular description, trying to determine exactly why she feels she doesn't belong. Unlike the young woman who saw academic culture as being for people who are "big into English," this student sees academic culture as very relevant to her life; she has learned to "think quite outside the box" and to "understand life a little better," and even has found a vocation. And of course it is heart-warming to me that despite not wanting to read *Portrait* and hating the novel itself, she still found the book and the experience of reading it worthwhile and applicable to her life. And yet she still feels that she doesn't fit into academic culture, while an outside observer (such as myself) would think fits in with little cultural friction.

In the end, I think her feeling that she is not part of academic culture is a positive sign. She can articulate what she feels academic culture has to offer, and she knows how to navigate the culture in order to enjoy its experiences and opportunities, but she doesn't feel profoundly *different* for having interacted in academic culture. Because she doesn't perceive a change in her identity, she thinks she must not be part of academic culture. To me, though, her story illustrates the

notion that students can add academic culture to their cultural identities without losing or even diluting their sense of self.

One student did describe academic culture as the sort of haven for the privileged elite that postcolonial thinkers describe:

*I think the culture of the academy is a community that is very interested in learning. They are constantly reading, writing, and interpreting literature and creating new ideas. I think in order to fit in with the culture of the academy you must be able to read, write, and speak like the academy. Most likely most people that consider themselves apart of this culture would have gone through college. I cant really see myself as being apart of this culture. I think that the main bulk of this culture pretentious and I would not fit into it. I do believe that there are many people that are not in the outside of this culture that are not like the rest of the culture. They mainly consist of good teachers, young writers, and free thinkers. I believe that I may fit in with this part of the culture with some more schooling but I would like the belong to other cultures also so I could have more experiences then just reading and writing. Id like to keep myself in the art/music culture and keep myself a well rounded person. I think in order to interpret literature to the best of your ability you must be able to open your mind up to other ideas and the only way to do this in my mind is to be open to other cultures. (#309/p.319)*

Interestingly, this young, white male (perhaps because he is young and white, my postcolonial friends might say), sees no problem getting a place in the culture he describes, but says quite frankly that he doesn't want one in the

“mainstream” of academic culture. However, he does say there is a subset of the culture—those who remain open to all cultures and not just academic culture—where he feels he does belong.

The elitism of academic culture also came up in the postings written by a student who felt he did have a place in the culture. He first implied this elitism in a response to my research journal about two weeks into the semester:

*Culture of the academy? It appears that it truly is tough to understand the workings of it. I remember trying to run through the works of Shakespeare during school and found that old english should be dead. It was such a pain to speak it! But I think they would say the same of us today if they could go forward in time. I guess the "culture" you speak of is a new way of writing and thinking. I was just picturing myself sitting in a library in England dressed all formal while being served tea and crumpets while some group of elderly Albert Einstein looking people asked me, "So Smith, what do you gather from the work of Joyce?" Is that the culture of the academy?*

(excerpted from a longer text) (#383/p. 338)

While the student’s comments about tea and crumpets and “elderly Albert Einstein looking people” are certainly intended to be humorous, it’s clear that he sees this “new way of writing and thinking” as “native” to a rarefied few. By the end of the semester, this student still tended to see academic culture as rarefied, but perhaps more of a meritocracy than a birth right:

*Starting the class, I had an unsure idea of what exactly the culture of the academy was. I think the culture is what separates people from scholars. It is critical reading and writing as well as interpreting what is written at the deepest levels. It is not just reading but making educated decisions based on what was written. It is much easier to say than do! I think I have a place within the culture. I still think that will require more education though. Still, I fare better than the novice student at this point. I still feel as though I am wearing two hats. On one hand I am a deep thinker who is analytical and deft at reading and writing. On the other hand I feel I have to “dumb myself up a bit.” Most of the people I know I doubt would appreciate such a sophisticated way of reading, writing, and looking at things. I feel I must temporarily be more basic in their presence. It is a shame they do not look at literature or life in this way. It makes a person more faceted and creative. Such is the rift between life and the culture of the academy .*

(#266/p. 309)

The student's either/or divisions—“scholars” vs. “people,” “life” vs. “culture of the academy” and even his metaphor of “wearing two hats”—all suggest the kind of bicultural existence that Paulston (1992) describes. He can be a “deep thinker” or he can “dumb [him]self up a bit,” but he can't do both at the same time, and he is very conscious of making appropriate decisions for the given situation. While this student is quite competent to succeed in academic culture, it is clear that “wearing two hats” was likely to cause him stress. In fact, in a follow-up interview, he revealed that he had left college because he was not successful in his science courses. In his bicultural conception of his situation, failure in one culture

necessitated total retreat to the other culture. At this point, I confess, I abandoned any pretense of being an impartial researcher and urged the student to reconsider college in a different field of study, one more suited to his strengths as “a deep thinker who is analytical and deft at reading and writing” than the physical sciences, but so far he has chosen to remain totally separate from academic culture.

### *Identifying with Academic Culture*

Although the students who felt they did not have a place in academic culture were a very small minority, their perceptions of academic culture are helpful to understanding why most students do feel they have a place. Except for the one student whose psychiatric problems made her feel “different,” the other students commented on the perceived restrictions of academic culture. For most students, though, academic culture was not perceived as restrictive, but neither was it perceived as particularly liberating, at least not in a dramatic, life-changing sense. Most students seemed to experience academic culture as a sort of benign medium in which the individual can simply be, despite the presence of all the stresses discussed in previous chapters.

One source of the “benignity” of academic culture expressed by students was the ethnic diversity of the college community. Some students described the culture of the academy as something like a neutral zone, where no one ethnicity has dominance and there is a tolerance for differences. Two young Hispanic women made the following comments when asked to define “culture of the academy” at the end of the semester:

*Personally, I do not think that there even is a “culture of the academy” because colleges, especially MCC, are so diversified with many different types of people. I think that every person at the school has a place in what you call the “culture” of the school because every person brings in a new and different trait to the college. (#269/p.310)*

*I think the “culture of the Academy” has to do with all the different people that are all around us. Also, in a school like MCC, which is very diverse, you get a lot of cultures. I think it is a wonderful environment...I think I might stand out a little in this culture only because I am not like the majority. But, at the same time I can make myself fit in and I don't see much of a difference. The only problem I see is that there are still many “groups” that only stay with each other. Also, there are not enough people out there who can go outside of their own culture and learn about another one. (#285/p. 313)*

The second student's comments are especially interesting as she suggests that she has intercultural skills—she can “make [her]self fit in”—but feels that other students may lack these skills because some “groups” (the use of quotation marks is original to the student) don't seek interactions with others. Of course I cannot be sure, but I believe that she is using “groups” to avoid the term “races,” which may make her uncomfortable because her statement might seem to imply that some students are racist, an accusation that would certainly stir up debate in a posting to a semi-public bulletin board. I am also not exactly sure what the student means when she says too few people “out there” wish to learn about other cultures; does “out

there” mean outside of MCC, or is she still referring to the campus community? In either event, it is clear that she feels that she possesses the skills to interact with many cultures and wishes that others also possessed those skills.

As discussed in Chapter Seven, when asked if they ever felt “outclassed,” almost all of the recent high school graduates interpreted the question to refer to small social cliques rather than social or economic status. Most young students said that either they themselves had felt pressure to conform in high school, or that they had noticed their peers struggling to conform, but they felt that this pressure was non-existent in college. Rather than feeling lonely, most students expressed relief over what might be called the benign anonymousness of attending a non-residential college. As one student said, *“I know I am one of about a thousand freshman who are starting at this new school. It feels perfectly normal...”*

(#148/p.274) It is worth noting that this “perfectly normal” new student had emigrated from India during his high school years and spoke English as his second language, yet he felt himself to be just one among many.

This feeling that “no one cares” seems to give students the freedom to be the Stranger in the culture without feeling self-conscious. Simmel comments, “For a stranger to the country, the city, the race, and so on, what is stressed is again nothing individual, but alien origin, a quality which he has, or could have, in common with many other strangers” (Simmel, 1908/1971: 148). The sense of being one among many also gives the stranger “a distinctly ‘objective’ attitude, an attitude that does not signify mere detachment and nonparticipation, but is a distinct structure composed of remoteness and nearness, indifference and involvement” (Simmel, 1908/1971: 145). This seems to sum up the attitude of many students: they felt comfortable in the environment but not necessarily *of* it. As Simmel says,

“Despite his being inorganically appended to it, the stranger is still an organic member of the group” (Simmel, 1908/1971: 149).

But what about writing? Lecourt contends that it is the *practice* of academic discourse that concretizes the self/Other definitions her students described. In the exit survey, I asked my students to rank statements from 1-5, with 1 being “strongly disagree” and 5 being “strongly agree.” I was then able to generate raw scores for each statement by multiplying the number of “strongly agree” responses by five, the number of “agree” responses by four, the number of “neither agree nor disagree” responses by three, etc. I then divided the resulting number by 235, the score a statement would receive if all 47 students chose “strongly agree.” By this method I was able to rank the statements by the degree of student agreement. A table representing the ten statements and the “agreement score” each statement received can be found in Appendix B, as well as a table that presents a complete breakdown of all the responses. For the purposes of this chapter, however, I will confine discussion to just two statements, presented below:

Statement Order on survey	Statement	Agreement Score	Notes
9	When you are in college, the way you speak, read and write has an effect on how well you will do in your classes	80.0%	Three respondents left this question blank; 3 chose “disagree” or “strongly disagree”; 38 chose “agree” or “strongly agree”
10	I speak, read and write differently for my college classes than I do when I’m relaxing at home	63.8%	Three respondents left this question blank; 13 chose “disagree” or “strongly disagree”; 25 chose agree or “strongly

The fact that the first statement received an agreement score of 80 percent and was ranked the third out of ten indicates to me that most students recognize that there is, in fact, an academic language with which they are expected to engage. However, the ranking of the second statement, with a 63.8% agreement score and an overall ranking of eight out of ten, suggests that a relatively small percentage of

students are conscious of having to “code switch” in order to be successful in college; either their home language use really is similar to academic language, or they are so adept at switching between languages that they do not even perceive that they are doing it. The survey results, like the students’ responses to the prompts, suggests that unlike Lecourt’s students, my students were not often consciously aware of cultural borders, and did not often even subconsciously or emotionally sense borders until I made them explicit through our reading and study of *Portrait*.

### *The Intercultural Connection*

I suspect Lecourt and other postcolonial, postmodern thinkers would not be surprised by my students’ responses, but would find in them evidence that I have failed to realize that academic discourse, rather than being a neutral lingua franca available to all, is actually “perpetuating as well ameliorating class relations” (Lecourt: 2004, 117). She feels:

As compositionists, after all, we too are immersed deeply in academic discourse and as likely to be subject to the transparent identities it proffers as our students. The colonizer rarely is interpellated in such a way that he might be able to discuss explicitly his (our?) function (ibid).

But to “interpellate” and “discuss explicitly our function” is precisely the intercultural stance. If I undertake the responsibility of these functions, am I still the colonizer? And if I’m *not* the colonizer, what role then is left to me in Lecourt’s world view?

In “The Commitment to Theory” from *The Location of Culture*, Homi Bhabha writes:

There is a damaging and self-defeating assumption that theory is necessarily the elite language of the socially and culturally privileged. It is said that the place of the academic critic is inevitably within the Eurocentric archives of an imperialist or neo-colonial West. The Olympian realms of what is mistakenly labeled “pure theory” are assumed to be eternally insulated from the historical exigencies and tragedies of the wretched of the earth. Must we always polarize in order to polemicize? Are we trapped in a politics of struggle where the representation of social antagonisms and historical contradictions can take no other form than a binarism, of theory versus politics? Can the aim of freedom of knowledge be the simple inversion of the relation of oppressor and oppressed, centre and periphery, negative image and positive image? (1994).

These are questions that occur to me as well. As Bhabha suggests, I feel sure there are options beyond the binary definitions Lecourt sees of oppressor/oppressed, colonizer/colonized. Bhabha goes on to describe a third space where identities are constructed and reconstructed; he describes third spaces as “discursive sites or conditions that ensure that the meaning and symbols of culture have no primordial unity or fixity; that even the same signs can be appropriated, translated, and rehistoricized anew” (Bhabha, 1994: 37); or, as Hye-sun Cho expresses it, “a place where we negotiate identity and become neither this nor that but our own” (Cho, 2006).

In describing Bhabha’s notion of the third space, Claire Kramsch notes, “Understanding someone from another culture requires an effort of translation from one perspective to the other, that manages to keep both in the same field of vision”

(1999: 47). When composition students write about not only what they understand from reading a work of literature, *but the process by which they reached that understanding*, they become the medium for bringing into relation two cultures: the culture of the academy and their own culture. Through the very act of writing they “keep both in the same field of vision.” I propose that the community college composition classroom—where diversity is inescapable, where there are no dormitories or fraternities creating new social arenas and hierarchies, where “no one cares,” where the only thing we have in common is we all chose to be here—provides an optimal opportunity, and perhaps a unique opportunity, for students to take academic culture into themselves and bring it into alignment with the constellation of cultures in which they orbit, and which orbit around them.

In the next chapter I will look at some of the ways in which my students made meaning of academic culture through their interactions with James Joyce.

### *Chapter Summary*

My third key question, “What does an intercultural experience in a composition classroom feel like to the student who experiences it?” probably has as many answers as I have had students, but by looking at students’ ideas about “academic culture,” I was able to see some patterns emerge, although not the patterns I had anticipated from my reading of composition theory.

One of the most interesting deviations from composition theory was the way in which some of my students identified academic culture as a self/Other binary—but not in the way that I had been expecting. Rather than seeing themselves as the Other, they identified themselves *with* academic culture. The identity of Other was assigned to students who were perceived as not engaged in learning.

All students described academic culture either as consisting of activities like reading and writing, or being composed of those who carry out those activities. Only five students said they felt that they did not have a place in academic culture, but, except for one student, all felt that they were rejecting academic culture, rather than being rejected by it.

The majority of students reported that they felt they did have a place in academic culture. For most, this feeling seemed to coincide with a sense that academic culture is neutral, implying a fair degree of latitude in defining “normal” for the culture. It was particularly interesting to me that, in the exit survey, the statement, “When you are in college, the way you speak, read and write has an effect on how well you will do in your classes,” received an 80% agreement score and was ranked third out of ten statements, while the statement, “I speak, read and write differently for my college classes than I do when I’m relaxing at home” received only a 63.8% agreement score and was ranked eight out of ten. This

disparity suggests to me that my students are much more comfortable operating in academic English than I previously thought, and that they may even switch between home and academic language without consciously recognizing the shift.

Many postmodern, postcolonial writers describe the world, including the world of the composition classroom, as a binary relationship, but I found that my students' descriptions of their experiences did not comfortably fit into this world view. Their experiences are more in line with the concept of a third space as described by Bhabha, Kramsch and others. "Third space" refers to the idea that when cultures are brought into relation through an individual, something new, something "neither this nor that but our own" (Cho 2006) is created. The unusual diversity of the community college classroom creates an environment that is especially conducive to creating the third space.

## Chapter Nine

### Academic Culture and Student Identity

#### *Introduction*

In discussing second culture acquisition, James P. Lantolf asks:

Although it may be possible for people to develop an intellectual understanding and tolerance of other cultures, a more interesting question, perhaps, is if, and to what extent, it is possible for people to become cognitively like members of other cultures; that is, can adults learn to construct and see the world through culturally different eyes? At issue is not acculturation, that is, learning to function in a new culture without compromising one's own identity or worldview (Lantolf, 1999: 29).

Lantolf makes an important distinction here, which I think of as *understanding* versus *knowing*—to understand is to intellectually and emotionally grasp, to have empathy for; while to know is to have experienced or lived. He asks if it is possible for an adult to not only *understand* another culture, but, in effect, *know* the culture by developing the same cognitive processes of the target culture's natives (1999: 30).

Many postcolonial writers would argue that the distinction Lantolf suggests does not exist. Following from the cultural studies work of Edward Said and others, these writers conclude that understanding others' perceptions is an illusion; we can only know our own perceptions (Bredella, 2002: 37). When viewed from a postcolonial stance, even Lantolf's desire to ask the question contains a hint of imperialism, because to see with "culturally different eyes" is to surrender one's

birthright. In the binary worldview of many postcolonial thinkers, this may be desirable among the oppressors and colonizers, but it is definitely a bad thing for the oppressed and colonized, who, by looking through “different eyes,” collude in their own oppression and colonization. This presumes that there are only two sets of “eyes” available, and to look through “different” eyes is therefore to look through “their” eyes.

However, in recent years more writers have begun to question the limitations of the binary worldview. Even Lecourt, who is staunchly postcolonial, notes:

If self/Other relations are accepted, transparent identities may be named, but not interrogated. Only difference can be examined, put under scrutiny.

Transparency is visible only through this “double vision,” by what we might highlight when examining the other (2004: 122).

Lecourt suggests that if we limit ourselves to a binary conception, there is no place to “stand” where one can examine what she calls the “transparent” identity. While Lecourt is no proponent of binary relations, she does believe they exert enormous influence in socio-economic terms, and furthermore, that academic discourse and the pedagogy of composition reinforce binary conceptions by presenting academic discourse itself as a transparent identity, that is, “not seen as raced, classed, gendered, or sexed” (2004: 115). She goes on to say, “Identifications with academic discourse, as a result, seem to offer a nonidentity position connected only with power rather than identity politics: the precise transparency of self that characterizes a self/Other relation” (ibid).

Once again, there is an implication here that giving students access to this “transparent identity” is a bad thing, and a suggestion that losing a sense of

otherness is equivalent to losing a sense of identity, and will by necessity perpetuate binary relations:

...the composition classroom is also the space where academic discourse's gaze—of other bodies, of ideology, of how literacies signify in the social real—can be located and internalized. This gaze is, further, one that students may have already internalized and/or realized because it mirrors that found in so many other public rhetorics as well as the students' lived experiences of the world where some bodies "count" more than others. Most centrally, to succeed in composition classrooms, students seek out and construct identifications with new subject positions located in the very discourse that constructs this gaze, making them complicit in, literally, othering themselves. If academic discourse represents the self, located both within the student and within the bodies that gaze upon her, what effect might it have on those identities the discourse implicitly "others" through writing practice? The literacy autobiographies [written by Lecourt's students] have already told us one of the possible effects: the restriction and devaluation of other literacies. (Lecourt, 2004:146)

I agree with Lecourt that academic discourse is, in fact, a transparent identity that is seldom questioned. But I am not convinced that this transparency is entirely a bad thing, or that allowing students access to a transparent identity causes their own identities to suffer. Finally, I am not convinced that students who engage in academic discourse necessarily adopt the binary worldview and "other" themselves or participate in "the restriction and devaluation of other literacies."

My doubts about Lecourt's underlying assumptions arise from my sense of the existence of a third space, and my belief that students are able to access it, and with some intercultural training, become adept at accessing it. From a third space perspective, it is not only possible to "interrogate the transparent," it is obligatory. Furthermore, Lecourt's concerns about the replication of binary relations become superfluous when the existence of a third space is accepted.

This chapter presents evidence to support my assertion of the existence of a third space in the composition classroom and my contention that students are able to access that space, especially with the assistance of intercultural activities. The chapter begins with an exploration of my fourth key question: **Do students who perceive the culture of the academy as a distinct culture and who have intercultural classroom experience perceive the culture of the academy as superior to other cultures?** I devised this question to gather data that related to the second part of my research question, which asked if an intercultural approach to composition could help students access academic culture *without devaluing the home cultures from which the students come to the college?* The discussion is followed by an investigation of how students bring cultures into relation through their writing while retaining their own identities.

### *Student Perceptions of Culture and Identity*

My hopes for how my students will feel about themselves after a semester in my classroom are complex: I want them to maintain their identities, and at the same time, I hope they have changed in many ways, particularly in the ways they approach language. I want them to feel confident inhabiting their own bodies, experiences and languages, whatever those may be, and simultaneously confident in

engaging academic culture through academic language. But after all, I do teach “correct” patterns of communication, and while I stress that these patterns are correct *only* within academic culture, and that academic culture is just one culture among many cultures, my students are shrewd enough to know that academic culture is where the power and the money is. And so I must ask if, despite my intercultural intentions, I might be “othering” my students, to use Lecourt’s term.

Primary identity is formed in early childhood, and though future interactions with different realities may influence identity, they do not reinvent it (Berger and Luckmann 1966, Kim 1988). Furthermore, only “severe biographical shocks [can] disintegrate the massive reality internalized in early childhood (Berger and Luckmann, 1966:162). Therefore any changes—if there are changes—that come about in my students’ identities through participation in my class are going to be secondary and probably situational in nature:

...it is relatively easy to set aside the reality of the secondary internalizations. The child lives willy-nilly in the world as defined by his parents, but he can cheerfully leave the world of arithmetic behind him as soon as he leaves the classroom.

This makes it possible to detach a part of the self and its concomitant reality as relevant only to the role-specific situation in question. The individual then establishes distance between his total self and its reality on the one hand, and the role-specific partial self and its reality on the other (ibid).

“Detaching,” then, is a normal and harmless process; indeed, Berger and Luckmann describe it as “an important aspect of the process of growing into adulthood” (ibid), so one might even call it healthy. However, the authors go on to

explain that sometimes individuals intentionally and intensively commit themselves almost wholly to a new reality in order to diminish their attachment to other realities, such as a musician who immerses himself in the world of music in order to avoid competition from “the ‘materialistic’ and ‘mass culture’ world of the ‘rat race’” (Berger and Luckmann, 1966: 165). If my students are not merely detaching a bit of themselves in order to create a role-specific partial self, but are feeling their primary identities and the realities they entail as competing with their prospects for entry to the culture of power and money, and that these competing forces must be overwhelmed by a more intense commitment to the reality of academic culture, then I am in fact participating in making them the Other.

To explore this issue, I turned to three sources: the exit surveys, students’ comments on the adaptations they felt they would have to make in order to “fit” into academic culture (part of the response to the fifth prompt), and the follow-up interviews I conducted with five students: a 20-year-old childless white woman from an upper-middle class background (S1); a 20-year-old ESL male from India (S2); a 42-year-old working class wife and mother (S3); a 27-year-old self-supporting, working class male (S4); and a 19-year-old female at the lowest end of the economic spectrum, i.e., living in a homeless shelter with virtually no material possessions (S5). Each of the interviewees had finished my class six months to one year prior to the interview.

I started each of the interviews with a writing prompt: *If I asked Michael Jackson, “who are you,” he might respond by listing all the groups he belongs to and roles he plays. He could say, “I’m an American, an African-American, an American living abroad, a musician, a millionaire, a celebrity, a father, a*

*brother..." and so on. How would you answer the question, "who are you"? Jot down your ideas any way that is comfortable to you—a list or in paragraph form.*

The interviewees wrote the following responses:

*S1: I am a young female student, an aspiring environmentalist and an artistic, creative person. I am caring and kind, compassionate and open.*

*S2: I am a student, a worker, a brother, a son, and a driver. I do many things like spend time with my friends. My friends are a big part of who I am because I choose friends based on my personality and how their personality reflects mine. I am also a boyfriend who has been in a relationship for two years.*

*S3: I am a mother of 3 kids, a wife and a student. I am a gardener of sorts and a housekeeper of all. I like to decorate the house by painting. I like to read when I have the time.*

*S4: I am a deep thinker, passionate lover, hard worker, quiet observer, wise advisor. I am shy funny, cautiously optimistic, loyal, trustworthy, active and frugal.*

*S5: I am an artist, a new mother, a friend, a girlfriend. I am happy and nervous. I am a cheerleader, a woman, a secretary, a sister, a daughter a granddaughter, a nice person, a friendly person, someone who smiles, a person who tries, a dreamer, a person who will work hard, a person who sets high goals and personal standards.*

Two things immediately caught my attention. First, although I consciously included national (American), ethnic (African-American), geographical (living abroad) and class (millionaire) groupings in my description of Michael Jackson, none of the interviewees included these groupings in their identity descriptions. Also, although I avoided any subjective descriptors of Michael Jackson's personality traits and emphasized observable group identities, the interviewees

tended to emphasize their emotional or psychological make-ups and/or activities they enjoy, rather than have to do, in answering “who am I.” The second similarity among all five was the choice of paragraph form, rather than list, to describe themselves. To me, these similarities suggest a sense of self that is narrative in nature. Given the choice, the students present themselves as unique individuals who are the protagonists of their stories, rather than members of groups who can be interpreted as items on a list.

After the interviewees completed the prompt, I asked them about the position (or absence) of “student” in their descriptions. S1 and S2 began their descriptions of themselves with “student” and affirmed that it played a central part of their senses of self simply because the majority of their time was given over to attending classes and study; when they achieve their educational goals, they would no longer be students. In other words, “student” carried with it a sense of affiliation with an institution. However, when asked if they enjoyed the role of student and took pride in it, both answered yes and indicated that, in addition to the objective fact of being enrolled in classes, “student” indicated a sense of dedication to learning and commitment to future goals.

S3 felt that her roles as wife and mother were predominant, although she hesitated to say so directly. She explained the many ways she had carefully orchestrated her educational plan to limit the impact on her family. When pressed to say whether she would give up college if her family’s needs changed, she reluctantly said yes, but added that she was managing her life so as to avoid that situation. When asked if she would still consider herself a student if she could not be enrolled in classes for a time, she answered, “That’s not going to happen.” The role of student is obviously important to her identity, but she has to keep tight

control over outside factors in order to maintain it. I sensed that the idea of losing control of those factors had consequences for her too painful to think about, hence her reluctance to answer questions about her priorities—everything was important to her.

S4 and S5 left the role of student out of their narratives. S4 explained that he was not currently enrolled in classes at the time of the interview, so he did not consider himself a student. When I asked if the first identity he named, “deep thinker,” could qualify him as a student anyway, he answered no—students attend classes and are not necessarily deep thinkers. I then asked if he might consider himself a scholar, but he again felt that there had to be an institutional connection for the role to be “real.”

S5 was enrolled full-time at the time of the interview but did not include “student” in her narrative. When I asked her about this, she first laughed and reread what she’d written as if bemused. Then she said, “Student is what I *do*, but it’s not what I *am*.” She explained that she saw attending college as merely the path she needed to follow to reach her goals, and that she didn’t really want “student” as part of her identity: it conveyed “amateur” or “unfinished” status to her. Like S4, she also felt that “student” indicates any person in any classroom, and not necessarily a type of thinker or personality. However, she felt differently about the word “scholar”: unlike “student,” “scholar” conveyed a sense of being learned and also a commitment to continued learning not confined to any institutional boundaries. Since she did not like the identity of student, I asked her if she would rather be known as a scholar. After a thoughtful pause she replied, “Wow. Scholar. That would be great, but I haven’t earned that. I don’t know if I can ever earn that, but I would like to. I’d love to.”

After conducting the interviews, I was forced to admit that, given several months away from my classroom, the term “academic culture” did not spring immediately to my former students’ lips, and even with some prompting with questions about the connotations of “student” and “scholar,” interviewees made no overt references to culture. However, all indicated a situational attachment to the identity of student—they all needed a classroom in order to be one.

Although it seems safe to say that these five students were creating only a partial self for the reality of the classroom, the question remains about their perceptions of that reality. Did they perceive academic culture as “better” because it leads to “good jobs,” money and power? I now turned to the responses to the fifth prompt and focused on the fifteen students who said that, while they felt they had a place in academic culture, they would need to make adjustments in order to fit in. The students identified three areas where conflicts might arise: interpersonal relationships (2), competing time and/or financial demands (5), and academic or motivational issues (7).

In terms of interpersonal relationships, as discussed in the previous chapter, the interviewee who described himself as a “deep thinker” said that he sometimes felt the need to “wear two hats” and “dumb [him]self up a bit” in order to comfortably fit into his culture outside the classroom. The other student who expressed conflict within his interpersonal relationships described a very different tack:

*I personally think I have a place in the academic culture because I have a desire to belong. I believe that having a desire to succeed or a drive is the first and most significant step to succeeding in anything in life. If there's one thing*

*I know is that the academic culture doesn't seem to coincide with the modern youthful culture to which I currently belong. The more appropriate thing for my young friends in college to do is to half fast [half-assed?] everything about school in order to get a good grade with as little effort as possible. This means skipping class and cheating on tests. Someone like myself who wants to belong to this academic culture is usually thought of as a teachers pet or geek, which can be a little bit of an uncomfortable feeling, but this is the price I pay for wanting to get accepted to a great university like Harvard or Yale with the possibility of a scholarship all the while keeping with me the knowledge I've gained for a long time (excerpted from longer text). (#293/p.315)*

This student refuses to “dumb himself up,” and although this causes him some discomfort, he has taken the step of an intense commitment to academic culture to drown out the interference of what he calls “youthful culture.” I would be lying if I said I wasn't pleased by his choice and wished that all my students would make similar ones, but that aside, the question is, is he squashing his real identity in order to fit into academic culture?

Because he clearly says he “desire[s] to belong” and repeats the idea of wanting to be part of academic culture twice more in his response, it seems to me that his commitment is the true expression of his identity, and if he participated in “dumbing himself up,” he would be playing a role he does not relish simply for cultural conformity. I suppose my postcolonial friends would not be too concerned with this student's expression of identity, anyway, since he is a middle-class, American-born white male, but that doesn't make his experience of academic culture less relevant to me.

It was more common for students to comment on the possibility of being overwhelmed by the pressure they faced. Once again, as we saw when students discussed their reasons for feeling “outclassed,” issues of race, language and social class did not play a large role. Only one student referenced one of these issues directly:

*One problem I see in taking a place in the culture of the academy would be the financial strain on my family. So far it has not affected us too bad with a little cutback here and a little cutback there, but with my daughter graduating from high school next year; it will certainly be a challenge for us. To me, my kids could actually be a contributing factor in me actually not taking a place in the culture of the academy because they do and always will come first. It is amazing how expensive kids are! I hope and pray that I will be able to maintain my place in the culture of the academy. I hope to add to the knowledge I have now. I think the culture of the academy is very important to me, and I hope I am able to see it through to the end. (#292/p.315)*

However, class issues might be hidden between the lines of responses like this one:

*I don't think I will have a problem taking a place in the culture of the academy as long as I am willing to work hard. It is difficult to find time to be in the academic world. I have so many other things going on in my life and in my mind. Sometimes it is difficult to find a quiet place and time to formulate my thoughts and opinions and to think a little more critically. I may have to*

*take a break from the academy for a time if it becomes too much for me to juggle with all the other "cultures" I am involved in. However, if I prioritize appropriately, I can find time for all the "cultures" in my life, including the academy (excerpted from longer text). (#291/p.315)*

The main worry expressed here is finding enough time for participating in all cultures, which suggests that certain cultures may exclude each other; the writer can't be "both at once." I know that this writer is a working mother of young children, so I interpret her conflicts as being class related: what if she loses her job, or loses her current (free) childcare arrangement, or she or one of her children has a health crisis? Like the mother I interviewed, she places her faith in controlling as much as she can by "work[ing] hard" and "prioritiz[ing]." But since the writer declines to elaborate on the conflicts she faces, this is speculation on my part.

While class issues can be inferred into a few responses, race and language issues don't seem to figure at all, although one student commented on how exposure to academic culture had broadened her conception of who belonged there:

*I think that the culture of the academy is a way of life in a certain environment. MCC has a culture all it's own. I come from a middle to upper class town consisting of 95 percent white students. In grammar school I remember african american students always getting in trouble for yelling out and disrupting classes. In all of my time in elementary school, I didn't have anyone that wasn't white in my classes. Middle school and high school was similar to my previous experiences. MCC is a very diverse school and I'm glad that I've had the opportunity to be accepted into it's culture. I've never*

*seen men wear fishnet tights before and now, I barely even notice it. :) I am a more accepting person because of the culture of this academy. (#287/p.314)*

The most frequently expressed worry was fear of failure either because of academic problems or simply losing interest. As one student said:

*I think the only problem I will have is keeping interested and focused on learning more about the culture. Some of the literature that might be thrown before me might be boring. Even though I will probably learn a lot about the "academy", it will be hard to focus due to it's lack of "umph". I hope I keep my interest and become an official member of the "academy". (Excerpted from a longer text). (#310/p. 319)*

However, despite acknowledging these obstacles, the students all expressed optimism about their ability to maintain places in several cultures simultaneously. For example, another student employed the hat metaphor, but unlike the student who saw himself as wearing two hats, she saw herself as having many hats and needing only to select the right one for the occasion, which she portrayed as a simple and practical matter:

*I do not see a problem with keeping a place within my current cultures and "the culture of the academy". I look at it like wearing different hats for different weather. I see the "academy" culture strengthening my place within most of my current cultures... (excerpted from longer text). (#261/p.308)*

This sense that academic culture could actually enhance the student's functionality in other cultures was echoed by other students:

*The culture of the academy is a higher level of learning. I have to put something into it to get something out of it. Portrait has taught me to keep an open mind and it surprised me that I could make connections as difficult as it was at times because of that open mind ness. Hopefully I will keep that mind set because it helps me learn more freely. We all have a place in the academy if we have the desire. Problems will come no matter what. That's when I need to step up to the plate and get help or devote more time to it. In all the cultures that I belong to it helps to keep to an open mind. It leaves more room to learn and grow. It may even surprise me that what I thought was going to be "yuck" actually did become something alot more! (#303/p.317)*

Students often expressed the idea that if obstacles arose, they would redouble their efforts to succeed in the culture of the academy. This was confirmed by the exit survey, in which students were asked to rank ten statements from 1, "strongly disagree," to 5, "strongly agree." The statement that students ranked first was: "Doing well in my college classes is very important to me, and I am willing to make changes or sacrifices in my personal life in order to do the best I can." This statement received an 86.8% agreement score, and perhaps most tellingly, no students answered "disagree or disagree strongly" and no students left the question blank.

The next highest ranked statement, with an 85.1% agreement score, was, "For as long as I can remember, my family has stressed the importance of going to

college.” This indicates that education has been an important value in the formation of the students’ primary identities, even though only 66.4% agreed that most of the adults they knew were college-educated, and 65.5% agreed that it was common for most of the young people in their community to seek college educations. The lowest ranked statement was, “I would rather not go to college, but my family would be so disappointed in me if I quit,” which received only 35.3% agreement. It would seem then, that most of the students had internalized the value of higher education from a very young age and that the internalization was so complete that most felt the desire came from an internal rather than external source.

Knowing that many of my students are very career-oriented, I had expected the statement, “I would rather not go to college, but I believe that a degree is necessary to survive in our economy” would earn a high agreement score. In fact, it was ranked 9 out of 10 and received an agreement score of 51.1%. It seems many more students choose to attend college simply because they value the experience than I would have guessed.

Considering all the data, I felt fairly confident that my students did not oppress “competing” parts of their identity in order to be successful in a culture they had been brainwashed into thinking was superior. Their notions of the value of the culture was already part of their identities from their early childhood; furthermore, like the child who “can cheerfully leave the world of arithmetic behind him” (Berger and Luckman 1966:162), most were adept at forming role-specific partial selves.

The data would seem to support my contention that students from all walks of life can retain their own identities while engaging in academic culture. Now I turned

my attention to my next question: could students bring cultures into relation through their writing?

### *Creating the Third Space*

As discussed in previous chapters, I ask my students to answer two questions as they go about the task of interpreting *Portrait*: how do you know, and why is the evidence you present important. My goal in continually asking these questions (in addition to helping them to learn the format of academic discourse) is to make the student the “canvas” for the work that has to take place. Students initially need quite a bit of reassurance as they begin this process. They need to hear over and over again that I am looking for *their* answers, not “right” answers. I tell them repeatedly, both individually and as remarks to the entire class, that I am not interested in having them tell me (in their papers) what happens in the novel; instead I want them to tell me what they think about what happens and why they think that, *based on the text*. Again, this is often quite new for students. While they are usually familiar with explaining what they think by revealing their personal experiences, few have had practice in revealing their actual thinking and analytical processes.

This may seem to be a rather cold and impersonal approach, but it is in fact very emotional for and sometimes threatening to students. While students are usually quite confident and fluent in discussing the value of their experiences, most need coaxing and reassurance to believe that what and how they *think* is worthwhile, particularly when faced with a writer like Joyce. But it is in the act of writing that the students begin to create the place where they can bring the cultures Joyce represents—both the many layered, Irish Catholic, late Victorian culture of

Stephen Dedalus, and the academic culture that values the text—into relation with their own cultures. What's more, students are not unaware of this process happening to them. An ESL student commented:

*Before I take English 101 course, I've struggled with writing. I don't know how I express my idea into writing. I need some help to polish my writing. Thus, if I take composition class, I'm sure that my writing ability will be better. Throughout the composition class, I've learned how my essay is built and why my thesis is important. If I make a thesis, I have to support my idea what the relation is between my thesis and supporting ideas. Until I get my thesis, I've read book again and again. By doing that, I find what the book tells me and what thesis is. Once I set the thesis, finding the relationship between the thesis and supporting idea is interest working. Finally, when I've done my essay, I feel something I've earned. I've taken tutor for revising essay and learned what I did wrong. These processes of writing help me to be better.*

*I think the curiosity of knowledge is important as well as the objective. Without the curiosity of knowledge, I won't be interest in my essay. Without the curiosity of knowledge, I don't make an effort to find a relationship between thesis and supporting ideas. The curiosity of knowledge motivates me to study harder. When I face to some of problems for finding a thesis of my essay, I really want to know what the thesis will be and try to make some effort on it. (Excerpted from longer text) (#262/p.308)*

This student describes using the writing process to explore his own thought patterns as “curiosity of knowledge.” It is what motivates him to discover a thesis and makes him interested in describing the relationship he sees between his thesis and the evidence he has found in the text. This is the part he feels best about—as he says, “I feel something I’ve earned.” The reward, then, is in the thinking/writing process, the bringing into relation of his own thinking and the ideas presented by the text—after that, he takes his essay to a tutor for revising and to learn “what [he] did wrong” in terms of standard English usage. But clearly there is nothing wrong with his thinking.

What does this type of “bringing into relation” (Byram 2002: 61) look like? As an example, here is a paragraph from a student paper about the first chapter of *Portrait*:

*He is impressionable to the propaganda thrown around by his elders. His mind is open to any ideas since he is still too naïve to create opinions based on his own sense of logic. He only has seen one side of everything, considering that he has only lived in one environment. An example of this dependency is when he recalls that, “his mother had told him not to speak with the rough boys in the college. Nice Mother!” (3) But I propose the question, who is a rough boy? Stephen faces the first challenge of judging each boy he meets with only one idea of what is nice, his family. Then he creates a mental category into which the “rough boys” are placed.*

This student has neatly brought into relation her reading of the text—that Stephen is still very much under the influence of his family as he enters school—

with the world presented by Joyce, even selecting an apt quote from the text to show “how she knows.” She then goes on to reveal her thought process by asking a question—who is a rough boy?—and presenting the answer at which she has arrived.

This paragraph was written by the young woman living in a homeless shelter, who may well have had experience of her own with “rough boys.” In her writing she is able to go beyond what she herself might conceive of as a rough boy and instead reveals how she has determined what Stephen/Joyce means.

It is also important to note that this writing style is a departure from her informal writing, such as her responses to the prompts or to my research diary, in which she said what she thought, but did not reveal her thinking process.

Here is another example. Although this student writer is a bit less deft than the previous writer, she still reveals her thinking process in order to bring the text into relation to herself:

*When Stephen returns to the playground, the boys ask him what the rector said to him. He tells them what happened and how the rector will speak with Father Dolan about the problem. All of the boys start to cheer for Stephen and clap and fling up their hats But Stephen doesn't go along with all of the praise and cheering going on for him. Instead he tried to escape from the crowd. This scene reminds me of the advice Deedalus gives his son about not getting too excited and flying too high. In other words, Deedalus doesn't want his son to get too high on himself and on the freedom and the power he has been given because he can fly. He knew that if his son did that he would lose in the end. This mindset that Deedalus had is like the mindset that*

*Stephen shows the same point of view as Daedalus at this very moment. Joyce writes, "He was alone. He was happy and free: but he would not be any way proud with Father Dolan. He would be very quiet and obedient: and he wished that he could do something kind for him to show him that he was not proud" (40). So Stephen takes on this mindset that Daedalus taught his son, and doesn't want to become too proud because he knows he will lose in the end.*

Once again, the student presents her own interpretation—that Stephen's reaction on the playground is reminiscent of Daedalus—into relation with the text by not only presenting the evidence she has found, but explaining what it means to her. She does not simply present the quote, but goes on to say what it is about the quote that makes her think of the myth of Daedalus and Icarus. It takes this student a few more sentences to reveal her thinking, but she does accomplish it. This is very different from her informal writing, such as this response to the fifth prompt:

*I am alot more comfortable with the "Culture of the academy" more now then I was at the beginning of the semester. I think the culture of the academy is the things that we learn that are useful. In other words, learning about culture is very useful because culture is something that you need to learn in order ot survive in that culture. I think the culture of the academy at MCC is very different then the culture at stephen's school. I feel welcomed in the culture at MCC and i dont see any problems in the future. (#305/p. 318)*

Even though she has demonstrated that she knows how to reveal her thinking process in formal writing, in her informal writing she reverts back to implicit rather than explicit language, and she clearly feels no obligation to show me “how she knows” or “why this is important.”

Space limitations prevent me from presenting more examples. However, I observed the same phenomenon time after time; students easily moved back and forth between “formal” and “informal” writing, academic discourse and “everyday” discourse. This indicates that students not only understand when and how to use academic discourse, they’ve also grasped *why* they use it—to reveal how they have brought the text into relation with their realities. It seems to me that both types of writing—academic and “everyday” are ways in which the students express their identities. I also feel I know my students as intimately, though in a different context, from their formal writing as from the informal writing and personal notes they’ve written. Revealing the way their minds work is as intimate and true an expression of their identities as accounts of their lived experiences.

## *Chapter Summary*

Is it true that students who express thoughts in academic discourse are forced by the nature of the discourse itself to see themselves as the Other? According to theories of the social construction of reality, identity is formed in very early childhood, and individuals learn to make situational, partial identities for dealing with new realities. Except in extreme cases, these partial identities do not displace the primary identity. However, many postcolonial writers suggest that academic culture is just such an extreme case, and that by presenting academic discourse as the “transparent normal,” composition teachers participate in making their students feel that they are the Other.

Turning to student interviews, the exit survey and responses to the fifth writing prompt, I looked for evidence that my students felt conflict between their primary identity and their “academic culture” identity; in other words, that they felt the need to develop more than a partial, situational identity in order to maintain their place in academic culture. Although I purposely tried to set up situations in which students might refer to racial or class identities, the students did not take up these issues either in the interviews or in the responses to the prompts. Also, the exit survey suggested that most students placed a high value on academic culture from their primary socialization.

I also believe that students enter a third space when they attempt academic discourse, and this is another reason why students who engage in academic discourse are not forced to be the Other. Instead, they are bringing cultures into relation through the medium of themselves. Academic discourse requires students to be explicit about their thinking processes, a practice which is threatening to some

students and requires encouragement and reassurance for them to feel safe to take the step. However, once they enter the third space, students can write about texts and about how they arrived at their interpretations of the text. Comparisons between students' formal writing (academic discourse) and informal writing reveal that students grasp not only how and when to use academic discourse, but also why. Both academic and informal writing can be said to express students' "true" identities.

## Chapter Ten

### Conclusion: Interculturalism and Composition at the Community College

#### *Revisiting the Research Question*

Intercultural theory originally attracted me because it described a world I knew. I could read intercultural theory and think, “Yes, of course”; occasionally, theories struck me as so observable that I was almost astounded that someone had finally explained what struck me as simple “common sense.” This was a welcome contrast to my experience of reading much of contemporary composition theory, which seemed alien to my classroom experiences. I had often tried to relate what I read in composition theory to my students, but never felt a precise or even a close “fit.” Reading intercultural theory, on the other hand, brought memories of real situations instantly to mind.

Even so, I remained somewhat skeptical of my own perceptions. I reasoned that it was only natural that I resisted descriptions of my work that cast me in the role of oppressor and corporate conspirator, especially given my strong philosophical attachment to community college ideals. Intercultural theory may describe my experience, but did it describe the experience of my students? It was this tug-of-war between my experienced-based, practical knowledge of teaching composition and my desire to examine which theory, intercultural or composition, might best describe my *students’* experience that led me to my research question: *Can an intercultural approach to composition provide community college students with the cultural awareness and skills to succeed in the culture of the academy without devaluing the home cultures from which the students come to the college?*

As I examined the data collected from my students, I realized that I had actually asked a two-part question, one part about the role of an intercultural approach and student success, and one part about student attitudes toward culture, and that the question demanded several areas of inquiry. First I had to discover if students even perceived academic culture as a distinct culture before I could look at whether intercultural awareness and skills were developed and applied, and only then could I explore the question of whether successful interaction with academic culture would lead students to devalue their home cultures.

In contemplating the first part of my research question, the data eventually yielded three key issues:

1) *Do students perceive the culture of the academy as a distinct culture?* Data related to this issue, examined in Chapter 6, helped me to better understand the intercultural issues involved. In order to gain intercultural skills, students needed to discern academic culture as operating with different cultural rules from the rules of other cultures. In retrospect, this seems like an obvious first concern; however, I confess it did not occur to me until I began to study the students' responses. I learned that, contrary to my expectations, students did not feel an immediate awareness of being in a new culture in their first encounters with academic culture in my classroom. For many, especially those who had attended American high schools, there was enough similarity in the environments and in the low power distance/high individualism dynamic of the teacher/student relationships for students to feel an initial sense of familiarity. A few students never developed a sense of academic culture as a separate culture; however, most students experienced a dawning recognition. Because most of my subjects came to see that there were several cultures represented in the classroom, with academic culture taking a place

among them, I concluded that it was, in fact, possible to take an intercultural approach, and therefore it was possible to ask my research question.

2) *Do students who perceive the culture of the academy as a distinct culture experience culture shock? If so, does an intercultural classroom experience help them to overcome the shock?* Having satisfied myself that most students do perceive academic culture as a separate culture after several encounters with it, I could now turn my attention to the question of the role of an intercultural approach in helping students to develop cultural awareness and some of the cultural skills of the target culture. In Chapter 7, I examined the data for evidence of culture shock and the coping mechanisms employed by students to overcome it. The evidence revealed that most students experienced a mild degree of shock, and that this shock actually helped them to realize the cultural differences confronting them and to develop coping strategies. The coping strategies, in turn, helped the students to gain confidence operating in the target culture. The student responses revealed that students not only used their own coping strategies, such as working harder, employing institutional support services and seeking interactions with those they felt differed from them, but that they also were able to make use of academic tools, such as online discussion boards, collaborative learning assignments and instructor feedback to develop intercultural awareness and skills. This overlap of the academic and intercultural points to a fascinating link between intercultural awareness and learning in general. To reiterate one student's response:

*Portrait has taught me to keep an open mind and it surprised me that I could make connections as difficult as it was at times because of that open mind*

*ness. Hopefully I will keep that mind set because it helps me learn more freely.*

(#303/p.317)

3) *What does an intercultural experience in a composition classroom feel like to the student who experiences it?* In exploring the first part of my research question, I was also interested to discover how students perceived academic culture and if gaining intercultural awareness and the skills of the culture was an alienating experience. In particular, I was looking for evidence that students perceived themselves as the Other when they engaged in academic culture. However, the evidence, which is examined in Chapter 8, showed me that my students tended to identify with academic culture, rather than to feel excluded by it. Also, the factor that seemed most important to my students, in terms of “belonging” in academic culture, had little tangible connection to issues of race, class, ethnicity, national origin or language use. Instead, most students pointed to serious-mindedness and commitment to education—sometimes perceived as not present in the make-up of younger or less mature students—as the qualities that made them fit into academic culture.

The second half of my research question grew out of my reading in composition theory and my desire to be both reflective and reflexive in my research. To address issues of my complicity in colonizing (to use the postmodern/postcolonial term) my students, I asked:

4) *Do students who perceive the culture of the academy as a distinct culture and who have intercultural classroom experience perceive the culture of the academy as superior to other cultures?* In addition to student responses, I examined

the results of the exit survey (Appendix C) and the follow-up interviews with five students. I was interested in gathering insight into student identity and sense of self. The evidence, discussed in Chapter 9, shows that most students enter the classroom carrying a sense of their “rightness” for higher education developed in their primary socializations; furthermore, they are adept at forming partial, situational-based identities that do not threaten their senses of self.

I was particularly interested in the ways students used their formal writing assignments to enter a third space in which they brought the cultures represented by *A Portrait of the Artist as a Young Man* into relation with themselves. The writing assignments required the students to reveal their thinking processes and to make explicit connections between their ideas and the evidence presented by the text. Revealing their thought processes, I believe, is as true a representation of their authentic selves as revealing their experiences.

After analyzing the data, I find that my faith in intercultural theory has been borne out by my students’ experiences.

### *Contributions to Learning*

This thesis offers contributions to both intercultural theory and to composition theory.

This thesis is unique for readers of intercultural theory because it offers an in-depth study of intercultural interactions that take place primarily in a written, rather than oral, arena, and advocates the role of writing in creating a third space. It is also unusual because of the population—American community college students—and the target culture—academia—under examination. This study does not employ the traditional cultural markers most often discussed in intercultural

theory, such as language and nationality, but instead uses self-ascribed markers, since community college students choose that role.

For readers of composition theory, this thesis offers a new approach to intercultural awareness beyond the commonly held notion that “intercultural” means merely sensitivity to non-white cultures. It also casts doubt on the efficacy of binary world views and instead posits the use of writing for the creation of a third space that obligates an examination of cultural positions and assumptions. Finally, it offers some practical strategies for teachers of composition who wish to engage their students in academic rigor without engaging in elitist behavior.

#### *Limitations of the Study and Suggestions for Further Research*

Due to the restrictions of a thesis, I was only able to consider a small portion of the data in the analysis. While I am very familiar with all the data and feel confident that there is nothing to contradict what I’ve written here, I feel just as confident that there is so much more that should be written. In particular, there is much more to be said about the role of writing in creating a third space; the ways in which academic writing can and does provide students with the means of expressing an authentic self, perhaps even a self of which the student was previously unaware; and finally, the ways in which intercultural approaches encourage and support learning in general by creating an ideal learning environment. These are areas that I hope to keep exploring as I continue to be a teacher, an action researcher, and a writer. I also believe that I will be reading much more about intercultural approaches and the creation of a third space in composition theory in the future. It seems to me to be the natural trajectory for the growth of composition.

I also think there is a need for much more study of the community college environment from both a composition and an intercultural point of view.

Community colleges have not yet received the study—and the credit—they deserve for creating an environment that fosters intercultural approaches and thirdness.

### *Some Final Thoughts*

I would like to conclude this thesis with one final student response, posted to my research diary:

*...I like that ou don't really talk about "right" and "wrong" answers. You give our ideas somee thought and credit, which I really appreciate. It's a nice breath of fresh air to be treated more like an equal after my high school English teachers, who acted as if their understanding of the book was the only correct one. After all, I understand that as teachers they can see more in the book than I can, but there is almost always more than one way to interpret literature. These teachers just taught us their way to interpret the book they weren't very helpful in teaching us to interpret it ourselves and find our own opinions...I like the way you do it... you credit us for our effort and help us to look deeper into the text and see what we might not have noticed previoiusly. Once I get a little more used to that, and to the "culture of the University," in your own words, I think I will open up more to discusion during class, because I usually undersztand exactly what you're talking about. Also, being new to the college environment and a little nervous about making the adjustment both academically and socially, I like how you phrase that you'll teach to be "normal" from the academic*

*standpoint. Now if only someone would do exactly that from the social standpoint... Well I guess I'm doing fine anyway (#381/p.337)*

This one posting seems to address all my hopes and to allay all my fears, and not just because the student addresses all the issues raised in my research question. Postings like this make me hopeful for the future and confident in our young people. Reading my students' writing has shown me that, despite all the warnings about the pressures of consumerism and the influence of corporate culture, students still care about learning. As Pete Townsend once said, "The kids are all right."

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## **The Appendices**

### **Appendix A:**

#### **Student Responses to the Five Prompts**

### **Appendix B:**

#### **The Research Diary (including student responses)**

### **Appendix C:**

#### **Table 1: Student Responses to the Exit Survey**

#### **Table 2: Student Responses by Agreement Score**

## Appendix A

### Student Responses to the Five Prompts

#### 1) Responses to the First Prompt

##### The prompt:

In the first few pages of the novel, we learn about Stephen's primary socialization and then see how he experiences culture shock when he goes away to school, where he has to undergo a secondary socialization to learn to fit in. Please describe your own primary socialization and the "culture shocks" you've experienced in adjusting to the culture of the academy—in other words, learning the way I want you to read and write for this class.

##### Student Responses:

(01022620) on Tuesday, August 31, 2004 7:11pm  
Subject Re: Primary and Secondary Socialization

1. I believe that my Primary Socialization is that my whole family is outgoing, nice, fun, and generous. When I got to English 101 I realized that not each person is like my family and that was a huge shock to me. Almost most people are completely different from you. While some, having the same qualities, may not have them all. That's why there are no two people in the world that are the same. So I think every person does many different experiences with cultural shock at many points in their lives, and one of mine was in English 101. I noticed that not all people are like what I have grown up with.

2. -----  
(01086796) on Wednesday, September 8, 2004 12:27pm  
Subject Re: Primary and Secondary Socialization

My significant others are my mother and my father. Growing up around my mother and father I have learned to be very outgoing and funny. On my first day in English 101, everyone seemed so professional and serious that was a shock, because learning can be fun too. After a while I noticed some people were opening up with each other about the artifact description and that made me feel more comfortable, because I feel out of place when I'm around complete serious people.

3. -----  
(01062155) on Wednesday, September 8, 2004 4:18pm  
Subject Re: Primary and Secondary Socialization

I would say that my primary socialization was that of being raised in a single parent home. My parents were divorced when I was four years old. My mother was very loving, but had to work to support my sister and me. Therefore, I was in nursery school or daycare as we now refer to it. I had to learn to be adaptable to change because my environment was ever changing. My mother gave my sister and me many opportunities, but it was up to us to nurture the experiences. It did, however, teach me to be independent and I have used my experiences (some good and some not so good) to help shape the adult I am today. I think the only shocking experience in English 101 (as in all my classes) is my age difference. The great thing about that is that I get to see the younger perspective of learning and how learning styles (technology) have changed since I went to high school.

4. -----  
(00954882) on Sunday, September 12, 2004 6:47pm  
Subject Re: Primary and Secondary Socialization

My primary socialization came from my Mother and my Father. They raised me in a manner that promoted high morals, and a respectful attitude towards my peers. Growing up I was shown by my parents example how to be friendly and at ease with those I came in contact with. My first experience with English 101 caused me to be uneasy. I found myself in a classroom full of students that were a number of years younger than I am. I found myself trying to reach out to the students around me by finding a common ground. In one case I was able to start a conversation with a fellow student based on a team we both liked. I found myself relaxing in the next class because I no longer felt apart.

5. -----  
(01090654) on Monday, September 13, 2004 6:16pm  
Subject Re: Primary and Secondary Socialization

5. My primary socialization is my mother who is a single parent. She taught to be a respectful young lady and to be proud of who I am. Due to the fact that she was born in a different country (Barbados), I have noticed a lot of differences in culture and certain practices that I have at home are quite different to that of other families. In English 101 I experienced

cultural shock on the first day because the class wasn't very diverse. As the weeks have passed I have noticed that it is becoming more diverse so I have become more comfortable.

-----  
 (01092922) on Monday, September 20, 2004 10:41pm  
 Subject Re: Primary and Secondary Socialization

6. My own primary socialization was right up there with most dysfunctional families. I am the oldest of six children, all girls except one boy, him being the youngest. I never knew my biological father. I unfortunately had not one, but two abusive step-fathers in my primary years. I grew to be a care-taking, peacemaker, do anything to please or make things ok little girl. Self-doubt and perfectionism battle it out within my mind. A culture shock for me in coming to English 101 is for me to comfortably step out of the box and dare to share my thoughts. What if they're wrong or don't make sense? I want to do well, hey, I want to do great! I love your reassurance that there is no "wrong" answers, just better. I will do my best to stretch and learn.

-----  
 (00940478) on Friday, October 1, 2004 1:34pm  
 Subject Re: Primary and Secondary Socialization

7. My primary socialization is ever changing. My childhood was not typical of what you want a "normal" child to have. My parents divorced when I was one and shared custody of me making my life much like a tennis match bouncing back and forth never knowing which one would win, my custody that is. At the age of ten I had to move out of my mothers home. My Father got full custody of me because the abusive circumstances I was living under convinced the judicial system that my mother wasn't able to appropriately raise me. The loss of innocence at an early age, helping raise my little brother and finally being forced to leave what I knew to be home for the majority of my life made me appreciate my life. It forced me to grow up early, thus making more more knowledgeable and mature than most people my age. The "culture shocks" that I feel are most apparent in class are the differences in learning styles and the adjustment to one anothers differences. There are a variety of ages and backgrounds that can be both frustrating and helpful in the class environment. I find it to be helpful and feel that as a class we can use each other to succeed. We should take advantage of it. Think of it as a gift, untapped knowledge.

-----  
 (01037906) on Tuesday, December 7, 2004 9:04pm  
 Subject Re: Primary and Secondary Socialization

8. I never really had culture shock till recently when I moved out into my own apartment. My whole life has been about small town life and everyone knowing everyone and oh yeah id I mention I live across the street from a heard of cows. SO my life as been pretty simple although its true what people say about small towns. Everyone knows your business. I lived the small town cliché life. I walked in the woods with my dog that I grew up with, had a best friend from child hood and oh yeah I lived across the street from cows! No I have never gone cow tipping but yes I have been chased by a bull. I was sledding with my brother and the bull saw my hot pink sled. You figure out what happened next. Well to my surprise I went to MCC to further my education and found it to be a whole new world. No not like Aladdin but like a strange new place and me strange in it. Then to my surprise I found Starbucks which further changed me. I learned about so many new people and heard there stories with amazement. I even moved in with one of them but we have actually departed now. But I remember watching and listening with wonderment and thinking in y head why.... How.....could anyone go through that. So I found more comfort in the classroom because It was small and cozy and most people were nice. In fact I ended up living with one of them, is anyone seeing a pattern? But anyways I found that the class room was more of a comfort zone than a transition into a world of strangers and hardships. Oh well I know I have learned alot and I hope I have been able to help out the people in return that I have talked to. Although im a small town girl I have a big time heart it caries with me in and out of the class room.

9. (01076661) on Thursday, February 10, 2005 10:10pm  
 Subject Re: Primary & Secondary Socialization I have learned a lot so far in this class. I believe your method of reading the book, and annotating the text while we read. It has been a bit of a "culture shock" changing from the way I wrote in High School to the way you want us all to write now. I know that college is different but I still think that the other professors should use your method. It works for me the best out of any method I have seen so far in my college classes here at M.C.C. I believe that when you talked to the class about the potato slicer and how culture influences society, it relates to how the ways of teaching something a certain way affects how students in class learn. Not saying that there is a bad way to do

something, just that there are easier ways to understand information as a whole society. Societies are built around culture and that shows that "culture shocks" individuals as they change over a time period. I sometimes wonder why someone is doing a task the hard way. I could be that they haven't learned or they just aren't thinking straight. I feel that we a population must think to benefit those who surround us and to help. Whether it is in the classroom or in real life. We all need to play a part in the "culture of the academy" and of the real world.

10. -----(01095227) on Tuesday, February 15, 2005  
11:50pm  
Subject Re: Primary & Secondary Socialization  
The way you want us to read and write has been a real shock to me. In high school, when we read a story all we had to write was if it was good or not and reasons to support our answer. Basically, the English classes I had before were very easy. I learned reading the text twice and annotating last semester so it wasn't all that new to me. What was really new to me was learning that what Stephen was thinking could have a deeper meaning to it. The way you want us to read and write for this class can sometimes be confusing. At times it can be frustrating but then again it could be fun. I never had a teacher that wanted me to look at the text the way you do. I learned you could miss a lot of things if you don't really look at the text and I never realized this till I got to your class. It's so interesting to me how the words in this book could have so much meaning to it. Another thing that I found out is when I write something and then I have to find the "why is it important" answer can be very difficult. I guess, as we go along I'll get better at it.
- 
11. (01076661) on Thursday, February 10, 2005 10:13pm  
Subject Re: Primary & Secondary Socialization  
sorry about the first one---- this is the one i want you to look at... thank you I have learned a lot so far in this class. I believe your method of reading the book, and annotating the text while we read is great. It has been a bit of a "culture shock" changing from the way I wrote in High School to the way you want us all to write now. I know that college is different but I still think that the other professors should use your method. It works for me the best out of any method I have seen so far in my college classes here at M.C.C. I believe that when you talked to the class about the potato slicer and how culture influences society, it relates to how teaching something a certain way affects how students in class learn. Not saying that there is a bad way to do something, just that there are easier ways to understand information as a whole society. Societies are built around culture and that shows that "culture shocks" individuals as they change over a time period. I sometimes wonder why someone is doing a task the hard way. I could be that they haven't learned or they just aren't thinking straight. I feel that we as a population must think to benefit those who surround us and to help. Whether it is in the classroom or in real life. We all need to play a part in the "culture of the academy" and of the real world. -----
- 
- (01095251) on Friday, February 11, 2005 12:14am  
Subject Re: Primary & Secondary Socialization
12. There have been other times when I have experienced a "culture shock", but learning the ways of this class was not one of them. To my surprise, the way you want us to read and write is very similar to the ways of my high school teachers'. I understand that the boiling down part is your initial reaction, and the building up process would involve the connections you are able to make, and reasons for your thoughts or opinions. Taking notes and annotating was also something I did a lot of in my high school English classes. I believe it is a great way to help the reader follow along with what the author is really saying. What I also did in high school was pick out key lines that signify an important event or turning point of the book or my thinking process. Since I am already accustomed to this process, I believe it will work for me. The only thing that was really a shock to me was the type of book that we are working with. In high school, we always read a piece of writing twice, but that was simply because we were discussing it, reflecting on other's opinions, and looking back to examples in the book as to why we thought what we thought. In this class, the reason for re-reading it is different. It has become more challenging. I have never read anything like this before. I am interested to see what I think of it in the end because right now it is a bit frustrating to handle.
- 
13. (01124818) on Friday, February 11, 2005 12:47pm  
Subject Re: Primary & Secondary Socialization I haven't really had any "culture shock" adjusting to college so far. In fact, the biggest surprise for me has actually been how similar it is to high school, rather than how different. In my opinion, the differences that do exist actually cause your class to be easier than my high school english classes. The material may be a small step up, having to deal with stream-of-consciousness, but you're a lot more helpful than my high school teachers

were. They, for example, would never have given us the definitions of the unusual words in the text, they would've expected us to find them on our own. But overall, the concepts of "boiling down" and "adding up," and rereading to understand, aren't really that new to me, especially after having struggled through *A Tale of Two Cities* last year. I found it quite a relief that this isn't really that much harder than high school, if at all.

14. -----(01110307) on Monday, February 14, 2005 1:31pm  
 Subject Re: Primary & Secondary Socialization  
 Taking a look back on my childhood environment and how they influenced my primary socialization I can say that they really did set the foundation for the development of my personality traits and behavior. The family dynamics that I was birthed into could be considered a normal, functional family. I was the first child, like Stephen, and so all of the attention was on me for the first sixteen months of my life. I was taught the proper manners and behaviors that are not only acceptable in my own families' cultural environment, but also can be acted out around other people, without the chance of being offensive. Such things as covering my mouth when I cough or sneeze, then saying excuse me. Saying bless you, not speaking out of turn, not interrupting others, with an emphasis on respecting my elders, even if they are only five years older. In the morning we ate breakfast together, while during the day both my father and mother went to work, I was put under the surveillance of a babysitter. This direct interaction with someone from the "outside" environment, at a young age, allowed my very impressionable mind to be more acceptable to other people's mannerisms and behaviors. After 16 months my brother was born and so I was no longer the baby but the "big girl" who should be able to not only follow through with what I had been taught but continue on, often by myself, learning new things but continuing with the morals and standards that had been set through the primary socialization between my mother, father, and me. This great pressure of independence at a young age was one of the greatest factors when considering the direct correlation between my primary and secondary socializations. The ideals that were enforced in my life as a young child, allowed me to not allow myself to have "culture shocks." There are a few things that I find disgusting, but they consist mainly of other "cultures" eating things like monkey brains (*Indiana Jones*), or watching *Fear Factor* on FX, and finding out that people really do eat bull testicles. But even those things do not give me a "shock" as Stephen experiences at school. He is thrown into an environment that is alien to him at an age that maybe was too late. I was forced to develop a very "wide-open" mind frame. Nothing is too much for me to believe and I honestly say that I have developed my own beliefs and expectations, but am very respectable to the ideas and behaviors of others. One thing that really is a culture shock for me, the only thing that I really do not understand and don't want to understand is the ability for people to be completely inconsiderate of others. My primary socialization of manners causes me to believe that common courtesy is vital for survival, and should be a large factor of every child's primary socialization.-----  
 --(01106985) on Tuesday, February 15, 2005 8:56pm  
 Subject Re: Primary & Secondary Socialization
15. My primary socialization was very simple in that I only learned to socialize from my mom. My siblings are all younger than me and by the time they were born I had already begun to talk. I talked to my mom about this situation because I couldn't remember and she said the first day of school I cried and didn't want to stay but once I realized that the people were nice and alright that I was quiet and acted like nothing had happened. A major culture shock that I experienced was coming to East Hartford from Manchester I had to deal with a lot more people speaking Ebonics which seemed to be continuously changing. After that I think I would have to say that my biggest culture shock would have to be when in my high school we had done this pen-pal/Spanish merengue class with another high school. I'm used to being around people of all cultures and races so when we got together with RHAM high it was a bit of a shock to see that they were almost all whites kids. You could tell that when they came to our school they were very standoffish and didn't want to participate in our activities of the day. I'm not used to having to coerce people into talking about common things and actually not wanting to do something we had been talking about for months. Having to go through these changes and experiences has morphed my socialization to fit certain situations that I am in.
- 16. (01030657) on Thursday, February 17, 2005 11:55pm  
 Subject Re: Primary & Secondary Socialization  
 My parents emphasize education, and my primary socialization growing up in this family was to get a good education. Family members, who had all pushed themselves very hard academically, surrounded me. That put me in a position to do the same. However, constant pressure both from my family and our town's school system was too much. I turned off to school. During high school, I chose to do the minimum required to get decent grades. After high school graduation, I chose to work and take care of myself. I had no desire for any more education. After two years of experiencing the "real world", I realized I wanted more

education to help fulfill my career needs. After being out of school for so long, returning to an academic environment has not been an easy task. It takes time to get into an academic rhythm. More maturity and the desire to learn help a lot. Everything was going pretty well until James Joyce came along. This is a very challenging class, and I can tell that the skills I am learning will be very helpful to me in later years. However, I do not think anyone could be harder to understand. To understand Joyce's writing, I have to spend time thinking about what he has really said and what it means. His stream of consciousness style is very difficult to follow, but I find it to be very much like life. My thoughts often do not occur in any specific order, but enter my brain as a series of daydreams. Events in life are also like that. They unfold and cannot be controlled. Academic culture forces me to take the time to learn and to think. It requires a discipline and attention to detail that is not always required in daily living. It is a very enjoyable culture.

17. -----(01124406) on Saturday, February 26, 2005

9:33pm Subject Re: Primary & Secondary Socialization

As I was thinking about starting college, I entertained the notion of doing on line courses. I didn't like the idea of sitting in a classroom all over again like when I was in high school. "Nothing takes the place of a college education.", my father said. I can see now how difficult this class would have been for me if I decided to just go the on line route. Culture of the academy... a phrase that will seemingly haunt me for life! It seems to be a new way of thinking and writing. It's less emotional and more matter of fact. But, at times, you have to try to go into the mind of the characters and try to think of how they feel and why they feel that way. I think this is the challenge of the whole thing. Picking up and reading a book is one thing, truly understanding it is another. Sure, I can read. But I never was so forced to understand a book before I came to this class. It can get easy to become frustrated at all of it. I first got a C on my practice posting. A "C", I thought? Well, at least I'm average! But the goal is to become above average and I guess others in the class also had the same wake up call of sorts. Professors wouldn't be professors if they didn't push the students to do their best. I guess I had to learn to push myself. I said it before and I'll say it again. If the material is uninteresting, you have to force yourself to become interested. It is the only way to get through the class.

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(01088091) on Friday, March 18, 2005 8:37pm

Subject Re: Primary & Secondary Socialization

18. I was not really "shocked" in how you want us to read and write for this class and for our own good in the future. I wasn't really learning anything new or different. All throughout my years in high school and even younger, many of my teachers taught us to really boil the readings down. English class was not always the best of times for me and that was mainly because I couldn't really follow what I was reading all the time. Since I started "boiling" down the readings and using the book to note things and really break down the text things have come to me a bit easier. I believe in this type of reading and writing. From what I have seen here at school is of course not all teachers are the same but from what I have personally done english class since adopting a style of reading and writing like yourself I feel that more teachers in high school and in colleges should teach a way similar to this method. It is the easiest way to see how the author is writing and what he/she is trying to get across to the readers. It is also interesting the book that we are reading as well. It is a very difficult book to see through. I think that the only good way to go deep into what Joyce is saying is to boil it down, annotate the text among other things. The way we do things in this class is not a shock to me I have been doing it for a little bit now so it is very good for me and I just really like how it works for me personally.

19. -----

on Monday, March 21, 2005 10:42am

Subject Re: Primary & Secondary Socialization

This class is quite different from other English classes that I have taken before. I was used to the way high school classes was, like reading and summarize the plots, vocabulary and short answer essays, but this would be my first experience with college English, which required a lot more than high school's. I was surprise when you said that nobody can passes this class if they don't use the computer, and that is true because all the reading and discussion is posted online, and all the material that would help you in class is available online also. I think this is quite a "cultural shock" to me in this new academy. In this time and date, everything is so computer-based, therefore I think it would be a good idea to introduces its uses and conveniences to students. I especially like the idea of the discussion board where we can all write on the same topic and I can look at other people writings in our class, to explore other ideas and their style of writing and better improve myself. It is also convenience when I can contact you through e-mail, print out missing handouts if I need them anytime. I think this is a better way to teach, when people can feel more connected to

teacher and other students.

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20. (00996082) on Monday, March 28, 2005 11:11am  
Subject Re: Primary & Secondary Socialization
- I did not find this class in particular to be a culture shock. It seems in every different english class i have ever taken from junior high to high school and now college. With each teacher i've had to read and write differently. Things are changing and there is often times a better way to write that I have not learned yet. Therefore i am getting use to always using different methods. It always depends on the materail of what I am reading or writing about so shouldn't there be different methods? That only makes sense. You cannot use subtraction alone to solve an alegbra problem. You learn many steps before you can complete and get the more difficult problem right. A culture shock to me would be writing and reading in a forgein lanauge other than spanish. A language I have never learned would be something that would be hard. With experience in two languages it would give me more background in understanding the way a language works rather than someone who only have background in their native language.
- 
- (01057047) on Friday, April 15, 2005 10:33am  
Subject Re: Primary & Secondary Socialization
21. My primary socilization of eduaction began in high school where I became aquired to write a standard introduction, three main body paragraphs, and a conclusion type essay. My high school teachers mainly focused on getting the correct information down on paper and not focusing on the concept or proven evidence to support your claims and arguments. This is where my secondary socialization started, iComposition. I learned that an essay isn't about spitting out information like a book report, but an investigation throughout the book to dig up and find significant quotes or paragraphs that explain why something is happening and why it is signifigant. It is much more work I must admit, but upon completion of your essay you have a better sense of what is happening and why it is happening due to your "essay investigation."
- 
- (01050424) on Thursday, April 21, 2005 6:52pm  
Subject Re: Primary & Secondary Socialization
22. Since I have started this class, I have had to readjust my english skills slightly. The first day I thought the class was just going to be essays, but it was more of a class where youm make transitions form the book. Some of the papers topics were very challenging. If you weren't caught up on your reading, then you could not wite the journal entries or your papers. The book that was chosen was very challenign to read. I think from reading a book like this is good for you because it will make other book seem a lot easier to read. At first I had written very short journal entries and once I had gotten the first couple back I had to write a lot more and describe what I was trying to say. I had to get use to using many transitions from the book and compare them to another topic making a connection to write about. Now, at the end of the semester, I realized how I need to write and how much I need to write to get a better grade.
- 
- (01095914) on Monday, May 2, 2005 12:59pm  
Subject Re: Primary & Secondary Socialization
23. Changing your own primary socialization can take alot of adjustment. Because I know that I am what I like to call an "average thinker" therefore I have problems thinking "outside the box". When I first entered the class I would find that I would space out during discusses because I was completely confused, especially when we would read "A Portrait of the Artist as a Young Man". The manorism inwhich I read and write is something that I look to as very stable part of my education because it is how I understand things and it has always worked for me in the past. Entering English 101 when I had to learn to think and read in a different manner was a bit shocking because I had to get myself out of my old habits, which i never use to think there was a problem. Now that I have learned to really take time and analyzethings and to "think outside the box", it has become much easier for me to create ideas and it is much easier to understand "A Portrait...".
- 
- (01086419) on Monday, May 2, 2005 2:22pm  
Subject Re: Primary & Secondary Socialization
24. For me, Portrait has been a very interesting story to read because in highschool I cant really compare anything to it. I wouldnt say that it is harder but there is a lot more in the text that you have to figure out for yourself and that you have to relate to your own life. In the other stories that I read in highschool we really never had to look beyond the text but almost every

paragraph in Portrait you have to do this. The writing for this class is probably the biggest shock to me. It has totally transformed the way I write. Highschool teachers never gave so much input into each writing assignment, they would basically just give some minor pointers and a grade. You give many suggestions to help revise any points that were incorrect and make my writing stronger than it was initially. I believe that is how a teacher should teach and they shouldn't just hand out grades without any input.

- 25. (01093703) on Wednesday, May 11, 2005 1:56pm Subject Re: Primary & Secondary Socialization

Much to my surprise, it was much easier to adjust to the 'culture of the academy'. I was certainly nervous and not sure what I should expect when coming back to school after a two year hiatus. I think that the lack of effort on my part in high school really held me back from growing as a writer. It made me uneasy to think that I never learned some of the basics that most people know when they leave high school. For example, everyone that I knew was able to piece together a five paragraph essay within an hour. That was something they drilled into us there. No matter how hard I tried I could barely complete a whole paragraph in the time that was given. The plus side to my lack of learning and growing in high school was there there was plenty of room for improvement. It also made it easier to learn the style of writing required in college. There wasn't much adjusting to be done, just learning. It was a bit of a shock to learn that knowing how to write a five paragraph essay in an hour is rather unnecessary. Especially when they made it seem so important. It was also shocking to see how difficult and complicated such a small book could be. It took a lot to interpret and understand what was going on in just a few pages. It helped me to learn how to look deeper into the writing of others and not just at face value. It's definitely not easy to do and I'm sure it comes easier for some than others but it's certainly a great skill to have and I'm glad I've had a chance to learn how.

- 26. (01048929) on Wednesday, March 2, 2005 1:32pm  
 Subject Re: Primary and Secondary Socialization

I got a culture shock when I walked into the room and you started talking about what you expect us to do this semester. You want us to be able to adapt to the way that you teach us how to read the book and understand it. The way that I use to read before stepping foot into your class is my primary socialization. And the way that you taught us would be my secondary socialization.

- 27. (01093893) on Monday, March 21, 2005 12:13pm Subject Re: Primary and Secondary Socialization

I thought it was a huge culture shock not only because of what you want from us but because college overall, is so different from high school. I got a little freaked when you started talking about how you want us to throw away what we knew about writing the format to our essay. You know what they say, "it takes 3 days to make a habit, and 28 days to break one," and believe me we spent A LOT more than 28 days in high school learning how to write a paper. Also every professor has specific ways that they want things done, so you have to adapt everytime you start a new semester, it's a huge responsibility. Finally, I don't like the web ct way of handing in assignments, I'm not used to it. That was just one more thing I have to change and honestly I find it to be a HUGE inconvenience, because I'm never online anymore, since I've started college I have a life working mostly, writing on paper was better. Overall, it's one of those things that you have to suck up and go with because life moves forward and you have no choice but to move with it.

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 (01093871) on Monday, March 21, 2005 6:34pm  
 Subject Re: Primary and Secondary Socialization

28. My primary socialization happened when I first started attending college which ws 3 semsters ago i have not been in school for at least 10 years and was terrified that I was not going to be able to keep up with all the young students due to the fact that i have three young children and work. I was shocked at how easy it was, everything of course except english which I never really liked. I love to read and i do write in my journal poetry and short stories i guess i never really liked being told I have to write a paper and this is the topic. When I first stepped foot in your class I didn't feel to much pressure but now being in the class and writing my first paper I feel the stress this is what I would call my secondary socialiation, but i try my best to live up to the expectations of the class to get everything I can out of English 101. I am going to take English Lit. online.

- (00952145) on Wednesday, February 23, 2005 12:26pm  
 29. Subject Re: Primary & Secondary Socialization

I have always loved to read. I also have been able in the past to write fairly well. I have always talked a lot so that has helped me with my writing. It seems to enable me to brainstorm and get my thoughts and thought process on paper. I have also enjoyed reading. Sometimes I can read so fast through a book that it disappoints me because I liked it and I wanted it to last. But this book also it is growing on me is different to read. I find that I have to read it out loud to my self to truly understand it. When I read quickly through a book I may miss a detail that may not really be significant.

30. -----  
(00975460) on Wednesday, March 2, 2005 1:52pm Subject Re: Primary and Secondary Socialization My primary socialization has all ready happened im never shocked when a person is a little different i like to just laugh it off if i dont agree. But coming into your class wasn't to shocking, because when i walk into any classroom that is new to me i have to be ready for that socialization no matter if i wantt to or not. Yes their is a little bit different way that you teach but that is a good thing, that is what makes you, you. And i just feel as a student that it is my job to learn the way that you socialize with us.
31. -----  
(00925714) on Friday, March 25, 2005 9:48am Subject Re: Primary and Secondary Socialization I did not experience as big a culture shock as I thought I would in your class this semester. I have a large number of friends who have already graduated from colleges such as UConn, UHart, Boston University, Providence College, and Yale who I knew would support my decision to return to school to formalize my education. (I am a firm believer that if you surround yourself with positive influences, you will be successful.) Of course there was an adjustment period where I had to get used to writing and reading as a student again. A few years ago, you were my English 98 teacher. I remember learning a lot from you in that class, and also having a good time. What I find to be most "culture shocking" is the way other students behave in this college. I graduated from high school in 2000, took a year off, started at MCC for a semester and a half, and then left the school on what were not the best terms. So, I had a good long break between the time I left and when I came back this semester. During that time I had been working full time. I had a number of reasons for leaving, one of which was the feeling of being back in high school. The students here boggle my mind by the way they act in class. Talking while the teacher is, walking into class 15 minutes late every class, the comments they make in class just to get attention and try to be funny. It's ridiculous and immature. How old are these students? What do they want to gain from this class? I know that English classes are prerequisites for all the majors in the college, and there are a lot of students who don't like to read or write. These are the students who should be trying to learn as much as they can from your class. If they want a harder professor that will yell at them and mark them late and treat them the way they were treated in high school, then they should reconsider what they want to gain from a college education. It is confusing for me to understand. They want a college education. Do they come to a community college because they feel like it should be easy? Because of their behavior, it makes me question more often then not if I belong here. Due to personal circumstances, I had to grow up very quickly and see the world through adult eyes. Maybe that is why I feel older than many of the students around me. It is not as if I feel that I am better than any of them, just more mature. I hope as I progress here, I settle in and attain a degree or at least the knowledge I need to be successful on my own. Until then, I'll do what I always do; sit back, learn what I can from whoever has the patience to teach, and do my best to ignore the people who haven't figured out what college and being an adult are about.
32. (00963356) on Wednesday, March 30, 2005 12:11pm  
Subject Re: Primary and Secondary Socialization  
I am used to explaining things the way that they are out of my head. This class seems very awkward to me because sometimes I have a hard time making the connections of how and why something happens in a story. I am a little intimidated by the transition that I have to make in my writing technique for this class. This is because when I see all of the minute details of what it takes to write a very good paper I tend to choke up and use the wrong words to get my point across in my writing.
33. (01110307) on Monday, February 14, 2005 1:35pm Subject Re: Primary & Secondary Socialization when relating a my primary and secondary socialization to your class I did not receive any kind of "culture shock" when I began to understand the way you wanted us to read and write in your class. All of my English classes, prior to this, have enforced the idea of breaking down the text, and looking beyond the written words, to the overall character development.
- (01104353) on Wednesday, February 23, 2005 2:30
34. Subject Re: Primary & Secondary Socialization As a foster child my primary socialization was in an old boarding house, stuck in a room with twenty other girls. I don't remember my

parents(I only have one picture of my mother). The only authority figure that I can really remember is an old lady that nobody liked, but for some reason seemed to try and make things easy for me. I was 3 ½ years old when I was first put here. All the girls were older than me and they would tease me. I remember that they would stuff me between the mattresses and then jump on them. I wasn't there for very long. I was put in a placement home with a family that was trying out the "adoption thing". It was my first family that I can remember. I had two older brothers and there was Elise and Mike, the parents of the boys. This was very tough for me to deal with. My biggest culture shock was having my own room. Going from a room of twenty to a room of one is a little scary. I remember trying to play with the boys but Elise and Mike discouraged it. They kept buying me dolls and little girlie things. I wanted to play with people. Another shock to me was that I didn't need to do any work. Elise cleaned my room and did all the housework. I didn't really understand it. At the boarding house we did everything for ourselves, with the exception of meals. We all played with each other too. It didn't matter if we were boys or girls. Partly because there wasn't enough toys for everybody to have their own. The situation with Elise and Mike didn't last very long. I was put into a boarding school until they found a new placement. My primary socialization was pretty unique because it wasn't in the confines of a small family but in an atmosphere of my peers being my guidance. My secondary socialization put me in a small family unit where I felt very uncomfortable. I have been in boarding school for all my years, kindergarten through 12. This is the first time I am exploring "public education". I didn't have any major culture shocks to the way you want us to read and write, probably because I have taken UCONN English in high school. I was taught how to read and analyze as we would in college, partly because it was like a college. I stayed at the boarding school for ten months out of the year, during the summer I was put into a foster house. I didn't have a home to really miss so I would invest my time in my studies. I thought that this class would be a little more difficult, so that was a bit of a culture shock, I was not expecting to be shown how to do everything. When I was little I had to learn everything for myself. There was one major culture shock that I did have to get accustomed to that doesn't deal with our English class exactly, but was very stressful for me at first. I was absolutely amazed how people dressed to go to class. They wore whatever - jeans, baseball hats, sweatshirts, absolutely anything. When I was at school there was an uniform that we needed to where. Docker pants or skirt, oxford shirt, sweater, tie, and the special school blazer when it was cold. We had uniforms for everything. Gym, pajamas, school, worship. It was crazy. So the popular "dress code" at MCC took me a long time to get used to. I still feel weird wearing jeans to school.

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35. (01092934) on Friday, April 1, 2005 2:46am Subject Re: Primary and Secondary Socialization  
Being in this class was a big shock to me. I have always never liked English but thought I was not too bad in it. After we started getting more in depth I found it harder than I thought it was going to be. The techniques and ways of the class are different than any of my previous English classes. The ways you have to read into the text to find different things is different as well.
- (01063313) on Wednesday, April 6, 2005  
11:54am Subject Re: Primary and Secondary Socialization
36. When I first came into this class, it was a big shock to me. The teaching and work ethics you have are different than any of my english classes I have had. I found out that adapting to this was going to be harder than I expected. Its different the way you want us to read into adn look at the text in the book. Hopefully I can change my ways and end up doing well in this class.
- 
- (00393378) on Sunday, April 10, 2005 1:04am  
Subject Re: Primary and Secondary Socialization
37. During the first few classes I was rather concerned about whether or not I would do well in this class. The reading was obviously very difficult to understand and with very strict grading I didn't think I had a prayer. I have earned A's on many papers that I've written, but those papers were simply based on facts. While I can generally understand a person's ideas or point of view from written material, I can say that I have NEVER looked into a piece of literature, much less a paragraph, as deeply as we have in this class! I became extremely concerned when I realized how far off my understanding was, after reading the beginning of this book before classes began. Then, when I read the first reading assignments for homework, I felt sort of lost until everything was explained to me in the following classes. What a helpless feeling that was Along with the difficult reading comes difficulty in writing. I was absolutely shocked when I saw the grade for my first journal entry! Didn't I tell you everything I read? What do you mean by "how do you know", didn't I just explain that to you? I told you everything Joyce said! And what do you mean by "why is that important"? How do

I know why that's important? I'm just trying to regurgitate what I read. Didn't I explain the evidence when I told you what happened? How do I know what a character is thinking or feeling if it's not presented to me in specific words? How do I know if the facts are not shown with a definitive explanation? Then I realized you are not looking for facts because those are clearly evident. But how in the world am I supposed to tell you about a character's personal issues if I don't know what they are? How can I portray a character's position if I don't even understand what I'm reading! Now I'm beginning to see how you figure out what a character is thinking or feeling by observing words (esp. adjectives or adverbs), phrases, and observations. I never would have thought about looking for similar adjectives or adverbs throughout an entire chapter. I'm still not quite sure how all the similar descriptions connect when they describe different people, places, or things. I am happy to say that I'm finally getting it, but there's still a part of me which says, "God help me with these papers!"

38. -----(01054608) on Thursday, April 21, 2005  
4:26pm  
Subject Re: Primary and Secondary Socialization  
Starting college last semester was definitely a "culture shock" for me. It is so much different than high school and I got a little overwhelmed with what is to be expected out me and my work. Stepping into your English class this semester made it even worst because you wanted everything to be done differently than how i was taught my whole life on how papers should be composed and written. There was a lot more work that was asked to be done and lot more detail and thought had to go into everything that we do. But, I guess that's how life is. Not every professor that you will get is going to be the same. The way that you are teaching us is not bad though because it makes us become better writers. It's just harder because I have to do much more work than I was used to. Also, you have to just go along with it. That is how people develop to new things. The shock soon goes away and we adjust. Then again we can just wait until nest semester when we have to go to the first day of class and get another shock of something that is totally different.
39. (01074761) on Wednesday, April 27, 2005 11:35am  
Subject Re: Primary and Secondary Socialization  
My own primary socialization to this class was a big difference to me. When comparing your ENG 101 class to my last semester in ENG 093, the 101 class is much more difficult. It always been very difficult for me to read a paragraph that makes no sense to me. Then after reading the paragraph, its difficult to look up all the words, figure out what they mean, and then find a connection the author is trying to make. What else was a big change in this class was writing our essays. In ENG 093, we read two easy stories, then write a paper whether we think the chartacters are similar or different. After we hand in our rough draft, the teacher grades the entire paper, and sends it back. So pretty much all we had to do was make the corrections and hand it back in for another grade. This change was tough at first but I got used to it after adjusting the first couple weeks. The last area that was a big change to me was using WEB CT. This is the first class that is mandatory to use the computer in order to pass the class.
40. (01057094) on Wednesday, April 27, 2005 11:58am  
Subject Re: Primary and Secondary Socialization  
It's been weeks since I've been introduced to your way of reading and writing and I've learned a lot. In the beginning I thought about dropping each day before coming to class, but I'm glad I stuck it out. I've learned so much about how to read and write "college style". The problems that I had in the beginning were getting used to rereading pages and "boiling them done." Now I almost feel like a professional...almost. I was scared in the beginning because I thought that everyone else understood what you were talking about. I thought that I was the only one who wasn't strong in this new way of reading and writing. Once I realized that everyone was pretty much in the same boat, I felt a little more comfortable. I was much less intimidated knowing that we were all starting this on the same page. After we got through the first few pages, figuring out what Joyce was saying became a fun puzzle.
41. (01100900) on Wednesday, April 27, 2005 11:58am  
Subject Re: Primary and Secondary Socialization  
When I came to mcc I was really surprised at how hard the english classes were. The rules for writing are very stickt. I am not used to them yet but I will get there. In high school I was used to writing a paper in an hour and getting at least a B on the paper. Another thing that surprised me is how strick the plagerism rules are. In highschool I could "quote" sentences without using any sort of citations and get away with it. I really was not used to getting C and D papers. But Ive learned that the longer you work on a paper the more mistakes you see and fix. In this class I was taken back by the book we are reading. I had to get used to a new way of writing that made you think more than you normally have to. Im not fully use to the rules and ways yet but atleast Im learning to get there.

- (01073055) on Tuesday, May 3, 2005 9:30pm
42. Subject Re: Primary and Secondary Socialization  
I moved to United states in 2001. Its been three years I have been living here. I use to live in Islamabad (Pakistan) which is my native land. I went to a private school back there and we have a British schooling system in Pakistan. It was quite awkward for me when I started my education over here. First of all I am use too of annual system not semester system. And also the way the classes are run is also different. I did had some problems in beginning but I guess I am getting use to it now. And in fact it is better I think. I through out my high school and in two years of college in Pakistan was taught to follow the rules and regulations. We were not allowed to give our own feelings about the book it was very conservative way of writing I would say. But over here in American schooling system I am free to give my ideas and I am free to think. Specially in this class it was quite a nice experience for me because I have never been that free while writing about a certain book or any character of that book. I think my education in Pakistan would be primary socialization and my schooling in Unites states would be secondary socialization. And I think I have been enjoying my secondary socialization more then my primary one.
- (01114085) on Thursday, May 5, 2005 5:54pm
43. Subject Re: Primary and Secondary Socialization  
I did not have a very full high school carreir. I dropped out after a month of classes. I went back after a while but didn't make it through one whole year. I thought I would have a lot of trouble reading and writeing at a college level but I didn't. Unlike most of my friends I do something they consider very strange. I read for my own enjoyment. I've read books for the fun of it like the Inferno, Candid, No Exit and others that you have to really read into to find the meaning. Getting the amount of work done on time is my biggest "shock". The time I spent in high school was not very productive. I'm not used to so much responsibility. Hopefully i'll learn and do a better job here then in high school.
- (01061457) on Friday, May 6, 2005 8:32am
44. Subject Re: Primary and Secondary Socialization  
In this class I haven't really gone though a huge "culture shock" due to the fact that to me English is English and either way I'm not going to really enjoy it. The way that we read was a little different because before I never had to write journals on the sections of the book that I read. One thing that I really had to adjust was when I had to write the second essay, mainly because the book had to be compared to actual research and not just another book or personal experience, so during that I had a tough time. Reading the book was pretty normal compared to most other English classes because there is always somewhere where you have to reread some section because you don't understand it. One thing that was different about the reading was always having to think back about the great artificer daedalus of greek mythology, and seeing what both he and Stephen have in common.
- (00952145) on Friday, May 6, 2005 12:27pm
45. Subject Re: Primary and Secondary Socialization  
I have been out of school for 5 years and finally returned now that my son is older. I have definably felt a culture shock. Everybody is so young and immature. I know that I was that way when I first went off to college. But even the young conversations make me laugh. I feel old and somewhat out of place. I think Jason also makes me feel much older than my 20 something years of age. The book is unlike another book I ever read, usually if I get a book like this I don't get very far. It's not my style of reading.
- (01075640) on Thursday, May 12, 2005 11:58pm
46. Subject Re: Primary and Secondary Socialization  
I am still adjusting to college. I am trying pretty hard to juggle college and work, and I guess for me that would be my culture shock. I convinced myself that school is priority, but I have to realize that work is what funds me to stay in school. I have a lot to get used to. High school was very easy compared to this. Although college has more freedom, you are caught with time management skills that you never used in high school.
- (01086802) on Saturday, April 16, 2005 3:27pm
47. Subject Re: Primary & Secondary Socialization  
The cultural differences from this English class compared to others that I have had before is that this one has more in-depth thinking about the readings. Most of the other classes that I have taken the teachers give you some examples but then set you off on your own to try to figure out what connections the connections to other readings or material. As for the way I've grown up reading was important to my family and I believe that they had read to me when I was younger, I had just never gotten into it. My sister along with my mother love to read but

as for my father and I we tend to just read when we have to. The style of writing is different from past experiences because it is a different style. Writing something for me is easy but the way it has to be written makes things a challenge. I can come up with ideas and other parts that fit what I am supposed to be writing about but I write it down as if I was telling a story vocally not in writing.

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48. Subject Re: Primary & Secondary Socialization As a child growing up every time I was in the car I was reading. Everyone always said "When Sarah gets her license she is going to get lost going down the driveway." On our first family vacation my mom had packed tons of books and games for my sister and I to do while driving to Florida. Unfortunately for my mother I had them all read by the time we got to Hartford CT. My mother is a high school teacher and so she expected nothing but the best from me when it came to school. At the time pleasing my parents was more important than the "actual lessons." However, thanks to some great English teachers and the help of my parents, the ability to write and connect ideas with words is not a challenge for me.
49. Adjusting to college after high school was not difficult. I went to Dental Assisting school right after graduation. Academics come fairly easy to me so I raced through school with a 4.0 the whole way. After working in the field for 2 years I felt it was time to go back to school. My parents were right when they said "School is easier than work." I am working toward a bachelor's degree in dental hygiene which will double my salary. I am taking the weekend class so I still have the ability to work full time. When I went to the bookstore to get the books I thought "GREAT! Two little books how hard can this be?" And now, even after the initial shock I have faith that I can manage this class without causing too many migraines. The reading is challenging but nothing that I can't handle. Some of the lessons on paragraphs and writing a paper seem a little childish for a college level class but I understand the purpose. I am hoping when I leave Eng Comp. my ability to interpret advanced readings will be heightening.
50. -----(01027561) on Sunday, April 17, 2005  
7:38pm Subject primary and secondary socialization My Primary and secondary socialization When I was young ,in the late 1970's, my father talked to me ,my two brothers and sister about gender discrimination. He always focused on my brothers education more than my sister and I. He thought that education was more important for men. My father talked differently regarding our education. He thought men should work and women should stay at home and take care of the housework and children .In the late 1970's every countryside father thought like that. That's what made me lose my consideration on English and other studies .With my mother's help I was able to go to college against my father's wishes. I got married and came to the United States with my husband. Now that I'm enrolled in MCC English class it is a little difficult for me but I'm willing to work hard.
51. (01061346) on Saturday, April 16, 2005 3:46pm  
Subject Re: Primary & Secondary Socialization Growing up I always knew that education was important because I come from a family that emphasized it .I had to help with the family business though, after high school .My mother and brother are my significant others. My brother was able to finish college and now it is my turn to do what I always wanted to do .Let my generation leave a better legacy than my predecessors. Coming back to school was a little bit of a shock to me because I thought it will be a very tough for me considering the fact that I have been away from school for over ten years.I never stopped reading though but I'm not big reader. I have always shied away from English classes because it was very boring and difficult to pass. Looking back, from where I come from in West Africa and though I went to a private and good school, the English class was not interesting and the teacher was just interested in failing students. I must say I enjoy the class although it is a challenge ,I'm enjoying the process .
52. -----(00874913) on Saturday, April 16, 2005  
3:46pm Subject Re: Primary & Secondary Socialization  
Like Stephen I also experienced culture shock when I decided to go to college. You see my parents are from Dominican Republic and they were farm people going to school wasn't important. My mother did not graduate high school and my father was country guy who had always worked on the grounds. Although my mother did think it was important for to become someone, she did enroll me in school and pushed me always to be the best. Later on in my life I was adopted by a wonderful man. He was my inspiration he showed me about books, writing and theater. At that time he was Mr. Boland and right away he assumed a fatherly position in my life. At that time I was about 15 and he helped me get my GED and worked with me all along so I could better my self. Finally he enrolled me here at MCC. I started with the stars program and have transitioned into at a full time student at some points. I know have 43 credits under my belt and I owe my success to the man who always believed in me.

Out of my biological family I was the first to attend college. I was the one who broke the barriers now my little brother goes to UMass and my mom obtained her GED and is in her first semester of college at Holyoke Community College in Massachusetts. My biological father is to set on his own ways, he doesn't believe in change and event though he expresses anger toward us for being different I thinks sometimes he actually feels proud. While English has not been my best subject, I feel that this time I will succeed. I say that because I have taken English about 4 or 5 times since I been at MCC. First I took English 98 which I did not finish. Then I retested and I qualified for English 111 and I ended up with C- because I never turned my work on time, I'm a procrastinator. Then I got waived into English comp over the summer and was unable to finish missed too many classes due to work. So this semester I took English 111 with a wonderful teacher Mr. Rotondoro yet I was not able to complete his class due to my father illness. Then finally I made to your class fighting Pneumonia but I am determined to complete this class. So you see I have been taught different ways to read and write and interpret books. I will use a combination of all my teachers to conquer this course. I always loved writing and it is just a matter of doing it right.

53. -----(00862536) on Saturday, April 16, 2005  
3:49pm  
Subject Re: Primary & Secondary Socialization My primary socialization consists of my mother and father and since I am the oldest of 4 siblings, my brother and sisters came along as time passed by during my childhood. These were the closest people to me in my life, but there were also my grandparents who have always lived nearby and my immediate family visited often. I grew up in Hartford, CT, and started grade school there. I remember my first days of school being rather intimidating, causing anxiety, and then after a few weeks the whole experience became substantially easier, even fun and inviting. When I moved to my hometown of Coventry, CT at about the age of 12 I experienced the same nervousness and anxiety going to a new school and having to make new friends. But just as in the beginning, everything worked out well and I came to realize that all that worry was for nothing. The "shock" would really come when the ideas and concepts that I was taught and understood as being right and wrong at home through listening and acknowledging what my parents and grandparents were telling me, were questioned and altered in school. My mother taught me at a young age that all people are good and will be nice to you if you are to them. In school, the bullies had made that predisposition seem wrong. My father taught me to respect my peers and they would show me that same respect. He told me only to speak when spoken too, to use eye contact, and to talk in a clear, loud voice so people could easily hear and understand you. I realized in school that no matter how hard you try, some people are naturally disrespectful towards either just one person, or to everyone, always.
54. Adjusting to the academy, especially for English 101 class has taught me one thing for sure, and that is that in grade school, the papers and essays I would right were very elementary and unfocused in a way as compared to the academic writing style. Consequently I will need to make some adjustments and attempt to refine my writing style so that my teacher will see my efforts and recognize that in fact I've learned something through the lectures about Academic Writing this class. This is definitely seen as a shock to me because it makes me wonder why didn't my old English teachers show me this style of writing so that I could be more prepared for it now. Is it because I was too underdeveloped intellectually to do it properly or to understand. I guess it's all in the process of education, learning new concepts step by step, or more importantly, refining one's skills to a point where the educated person can be taken seriously with their works in the academic and professional world. I didn't really expect this partly because my interest in English is very small and not my specialty, definitely not my major. So the new things I experience in English class are always shocking and foreign to me, mostly because I don't think or wonder about them much. This is unlike my other classes which I think are much more predictable and less shocking.
55. -----(01096468) on Saturday, April 16, 2005  
3:51pm  
Subject Re: Primary & Secondary Socialization  
I was raised by avid readers and my parents read to me and my sisters often. My family, including my grandparents, aunts and uncles, fostered my love of reading. I did well in school and enjoyed English and literature courses in high school. I have always loved to read and prior to going back to school, read for pleasure and relaxation. I also thought I was a good writer and that writing came easily for me until I returned to college after a long break. I have experienced this kind of reading and writing before but I am definitely out of practice. It has been very difficult for me to get back into the academic mode of thinking, to think more deeply about what the author is trying to say and connect that with my own thoughts and ideas on paper. My first few papers here at MCC were difficult and frustrating to write. After writing my first paper, I was painfully aware I would need a refresher. I am getting that refresher on the skills needed for good academic reading and writing and am re-learning the basics of good reading and writing skills. The culture shock of having to look

more deeply and read more intently has been difficult at times. I like having time in class to discuss what we have read and what it might mean as sometimes I miss things that others might bring up. The type of reading and writing we are expected to do for this course takes a lot of time and this has been a culture shock for me. I can't just sit down and read the whole book once in a weekend and then be done with it, I have to take more time to read more carefully and thoroughly and to "boil things down." By the end of this six-week period my reading and writing skills will be back on track and I'll have more experience with the language of the academy.

56. -----(00353215) on Saturday, April 16, 2005

3:54pm

Subject Re: Primary & Secondary Socialization

In my primary socialization, reading, writing, and school were not very important to my parents in that although they wanted me to do well in school, they were indifferent to whether or not I went to college. My mother had to drop out of school when she was in the eighth grade to help my grandmother with all her siblings and to go to work to bring in extra money for the family. My mother still struggles with spelling to this day and often asks for my help. She feels that she should have been able to complete her schooling so that she wouldn't have to suffer the consequences that it brings now. She does not bring up the subject of school very often, not to me nor my children. I think she felt ashamed of the fact that she did not get the chance to finish school. My father did not drop out of school, but he never talked about his schooling with me. I remember my father sitting at the kitchen table on Sundays reading the newspaper. I remember sitting at the kitchen table with him reading the comics alongside him. I also remember one of my favorite books as a young girl, maybe around the age of which was Green Eggs and Ham. I remember reading that book over and over again. When I was in grade school I was always responsible for doing my homework on my own and checking it. My parents never asked if I had homework to do, I was just expected to do it. In grade school I remember going in for "extra help" with reading which made school difficult for me at times. I was an average student but then as I got older I started reading more and developed a fondness for books. During high school I took school seriously. I remember always doing extra credit work and extra papers to push my grade higher. I always made the honor roll which was a personal goal of mine. My parents, I believe, were proud of me but never told me they were proud that I made the honor roll or about how well I did in school. I put in a lot of extra hours with school to excel. This is my first English class at MCC, and it has been years since I have had to write an English paper. Learning the way you want me to read and write for this is class is different from what I expected. I don't really know what I expected, but I like the way you have us find the meaning behind the words used in the novel and to really have an understanding of what we are reading. This reading is challenging and at first as I started reading the novel I dreaded it but now I really like it. I find Stephen to be a fascinating character, and I cannot wait to see how the novel progresses.

57. -----  
(00820747) on Saturday, April 16, 2005 3:54pm

Subject Re: Primary & Secondary Socialization

I was born in Guyana, South America, raised in Connecticut. There were various cultures in our society in Connecticut, but growing up in my household it was very strict, school always came first and you had to good due to fact that it made your parents happy and it will get you far in life. My parents taught my brother, sister and myself how to read and write at a young age. We didn't attend pre-school because my parents taught us at home, by the time we were four we were enrolled in Kindergarten. The teachers were impressed with all of us, because we knew how to read and write the alphabet, count up to 100, write and describe numbers, shapes and colors. Education is very important in my household. My parents wanted us to have a better future so we continued with our education. When I entered school, for elementary I was at ease and caught on fast to what was given to us, reading assignments for instance, we would have to read a book then write about what we read and what was interesting about it. Before I left 6th grade I took an exam to get into a magnet program that started in 7th grade to the end of high school. We were taught rhetoric, grammar, latin, philosophy, various math and science courses were given. I adjusted well because my parents installed a type of thinking in me that you work hard in life to be a better person and have a better life. When I entered college I was prepared because the magnet program gave us an identity separate from the others teenagers in high school, which was to work hard, be an individual, don't follow the wrong crowd ect. Since I was among other teenagers who were eager to learn and wanted to go to college my transition to college education and life was alright. I knew what type of friends I wanted to be around, what courses I should take in order to progress my studies. I have taken Introduction to Literature and Women In Literature at Capital College and received good grades, what I missed was English Composition. When I signed up for English Composition I expected a lot of writing, reading assignments, how to develop a paper, because I did that in my previous English

courses at college and high school. So far what I expected of your course was the amount of work that I have to put in to do my best, just like my previous courses. The culture shock was there but it didn't affect me because I was used to the hard work and discipline that I have refined through my years in school.

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58. (01064616) on Saturday, April 16, 2005 4:00pm Subject Re: Primary & Secondary Socialization  
 In my primary socialization my life began with my grandmother at home in T&T. With out my father and mother around for my first five years I was isolated due to the type of life style my family acquired. Violence and kidnapping of people who are a little more well off than others in my country keep me from friends. I had to attend home schooling. With my father away on soccer trips all the time my mother then came to Trinidad and Tobago and brought me to the United States. I began to attend school immediately. I was introduced to different types of people, language, and look. At first I was skeptical. Language was a big obstacle for me because I spoke English but more or less British English. For example to use the bathroom I will say, "I need to use the latrine", and if someone ask me how much money I have, I will say "I have two shilling." English was a big problem for me. Teacher's immediately placed me into a special type of program, showing me simple changes in the English language so I can understand my lessons better. English then become hard for me and I had to put in more work than others to accomplish my studies. But I eventually got the concept of English and it has never change since.
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59. -----(01144053) on Saturday, April 16, 2005 4:00pm Subject Re: Primary & Secondary Socialization  
 My primary socialization commenced in my early childhood. At the age of three years old I always had a book in my hand and was eager for the day I was able to understand the words on the page. It sparked an imagination in me that I have kept with me my whole life. My secondary socialization began upon entering school: elementary, middle and high school. I have had twelve different English teachers, all of which have benefited my education. I have been in both public and private high schools. However, the main concepts and tools used in successful writing were repetitive with every teacher. The differences were within a teacher's interpretation and how they choose to elucidate this information. I was unsure of what my expectations were upon entering this class. I recognized that it would be a more difficult level of English and at a faster pace. However, I did not realize that we would make more inquiries upon the character's feelings in the book we are currently reading. I assumed it would be more focused on the actual reading of the book and timing. I was more enthusiastic about reading the book because of that. I plan on majoring in psychology and this class is interesting because of how we interpret the character's feelings and emotions behind them.
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60. -----(01110710) on Saturday, May 14, 2005 11:48am  
 Subject Re: Primary & Secondary Socialization  
 I grew up in a single parent home and I was always surrounded by the greatest people in the world, my family. They always told me in order to be successful you will have to learn how to write, read and know math. When I was in Kindergarten I remember having to go to my grandmother's house after school because my mom was in her last year of school for her bachelors' degree. When she picks me up she will always tell me how school was and expect me to do the same. As I got older i loved English, English was very easy to me an I always like writing to express my feelings on paper. As I got into kindergarten I learn how to write words such as mom, Tiffany, cat and so on. When I got into the third grade I stated to learn how to put my one and two letter words into a sentence and from there on I learn other things that I can do with my sentence such as writing paragraphs, poem, letters and ect. After being taught about writing in school I will practice at home and it became very easy to me. It basically like this: when writing a paper you need a beginning, middle and end. Just when I thought that was over there were more that I needed to know before I feel like I am a professional in witting. In high school there was more to be added to that I started to learn about thesis statement and different way to write my body paragraph. At first it was hard but after a while I got the hang of it and now I am here in College and I am learning the same thing I was taught through out my years of growing up. So to answer the question, no it is not different from what I expected, I knew that it was going to be the same thing in a different way and I knew that I will have to be determine and ready to learn new things.
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61. Topic: Question 1--Due Sept. 30 Date: September 16, 2005 9:11 AM I am afraid that my days of experiencing culture shock are many years in the past. I would say I experienced it severely when I joined the Navy right out of high school. I remember it well because it was my first time being away from my family. It was an odd feeling to go from the comfort and safety of a stable home life to being immersed into a totally new environment. Add to this the

fact that I was now surrounded by complete strangers and for the next 16 weeks would only have contact with my family via the US Postal Service, this was extreme. After enduring this initially, it got easier. In truth, it turned out to be very beneficial to me by teaching me to be self-reliant. Since then I have travelled with the military and have been exposed to so many diverse situations that transition into the "Culture of the Academy" and college classes in general has been less than mild, to say the least. Reading is one of my favorite pastimes so of course analyzing and understanding what has been read has become second nature to me

62. Topic: Question 1--Due Sept. 30 Date: September 23, 2005 12:32 PM Subject: Cultral Journal # In regards to my primary socialization, I have come from a good family which kind of like the Dedalus family, cared for one another. From my perspective, we had it well off, didn't have everything, but everyone was happy. As usual, I was brought up to do the right things, respect others, and do the best that I could. During my four years of high school, the English teachers stressed the importance of proper grammar and techniques for writing exceptional papers, and other works. Some students then seemed not to care about the proper ways of writing and understanding literature, and the few, including myself, took a little more time out of the day to understand the reading or work on the paper. I find it amazing I still have that yellow folder called the "Punctuation Pockets" and all those cards with the proper writing techniques and transitions that we got on the very first day of high school, which other students have thrown out a long time ago. The point I have to make is that I do not have a problem adjusting to "the language of the academy" because I have always went a little further to understand the text or writing my papers. I Fall into the good habits of not using any slang or any unnecessary words in my writings and try to keep the subjects to the point, without run-ons or rambling on about the given subject. (Or at least I try to but do not realize it sometimes...it happens!) However, I also keep things proper especially when using instant messaging or e mail to talk with friends, and I find it annoying when they use that "crap" or slang to communicate. I find that to be improper. However, I do not fall into that category and write everything out, because whether it is chatting with my friend on line to find out what he did last weekend to writing the final paper of the semester, using "the language of the academy" at all times will help me out not only to write good works of writing, but also to succeed in the real world as well. Did I have any "culture shocks" about adapting to the culture of the academy, as of right now, no. As I had said before, I always worked a little harder to adapt to things, and in the end it will be easier for me to understand somewhat what is happening.
63. Topic: Question 1--Due Sept. 30 Date: September 26, 2005 10:07 AM Subject: First Cultural Journal While I was growing up, my primary socialization included my parents, sister, and grandparents. My grandparents took care of me most of the time since my parents had to work. They helped shape and mold the person that I am today. I had a dog named Candy, but she died a year ago. I had her for 15 years. I had many cats but none as long as the time I had candy. They formed my earliest memories and helped me through out my life. I havn't had many culture shocks as of yet. I'm getting used to the breaking down of what I read. In high school we went over the story and things that happened in it but we never broke down or compared it to other stories. This is more complex and detailed. That's the main difference. Sometimes it is hard to figure out exactly what you want but it is my job as a student to figure it out. That's like my only shock so far. Other than that, I'm adjusting to college just fine. It's nice to have time inbetween class to do what I have to do. It's easier to adjust to your every day life. It's not hard to adjust considering most of my high school graduating class goes here. I run into familar faces everyday.
64. Topic: Question 1--Due Sept. 30 Date: September 26, 2005 10:18 AM Subject: culture shock My primary socialization was like most other families. I have two parents and a brother. I grew up with quite strict rules, but life wasn't bad at all. I learned as a child to have very strong family ties and I still feel that way. Our family is very close. I also socialized with neighborhood kids and learned about life outside my family from them. I also got into my fair share of mischief as a child, but was also punished accordingly for it. Punishment taught me what was right and wrong. School was also a part of my primary socialization. From my teachers I learned obedience, rules, and good learning habits. I would like to say that I was brought up the right way. Adjusting to the culture shocks to the culture of the academy is very hard and confusing. Learning in college is very different compared to high school. Learning to read and write the way you want me to is not frustrating as it is very confusing. I try to have the book open and the question open so I can always refer to them as I am writing my paper. I do this and feel I followed direction right and can not think of anything else I have forgotten to include, but still I end up not getting a good grade on the journal entries because I have missed something. It makes me wonder what I had missed and I don't know what I am doing wrong. It is hard to extract the information you want me to. I am confused in what

you want to be presented compared to what I have presented you. I do not do horrible on the essays but I am also not doing that great. At this point I am just very confused in what to include, exclude, etc. in the essays and hopefully I will catch on and adjust to the culture of the academy.

65. Topic: Question 1--Due Sept. 30 Date: September 26, 2005 10:27 AM my primary socialization, as i was growing up was good. i have two loving parents and two brothers and one sister. i also had family around all the time to be around and be active in our lives. both my paerents worked full time, but worked different shifts so one of them would always be around for us. i never had to go into daycare and my parents never had to worry about what was going to happen to us or anything while being at one because they were always the ones watching us or one other family member. my parents wanted to give us the best life they could and everyone around us considered us "spoiled".
66. culture shock, i feel, happened to my last year when i left home and went to school in PA. i had to fend for myself and i didnt have the luxury of having my family there when i needed them. i had to go out and make friends and start sort of a "new" family down there. i rarely came home because i was so far away so it was rough. now being here, i feel that by being in college already for one year has really helped me realize how i have to change my study patterns and everything to get the grades needed. i learned that by reading and reading things over and over again is the only way to see deeper into what you are reading and learn the material better. the way you wants us to read and write is a new experience for me but it isnt impossible and just takes time and practice.
67. Topic: Question 1--Due Sept. 30 Date: September 26, 2005 10:48 AM My immediate primary socialization is my mother, father, brother and sister. Adjusting to my primary culture was fairly easy. I was brought up in a Christian home in a small community where everyone knows each other. I was taught to be friendly, courteous, kind and calm regardless of the circumstances and to learn to be flexible and adjust to my environment. This is why I liked school. My best friends and I had competitions in writing essays and spelling words, which we were pretty good at. However, this was about to change. When I moved from an island where we used the British way of spelling and pronouncing words, I had to deal with the biggest culture shock ever. The very first essay I wrote had so many typing errors and I was confused because I thought I wasn't smart enough for my classes. If writing wasn't bad enough, when I talked to my friends, they thought it was so funny how I said my words, example: I say W-A-T-E-R; they say W-A-D-E-R. As far as my English classes at MCC have gone, they were fairly challenging but nothing I couldn't work through. My first English class focused on my organization and grammar, the second on free writing and the third (present class) interpretational reading. So I've come a pretty long way.
68. Topic: Question 1--Due Sept. 30 Date: September 27, 2005 8:06 PM My primary socilization was my mother, father, and brother. I was brought up in a good home where my parents taught me to be kind to people and just be a good person. I was brought up a Christian and raised to have good morals. I held on to those values and beliefs. I still attend church and reciently got baptised. Not to get confused with a cathlic baptism, Christains get baptised usually when they are older and are ready to understand the commintment they are making to god. When they want to start over and give up there old ways, another word is called being born again. So basically I was brought up in a caring home where my parents made sure we had what we needed. A little spoiled but I'm not complaining. My culture shock came at MCC I was forced to be responsible and had to learn to manage my time. I was never the type to do my homework, in highschool I never paid any mind to my teachers. It's not that I didn't care I was just lazy. In high school you can get by, but in college noone is going to do the work for me. so I knew I had to step my game up. I've learned you have to work hard to get what you want in life. I like it, I never thought I would like to do homework but it keeps my busy. I'd rather be in school then sitting home all day and not learning anything. This is what I need to get me to where I want to be in life. Successful.
69. Topic: Question 1--Due Sept. 30 Date: September 28, 2005 7:24 AM My primary socialization was with my grandmother, grandfather, my mother, father, and older sister. My grandparents did not live in the same house with me but they did live 5 minutes down the road so I was in constant contact with them. My mother and father pushed for the same ethics and taught me to treat others the way I would want to be treated. My sister and I would argue about every little thing but that was only because she was a brat when we were younger. I was a happy go lucky kid taking in information as I saw it and as it was given to me.

70. At first when I started this class I did not undergo a "culture shock" but as time progressed, as well as the work, then the shock set in. The way I was to write was to change and was now to be more informative than ever before. When writing a response to a question not only am I supposed to react to the question but when answering the question I need to have valid information as well as reasons and examples why I thought of that answer and explain how it connects with two different individuals. This is a big shock considering in the past I would just answer a question with haste and get it over with. Versus now I have to actually think about what I want to say before I say it.
71. Topic: Question 1--Due Sept. 30 Date: September 28, 2005 6:08 PM My primary socialization was in many ways similar to Stephens. I had supportive parents who definitely filtered what came through to me a lot. It was not until I got to be a teenager that I started to realize what the "real world" was like, which is not always a good thing. My primary socialization consisted of my mom and dad, little brother, and many aunts, uncles, and grandparents. I was always surrounded with family for many functions and celebrations. Also, growing up in a small town I knew most of my neighbors and people in town knew me and watched me grow up. I can defiantly say it was not easy to get away with a lot having it this way, but I managed. Through these experiences I became formed into a very family and socially oriented person.
72. This latest step in my life, going to MCC has been a pretty significant culture shock for me in more ways than one. Learning to deal with people of all different backgrounds and meeting new people constantly was not something I was used to because I wasn't raised with it that much. Though, I really have enjoyed this experience because there are a lot of nice, interesting people out there in the "real world." There wasn't much culture shock when it comes to the "academy" for me. This is because my high school prepared me well. I took all college classes throughout my high school career and had excellent English teachers. So with all of this I find learning the ways in which you want me to write are not all that difficult. I am pretty confident that once I start having more papers, I will get the hang of it pretty quickly.
73. Topic: Question 1--Due Sept. 30 Date: September 29, 2005 9:47 AM My Primary Socialization like most people is from my family. My family consists of a mother, father, and two brothers. I was brought up in a middle class family and taught to do the right things. I was taught to always try my best and work hard to get what I want out of life. Much like Stephen I had a generally good childhood that helped develop me into a good person. When I entered high school I had 3 different English teachers. Each of them had amazingly different teaching styles in which I had to readjust myself to. My first English teacher (who I ended up having again in Jr. year) was a bit of a mad man. He was into expressing yourself through stories and poetry. He taught me a lot in those two separate years but never really got into the language of the academy. However once I got into sophomore year I had a hard English teacher who pushed vocabulary, good writing skills, and analyzing literature on us. She taught me a lot and helped in preparation for my college experience. However I ended up back in my first English teachers class which kind of set me back a bit when it came to the language and culture of the academy. My last English teacher helped teach me how to analyze literature better than I ever could. So when the question of weather I am having a hard time adjusting to the language of the academy is brought up, I can honestly say that I am not having a hard time. I have been taught well through out high school and although I will still have to work hard to analyze literature and work hard on writing a good paper it wont be anything incredibly new to me.
74. Topic: Question 1--Due Sept. 30 Date: September 29, 2005 7:43 PM My Cultural Shock came at a young age. My primary socialization began in my home living with my mother, aunt, cousin, and grandmother. These people were my influence at a young age. I was born into a very close family tha is there whenever you needed them. At the age of 2, my mother told me, "Nani you will go to school when you get older," I was a very observant child. I wanted to be in everything and everywhere. Then the years flew by because at the age of 4 I entered kindergarden. I was very surprised at what my little eyes saw. On the way to school I remember telling my mother that I was scared. She replied, "There is nothing to be afraid of." I enetered the class and my eyes widened to see so many kids running and playing, when I saw all of the fun I forgot about being afraid a jumped to play with all the kids. I progressed to first grade with lots of friends and on and on, etc.. When I was about 8 1/2 years old I experienced being bullied around by some one of antoer race. This is when cultural shock hit me, I never thought that I would get picked on. I went home and told my mother that I didn't want to go to school any more because i was picked on. My mother took me to school the next day and spoke to the little girl's mother. The mother apologized and the little girl and me became the besy of friends for that year. That day I learned that it doesn't matter where

you come from, we all are here for one reason and throughout the school years you find that one reason. I was about seven years old when my little sister -who is now twelve- was born. Now I was a older sister and an important part of her "primary socialization." My life took a turn because at the age of 9, my mother decided that the New York City life was not the best to raise two young ladies. We moved to Connecticut, for me it was hard because I would have to make new friends again after all the years of friends I had. While going to school in Connecticut I found it easier to make friends because I already had an idea of what type of friends to look for. Cultural Shock came and went for me throughout elementary school. As the years went by my cultural shock was less and less because it was no longer a surprise for me to meet new people from all over the world. What I am trying to say is that when I first entered kindergarden it did not matter the different races or colors because we were all young and didn't know that meaning of culture and race. But once in elementary, I saw more and more of the bullying of the weaker kids. I have to admit I was one of the weak kids that always minded their own business and stood within their group of friends. In high school I didn't let my shyness and quietness keep me from defending myself from those who felt the need to pick on me. Sure, cultural shock was still around, but I didn't let that affect me in any way. Now I am 19 years old and don't care what people think of me because I learned at a young age, that if the person likes you they will like you for who you are. I like the fact of being able to speak my mind about anything. I guess what I am trying to say is that if Cultural Shock was to smack me in the face, I would deal with it and not complain, like my would say, " You have to take the bull by the horns," in other words face your problems with a strong mind and don't let them scare you.

75. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 8:47 AM Like Stephen, I experienced culture shock when I came to college and began taking this course. Everything is different here. It is a lot harder to write for this class than any other class I have had to write for in the past. I am used to being able to write the bare minimum for papers and still being able to pass. But I can see that will not work for here. I will have to write whole lot more to achieve the same grade. Before, I could write a paper that was a page long and get an A. Now though, I might have to write a paper that is four pages long and still only get a B or a C. It is all about the point you are trying to make. If I can't fully describe the point my paper is trying to show, then it won't matter how long my paper is, and I will most likely get an F.
76. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 8:58 AM Well, your cultural shock came late during your school years. Why? I mean many go through it during elementary school and deal with it. But I understand where you're coming from College has a lot of high expectations for us students, but if we all cooperate with each other we can help each other. I also understand how hard it is to write for our english class I have been having hard time as well. And don't worry about the F because the teacher is here to help you and the rest of get through the course.
77. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 10:47 AM Well, my shock came into place when I picked up the book and started to read it before class started this semester. I thought it would be nothing I would like to read. But, now that we are underway it ready is not bad. I have found that picking the right words (connotations) out is easier when you start to read the book around for the second time. Like anything else it takes practice. The thing I find hard is to say why, I think the way I think. I'm sure that will get easier as time goes by. The shock is starting to wear off with what you want us to achieve. You have been helpful to us. Your patience and extra time has helped.
78. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 11:10 AM Unfortenately, my primary socialization was very different of Stephen's. I grew up in sandwich family. My mother died at my birth and my father was killed in war in Bosnia. I grew up with my grandparents and my aunt and uncle. My grandparents lived in country area and my aunt and uncle lived in urban area. When I stayed at my grandparent's house I would go outside and pick up fruits, vegetables or I would watch my grandfather making a special jems or preparing a meet to be cooked in different ways. My grandmother would milk the cows and she would let me try it too. I was afraid to do it, I thought it might bite me. When my aunt wanted me to come and live with her in the city I didn't want to really. First week I stayed home and I didn't have anybody to play with. My uncle had his two nephews and I kind of started to play with them. Because they were boys I had to play boy games. Sometimes when we played with toy guns they used to scare me that they have real gun and they're going to kill me. Here it comes my first shock. The first day of school. My aunt dropped me there but I didn't want to stay because I didn't know anybody. I wanted to my aunt to stay with me too but it was impossible. First day passed somehow and she came to pick me up. Second day she dropped me to school and she went home but I was faster than her. When

she came home I was sitting on the couch. She didn't want to force me to go back but she decided to ask my teacher to put me in the class as my uncle's nephews are. After that it was better at least I had somebody I knew, but I didn't like the teacher neither does she liked me. My grades were bad but I passed somehow. After finishing second grade we moved to another city and I started second grade. I liked the teacher and I wanted to go to the school. I met alot of friends and I was ecellent student. I felt fitting in and after that every school I go to I try to fit it. My second shock was when I came in the United States in 2000. I didn't speak any of English. I was completely lost. I knew everything but I felt like I didn't know anything. I felt like a newborn baby that needs to learn how to speak. Year after year I tried to pick up as much as I could and here I am second year of college still struggling with language but I think I will make it.

79. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 11:59 AM Subject: Culture Shock I remember growing up in a very close-knit family, which mainly includes my mother and father, and my sister. There was also my grandmother and many aunts, uncles, and cousins. But my immediate family members are my primary socialization, though the others were often around. I was taught to do what made me happy, to follow my dreams, have good manners and always be kind to people (and those are just a few). That right there was a major factor in my life growing up and I encountered a number of culture shocks having to do with that idea when I started school. For the life of me, I just couldn't understand how kids could be so rude- to other children and also teachers! Since I was taught to respect my elders, I really had no idea how someone could say and do such rude things to the teacher. Some kids would walk out of class if they got mad, yell and swear, and occasionally get physical. I felt so bad when this happened and even wanted to do something to make the teacher feel better. I know if wasn't something I had to do, but it so upset me to see someone being treated so unfairly. I definitely picked up that characteristic from my mother because she is about the most sweet and sensitive person you could know. As for adjusting to MCC, my teachers are pretty much my primary socialization. But I couldn't be more happy with my family being my primary socialization in life.
80. Topic: Question 1--Due Sept. 30 Date: September 30, 2005 12:11 PM Subject: culture journal I came from Puerto Rico four years ago. But I still conserve many things that make me feel that I bring some of my culture with me. First things that shock me when I get to this country was the language. The English is not my first langage so I was able to talk only the basic English. With few words I was difficult for me to communica with othera in a proper manner .So I take the desition to take English class here in MCC. With this new challenge came my second shock because I was afraid to talk in front of other . My thoughts was that everybody laugh about me. But I work hard to keep my mind strong to be able to work with my English language .Another thing that shock me even more is write because even when I think that I did my best most of the time I have to do it again. But I believe that this is my best semester to do the best in all my classes but my goal is to get a good grade in my essays.
81. Topic: Question 1--Due Sept. 30 Date: October 3, 2005 4:21 PM Subject:How do i adjust Highschool was a joke on what was demanded for me to do to complete my work. I had deadlines but now deadlines are made mandatory to complete by. Also, due to previews English classes I have been taught a certain pattern to follow when writing a paper. I have been taught how to type a productive five paragraph essay that is well thought out and supports its point. What makes this different to adjust to is that you are not looking for the obvious but you are looking for what is needed to find what is not obvious. We have to look for little key words and terms that help us to understand where the character is coming from. This is the most difficult thing to adjust to. Also there is no more coming up with just a topic to support. We know have to come up with a thesis. These to things take the cake on what makes Rae's English class different from the rest. Once I can master the technique to do both by supporting main topic by supporting my thesis I can have a successful semester. As well as be successful with turning my secondary socialization to a part of my primary.

## 2) Responses to the Second Prompt

### The prompt:

In both Chapter One and Chapter Two (and in fact, in many places throughout the novel), we see Stephen struggling with the feeling that he's not like his peers--and quite often that has to do with feeling "outclassed"--feeling that his peers come from wealthier or happier circumstances than the ones he comes from. He seems to feel that their "luckier" circumstances make them more likely to succeed. Sometimes he deals with his feelings of being "outclassed" by withdrawing into his own thoughts; sometimes he becomes sullen or angry, and sometimes he overcompensates by trying to be "super kid."

As you think about yourself dealing with going to college and trying to succeed, do you ever worry about not being "like everyone else" and being "outclassed"? When you encounter people you feel may "outclass" you, what "luckier circumstances" do they have that you feel you don't have? How do you respond to situations in college when you feel you might not be "like everyone else"?

### Student Responses:

82. (01056553) on Tuesday, November 2, 2004 9:38am

Subject Re: Class consciousness

I can definitely understand how Stephen feels because I often feel like I am different and others are so much luckier than me. I live on my own and I am only nineteen. I have to worry about bills, groceries, the house being clean, and what I am going to make for dinner. It is so much harder than what it seems. Going to school I see people in my classes hardly go to school. They're taking advantage and not appreciating the fact that their parents are paying for their school. I am sure if they were in my position they wouldn't take anything for granted. I often wish I could have a place to live and not have to pay for anything, but then again I am grateful for this because I learn a lot about responsibility and when I look around everything I have is because of me.

83. (01060356) on Thursday, November 18, 2004 11:23pm

Subject Re: Class consciousness

To be honest, I feel most of the time "outclassed". This is something that really bothers me. I am a very reserved person and my "broken English" are the main causes of my "outclassed" feelings. Sometimes, I think if I was a little bit extroverted and speak a better language, I would be more comfortable in college. I found some people who were in my situation, but they were more lucky, because they have people of their culture who are studying in the same class that they are. Even though these people do not have a lot of friends, at least they have someone to talk. At the beginning of my academic career, I had days that I did not wish to go ahead, but now I am feeling a little bit more excited.

84. (00954882) on Monday, October 11, 2004 10:34pm

Subject Re: Class Consciousness

For me going back to college after a number of years had me feeling very anxious and uncomfortable. I was not only worried about the fact that some of my fellow classmates would be fresh out of high school fully prepped for exams and papers, I was worried that I would be overwhelmed by the fact that they would be better prepared in their knowledge of what was expected than I was. In a word I felt "outclassed" because of my own foolishness of not taking college seriously the first time. I try to counter my feelings of anxiety by reminding myself that I am older now. I realize how important college is to my future. I am ready now, where before I wasn't ready to be an adult. (Not, to say that any of us ever get rid of the kid in us.)

(01092922) on Thursday, October 14, 2004 1:00pm

Subject Re: Class Consciousness

85. Well, I can really relate to Stephen's feelings of not being like everyone else and being "outclassed" in my past. I grew up in a poor family with poor circumstances that made me act very similar to Stephen. Now in college, however, I am not experiencing the same intensity of those feelings. I have grown to know and accept the fact that I am NOT like everyone else, I am me, and it is good. On the feelings of being "outclassed", I still struggle a bit. I can sometimes put others' opinions above my own, just because they are "more educated" or know more than me. In one way, this is good, because I have a humble attitude and I am teachable. In another way, this is bad, because I am not owning or sharing

the good opinions within me. I have grown a lot and wish to continue. I have to remember, as adults, we really are on equal ground. This helps me to confidently attempt and do new things regardless of my "class".

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 (01022620) on Monday, October 18, 2004 11:54pm  
 Subject Re: Class Consciousness

86. When I graduated from High School I was so excited about going to college and meeting new people. I was also excited about finally getting closer to where I want to be in life. When I met many of the people in my classes I felt different and out of place. I felt like some were better than me or some smarter. So after my excited feeling left me, I felt outclassed and different. I wasn't sure if it was because of the clothes I wear, my hair style, or just my personality. Finally I got the nerve up and the group discussions helped a lot for me to meet people and get to know them and know that each person is similar in some way. And that way is knowing they want to go to college to pursue a dream they have of becoming successful.

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 (01090654) on Wednesday, October 20, 2004 5:12pm  
 Subject Re: Class Consciousness

87. So far since I have been attending college I have felt that I might not be like everyone else because it seems as though people are not as friendly as they were in high-school. I have been here for about 2 months and I haven't made any new friends here. Luckily some of my high school friends attend this school already. I feel as though I am outclassed because aside from a few people, everyone else seems to keep to themselves. It almost seems as though they may think that they are too good to talk to me. When I encounter some of these people who "outclass" me, the circumstances that they have are that they are probably more educated. It is probably their second year and it is just my first. I have learned to just do the same as them by keeping to myself. Maybe they are just not the talkative type. Or maybe as the year progresses they will open up. I sure hope so.

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 (01084789) on Monday, November 1, 2004 9:57am  
 Subject Re: Class Consciousness

88. When I first came to MCC I felt very outclassed. I have in my whole life not just now feel outclassed and different. I have never been the one to look like everybody else as far as personality and clothing enjoyments. I was always been the one that stood out in the class. I am sure that in your life time you see many girls with buzzed hair. I just do not like looking the same as everyother girl. I have a very girlish personality but there are pieces parts of my personality that are very different. But that is why I have so many awesome frineds because my crowd does not care what they look like and wear what they want to wear because they too do not liketo be like everybody else and stand out in the crowd. My crowd likes me the way that I am. But at one poinjt in my life mostly in high school I felt weird about being different and not being like my peers. I felt so different I dressed like all the ophther girls just so I wouldn't feel so different. So I know how Stephen feel when he is constantly feeling outclassed and different. I have met many people in high school who have more money, have a bigger house, more expensive clothes than me. I felt almost poor against them. Stephen too comes from a backround that there are many peers in which whose families have more money than he currently has in his family. As far as MCC and my current college experiences I don't really care what peiople tyhink about me as long as I am happy. In responding to those specific situations I simply ignore them because people come from different backgrounds an ethnicitys. I like being different and I think sofar those kind of situations don't occur no where near as much as in high school and everybody has their own way of doing things and ways they want to dress and the students and staff respect that.

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 (01037906) on Monday, December 13, 2004 10:45am  
 Subject Re: Class Consciousness

89. I feel that I do not have a problem with class. I am upper middle class and right now I live in lower class apartments in the lower class part of East Hertford. I like it although sometimes I have a problem at night coming home late. My whole life is about making people feel welcome. Especially people who feel that they are not welcome anywhere else. I was told that my family picks up all the strays and we feed them and make them apart of the family. My roommate is one of the most amazing people I know and we both came from two completely different worlds. She came from the city and I came from the country. But we have a great time. I go to a church were most of the people are business owners, as in large

successful businesses. They are down to earth and fun to be around. Although my last roommate was a spoiled brat and could not handle the living conditions of our new apartment, she was very high maintenance. I think that the fact that I am down to earth and excited to meet new people makes me an easy person to get along with. The first time I brought someone to my parent's house to meet my family they were astonished and said "THIS is where you lived". I feel like I was spoiled my whole life when I bring people to see my parent's house because it is a large colonial in a nice clean town. I feel like people might look at me differently. But that's why I only bring people to meet the family when I am sure they will not judge me. But I have never had a problem with what people think about me. I act like myself but I guess if I am afraid they will see me as a spoiled brat in any way is a feeling of being judged. But I will never be friends with anyone who does not let me be myself.

(01124406) on Tuesday, March 15, 2005 8:41pm  
Subject Re: Class consciousness

90. I think status was more important when I was in high school. The sports you played, whether or not you were dating a cheerleader, what grades you got. I could go on further with what made the "perfect student." I was anxious about returning to college. It was to be my first return to a formal learning environment in close to ten years! I was more nervous about what my academic performance would be as opposed to whether or not I would fit in. Someone told me that colleges love older students since they add diversity and maturity to the student body. After running the gambit of financial aid deadlines and registration woes (as well as paying lots of money for books!) I faced my first class. Eight 'o clock Algebra was interesting. I think I was part of a select group of older students in there. A handful to say the most! Most of these people were fresh out of high school and, as with my other classes, almost ten years separated me from them. Am I feeling old yet?! They still remember the base knowledge that college work demands while I was amazed that I just found my way to class. I felt at a disadvantage. As time wore on though, the class developed an atmosphere all its own and through working in groups the tension let up a bit. I discovered that they had similar concerns and questions to the ones I had. I took something valuable from my experience here so far. Age is nothing but a number. Young or old, you still have a say, a creative unique view of looking at things. I am no exception. All the people at college are just people. Status in my mind disappears. We are here to learn to get to an ultimate goal. We all paid to get into classes here. Through loans, grants, or out-of-pocket! I feel I am no better than anyone else and, more importantly, no one else is better than I am. The fact that you were on a debate team, played the violin well, or were a star quarterback in high school have no bearing here in college. Aside from grades we get, we are all the same. I am amazing myself at how good I am doing!

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(01106985) on Monday, March 21, 2005 10:23am  
Subject Re: Class consciousness

91. Personally I don't pay attention to everyone else when I attend college. I mean I do pay attention to what is going on with the people I tend to hang around but their personal life is their own. If I wanted to be like everyone else then I wouldn't be myself which is something I try every day to be. When it comes to feeling "outclassed" I try not to focus on it because I come from the "ghetto" and still live there to this day so if I was to focus on who is given what car by their parents or who has more money then I do then I would waste my life worrying about things that don't even have anything to do with me. I don't want to spend my time being depressed by the things I am lacking financially or even materially so I am happy with the things I have and the things I'm not happy with I am changing by attending college. Sometimes it does get to me when all things seem to be heading into the toilet but then I realize that when this happens it isn't like me to dwell on that particular issue. The luckier situations that other kids seem to have over me are things like a car or parents who will help them out with money issues and paying for school. I walked home everyday from work over the summer which is all the way across East Hartford and the money I raised for my personal wants was handed over to going to college. I'm not saying I receive no help from my mom but I know that there isn't much she can do. I don't feel outclassed all that much because if people are going to waste their lives trying to prove they are better then me then they should find something more constructive to do with their wealth and I'll just stick to my goal of doing good for myself and in the same sense, proving them wrong.

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(01088091) on Monday, March 21, 2005 10:30am  
Subject Re: Class consciousness

92. While being in college and as well as in high school I never have really thought I was "outclassed" by anyone else. I might have been outclassed but I never concerned myself with that. I don't let what other people do or say bother me. When Stephen tries to make himself look good I totally disagree with. I would never be a person who try to be different or be like anyone else to fit in. I am sure that I have done it in the past but I stand firm on the believe that you are who you are. If you don't have the same things as someone else, who cares. If everyone did everything the very same way, how boring would this world be. On the other hand I do feel that others sometimes get a "luckier" advantage to things that I have been in some times. Sometimes growing I felt that when I couldn't participate in a certain sporting event or anything to that nature I felt that I was at a slight disadvantage not being able to go for any reason. Now that I am more grown up and look back at some of the things that have happened to me and how I felt slighted because I wasn't as lucky as some other person who was allowed to go something or maybe got in a better situation than I was, I look back and if I was in that same situation now I would feel some much different because I think I'm more mature and I'd look at it and feel that is just the way things fall. There is nothing you can do about it and just have to "play the cards you're dealt"

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 (01095227) on Monday, March 21, 2005 3:15pm  
 Subject Re: Class consciousness

93. When I first started thinking about going to college I did worry a little about being an outclassed. Now I would rather be an outclass in college because I feel if I get to know a lot of people I won't concentrate as much as I should in school. I just like to meet at least one person in every class just in case I have to miss a day. That way I can ask them what I missed. A luckier circumstance other people have is that they are more outgoing. I'm very shy. So, it's hard for me to meet new people. Being shy is one of the things in life that has held me back and I feel like I can't control it. People who aren't shy find it easy to meet new people. The more people they know the less they feel like an outclassed. Also a lot of people I've met came from the same high school. I went to a high school in Hartford. So, most of the people I graduated with went to Capital Community. It's to your advantage if most of the people you graduated with go to the same college as you. I don't care if I'm not like everyone else. It doesn't bother me. It's not like I'll ever see these people again anyways. Plus, I'm going to school for me and I don't want to concentrate on comparing myself to other people because it's just a waste of time.

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 (01076661) on Monday, March 21, 2005 9:05pm  
 Subject Re: Class consciousness

94. As I am attending college right now, I don't really care what others think about me. I dress like how I want people to think of me as a clean and polite guy. I could really careless if someone doesn't like the shirt I am wearing. It's their opinion and I won't let it affect my attitude toward the world. I don't think anyone has luckier circumstances than I do. I have a caring family and a great group of friends both of the family and of my own. There isn't anything luckier than that. I don't let others bother me that I might not look "like everyone else". This is why I am so easy going and I could careless what others think about me. If they don't like me, then they don't have to talk to me, for that matter they should turn their heads and walk the other way.

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 (00996082) on Friday, March 25, 2005 12:21am  
 Subject Re: Class consciousness

95. I'm not much of a liker for school so status does not matter to me. I'd almost say that college is just part of my life that is barley exists. My life outside of school is what matters to me most. My boyfriend, my friends, my family those are what matter to me and what i care about. I talk to people in my classes and if I see people on my way to class from other classes i will say hi but that is where it ends. It ends because I don't really want my school a part of my life. Yes it is important to get a good education, which is why i am going in the first place. But if it weren't for that I would just be working because that is what i enjoy to do and school jsut gets in the way. Maybe i don't have the best paying job now or the job that would make me happiest but it keeps me busy and gets me through the day and at the end of that day i don't have to worry about it until i wake up and go the next day unlike school. School is never over until you have graudated and for some people they even go back but me when i'm done ui'm done. I'm not in school to impress people and people do not impress me. Actually i find people kinda annoying, not everyone of course but there is a big group which is. There is too many people to even judge and there really isn't cliques like "punk" or

"emo" or "freaks" rather just groups of friends. If you really wanted to i guess you can say there are a bunch of cliques of the same type of people but that does not even make any sense. Rich or poor, black or white, polish or french, we are all people that go to a school together and if no one worries what the other person walking past them thinks then everyone is happier. Because when we leave we always have someone to go to whether it is friends or family, no one has no one after they leave school for the day.

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 (01105035) on Wednesday, April 6, 2005 10:54am  
 Subject Re: Class consciousness

96. when entering college, and trying to get use to the new atmosphere of it, i do sometime feel that i'm not like everybody else, and that i'm being "outclassed", that other people is somewhat luckier than i do. I feel like many other had gotten used to the college life and how things work around here, while i'm being new and all, is still trying to adapt to the new environment. A thing that i think might be a disadvantage to me was the fact that English is not my language, and that give me a problem lot of time trying to read and do good in some english courses. When i feel that i am in disadvantage to others, or unluckier than them, i try to promise myself to work harder and be sucecss in school, and be better, and have to find a will to carry it through.

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 (01030657) on Thursday, April 7, 2005 6:51am  
 Subject Re: Class consciousness

97. I think everyone at one point in his or her life worries about not being like everyone else or being outcast because they are different in some way. In my personal experience in school, I felt quite different than some of my peers. When I was growing up, I had a great deal of trouble comprehending multiple instructions given by teachers in my classes. Unless the teacher presented instructions slowly and one section at a time, I would not be able to remember all that she said. At first, I raised my hand a lot and asked extra questions so I would know what to do. I soon realized I asked many more questions than the other kids in my class and that my classmates understood things that I did not. My peers understood things at a much faster rate than I did. My brain did not seem to be able to process incoming information fast enough to keep up with everyone else. This made me feel like I was dumb and that my classmates must think that also because I just couldn't understand things as quickly as they could. For a while, I stopped asking questions so I could avoid that feeling of being different than everyone else. As a result, I became more confused about what I had to do and I ended up falling behind. Not until I started college was I able to not care at all what people think if I ask questions. I know now what I am capable of accomplishing. I just have to work a little harder at it and the learning has to be at my pace. These days if I encounter a particular situation where I feel awkward or out of place, instead of avoiding it I tackle it without having any reservations. I feel if I meet the problem head-on, I can eventually learn how to beat it completely.

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 (01110307) on Wednesday, April 20, 2005 8:03pm  
 Subject Re: Class consciousness

98. This is a very difficult question to answer, and yet very obvious. I often find myself relating to Stephen Dedalus, while reading along in the book. It is as though all of the issues that he deals with about himself, and accepting who he is, is what I have been struggling with for as long as I can remember. Coming to College, I was very scared, that it would be just like H.S.. Everyone has to get in everybody else's business, like it really matters what everyone else thinks and what everyone else does. It doesn't here though. No matter the facts behind each person, I don't feel as though anyone really cares what other people's problems are. We are here for ourselves, no one can physically force us to come here, but just like Stephen, it is a mental battle. Parents forcing their children to go to college, even though it is the smart thing to do, doesn't always suit the children. I myself, have no one to force me to come, I'm doing it for myself, and I think that a lot of kids here arn't taking advantage of what is offered to them. I wish that I had someone, anyone who would tell me, "hey it's time to do your homework, you have to be home by 8pm." Just anyone. But I deal, I have to be self motivated, when I see kids laughing with eachother, and having friends, going out, It hurts me, Because I don't feel like I fit in, and I don't I guess. Not having anywhere to live, sleeping outside sometimes, only being able to afford tuition and books is hard. The thing that keeps me from getting caught up in the social aspect of school is the simple fact that, I paid for this, that if I waste my mind, that would be a shame. So I guess, F\* it, I like be different, because I am an individual who can think and behave on my own, and no one can tell me what to do, they can only tell me what I SHOULD do.

(01093703) on Thursday, April 21, 2005 10:23am  
Subject Re: Class consciousness

99. It's a strange thing but being in college is the first time where I haven't felt a nagging fear or self-consciousness about not being like everyone else. I feel very much at ease being here at MCC and I couldn't imagine a better place for me right now. There are so many other people that are in very similar situations working towards the same goal of just getting through school. Of course circumstances certainly vary. Not everyone is attending school here because they have parents that teach here, but most people are here because they also want to further their education and that's encouraging. I guess the fact that my father is a Professor at the college was somewhat of a self-conscious issue for me in the beginning. I would wonder whether people might know me as my father's daughter instead of me as just another student. I was concerned about doing well since I felt I had to live up to an image of how a professor's daughter should be. I found that that is truly not an issue at all. People hardly know who my father is and no one expects anything more from me than they would from any other student. I was really relieved when I came to that realization.

100.(01050424) on Thursday, April 21, 2005 7:01pm  
Subject Re: Class consciousness I think that high school was the time when I was worried about fitting in. When I was a freshman, I was worried that I might not fit in. This was just because I was young and wasn't matured enough to understand who I really was. Once matured, I acted like myself as all of my other friends. Some kids have snobby friends that will pick on them because they don't act like they do. Now that I'm in college, I don't worry about being like everyone else at all. I am pretty much like all of them anyway. I like to drink go out and have a good time. All college kids are like that. Well, most of them anyway. Everyone seems to act much more different than they did in high school anyway. In college, everyone is different, and almost no one is alike. They may like to do the same things but they're completely different people because they are from different towns, states, and lifestyles. In college, I act myself because I know I'm not like everyone else. When you are in college it is different. Most people are very friendly and easy going. It's just how it is and I have never worried about fitting in.

(01057047) on Wednesday, April 27, 2005 10:00am  
Subject Re: Class consciousness

101. In college everyone is different and comes from different backgrounds, families, and cultures. Being at such a diverse community college, many people can begin to feel like they aren't as "well off" or good as other kids at the college. I usually feel confident in myself and position in society, and don't usually feel that other people are better than me, I'm pleased with myself. However if I do feel that someone is better and has "luckier circumstances" it could be due to their family being very wealthy and not worrying about having to work or have responsibilities. I feel like they just have the freedom of doing nothing and having things handed to them and not having to work hard for anything they have or have accomplished. I usually don't respond out loud or publicly when I feel outclassed, but I just think of what I have to do to get to that position. I would like to enjoy happiness and money but I want to work for where I get. I want to have the satisfaction of knowing that I have what I have because I worked very hard for it and deserve it. That way it means a lot more.

(01124818) on Wednesday, April 27, 2005 10:37am  
Subject Re: Class consciousness

102. There are plenty of times when I feel that I'm not quite like everyone else, especially in college, but it doesn't bother me. I've never really worried about being like everyone else, because I don't want to be. Being the same as everyone else is boring, and I prefer to be unique and to do what I want to do. That's why I'm here, in college. I'm a little different from all the other students because I'm younger than they are. I'm only sixteen. Instead of being like all the other sixteen year olds and continuing in high school onto the 11<sup>th</sup> grade this year, I decided to take my education into my own hands. I started homeschooling in the fall, and I started college part time this semester. Next year I'm going full time for a degree in business. I'll have finished another year of college by the time my peers graduate high school. So I have done things differently than most kids do, but being different has never bothered me. I've done these things by choice. As far as feeling "outclassed," I don't think I feel that way at all. I've never felt anyone to be any more likely to succeed than I am, because I knew that I would work hard and do whatever I had to do to succeed. I'm not saying I've never envied anyone who it seemed had a happier or simpler life than mine, but that's never made me feel like they're better than me, or "outclass" me, or anything. I have looked at how other kids live and wished that I'd lived in the same house - or at least the same town - my whole life,

like some of them have, or that my parents weren't divorced, or that my stepdad weren't in the army, but it's never bothered me a whole lot. I know that what's happened in my life has shaped how it is now and the people who are in it, and I know that most of it has been for the better. I don't feel other kids are luckier or live better lives than mine. I figure that however great someone else's life might seem, nobody has the perfect life. No one has no problems in their life, and for some people the problems are a lot worse than mine. I can deal with all my problems, and I feel lucky enough myself just to have a happy family and a roof over my head. You say that Stephen deals with his feelings of being "outclassed" by withdrawing into his own thoughts, by becoming sullen or angry, or by trying to be "superkid." I don't feel outclassed, but can understand why he withdraws into his thoughts and has elaborate daydreams. I've done similar things myself – imagined how my life would be if it were different – if my family were rich, if my parents were together, all those things. But ultimately I wouldn't change any of it even if I could. One example I've used is my parents' divorce. I've wished that my parents were still together, but when I look at my mom and my dad, I can understand why they aren't and wouldn't change that.

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 (01095914) on Monday, May 2, 2005 1:23pm  
 Subject Re: Class consciousness

103. In college I have not had the feeling of being out class because at colleges, especially at MCC, the cultures and the students are very diverse. But when I was a young teenager looks mattered for EVERYTHING, I would find myself in situations where I would feel that I'm either not good enough. Naturally, I stereotype people when I first meet them, it is something that comes naturally to humans and they can not help it, even if they tried. But I can not stand it when I analyze people that I do not know because I become my own worst enemy. But feeling like your not good enough to be in a certain group of friends is not a good feeling at all and I would somehow find myself in those situations all the time. I use to stand about 5 feet tall and my best of friends were all tall, they were all atleast 5 foot 5 inches. I couldn't help but feel like a midget when I would stand next to them. Feeling like you stick out like a sore thumb is not fun, even if you do get alot of attention. But since then I have grown up ALOT and have developed into my own person, I guess feeling left out or not good enough is something that most people feel when they grow up, that's what growing up is all about.

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 Subject Re: Class consciousness

104. When I was in highschool I found myself not so much trying to fit in but always being a certain way at school. Being the funny kid in class and trying to make people laugh. Now that I am in college I still try and be funny but I am not so much the "class clown" anymore. I keep to myself most of the time and don't really notice how other people see me. Lately I have been going through some rough times with my family but I am trying to stay focussed and get my work done as much as I can. Sometimes it is hard to stay on task but when I really need to settle down I do. School work is a lot more in depth now that I am in college but I find myself with more time to really get stuff done and focus on school more than anything else. I believe that it is important to have a social life but you shouldn't make it your number one priority. If you do make it your number one priority that you can quickly find yourself getting behind on what's really important in life. This happened to me in the beginning of this year but I made sure to get myself back on track.

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 (01108065) on Thursday, May 5, 2005 3:41pm  
 Subject Re: Class consciousness

105. I don't worry about not being like everyone else or being outclassed at all. In college especially, because everything that happens here you have earned. Nobody has the upper hand, it all comes down to how hard you work or how lazy you are. I believe you have control over your own life and if you want to be as good as someone else just work harder. It's a very simple life style to live up to...if u want it bad enough. In college it doesn't matter how rich you are or what race it all depends on your work ethic and performance. Now once you get out of college things may change. Certain positions in the work force are looking for a certain kind of person, but I'm confident with the fact that whatever I go after I can get. It may take time, but if you want it, it's worth the wait.

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 (01048929) on Wednesday, March 9, 2005 9:53am  
 Subject Re: Class Consciousness

106. In college it's different than in high school. In high school you wanted to feel liked so you became part of a clique. In college it's much different in my eyes. When I got to college I am not trying to fit in with the other peers. I am here to go to school to learn so I can receive a degree and go on to get a "real" job. So to me I don't feel like I am an outcast or left out. If I

saw a few of my friends from high school here at college I would talk to them and that's it. I think that in college there are not that many clicks. When people talk to other people it's because they are: in a current class with that person, an old friend, or old buddies. The feeling of being an outcast isn't really viewed here in college.

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 (01093893) on Monday, March 21, 2005 12:05pm

107. Subject Re: Class Consciousness I never worry about being like anyone else, because I love who I am and who my parents raised me to be. Personally, going to a community college where there are still alot of people that I don't know, I have better things to worry about (like getting my assignments in on time) than if that girl that I just passed in the hall likes my outfit. Sure it'd be nice to have a lot more money to do what I'd like to do, when I want to do it, but I'm just getting the full college experience...which includes being broke. I believe that everything I want in life will come in time, and with my hard work, having what other other people have isn't important to me, succeeding in everything I do is important to me. People might be "luckier" in the sense that their parents bought their car or pay for their insurance, but to me buying my own car and paying for my own insurance just makes me prepared for life later on. Also, paying for my own school is hard financially for me, and it's not that my parents wont because they do pick up my slack if I'm tight with money, because they're great people, but it gives me a sense of being more grown, and they're teaching me, which I consider to be lucky. I'm not like everyone else. I know that because people tell me. That's the biggest compliment you can receive. If I was like everyone else, I'd be boring.

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 (01093871) on Monday, March 21, 2005 6:40pm

108. Subject Re: Class Consciousness I never really cared what people thought of me I always secure with in my self that I never needed any body elses approval. I am exxtremely hard on myself though I like to know I did my best. I think it is easier to go back to school when you are an adult my need for affiliation has already been meet I try to achieve only for my self and I don't like to compare myself to others because nobody is like me and I am not like them we all have our strenghts and weakness. My Stregth just happens to be Math.

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 (01057094) on Monday, March 28, 2005 11:48am

Subject Re: Class Consciousness

109. I guess that growing up the way that I have has really shaped my view on myself and how I feel others look at me. Sadly, it may be a warped view, so I have been told. Self esteem is something so hard to hold on to once you finally have it and I've found it almost impossible to get back after you've lost it. Throughout my life I've always felt a little on the outside of the crowd. I feel that other people have had "luckier circumstances." The circumstances that I'm talking about regarding my life have been a better home environment and feeling like they have a place in their family. I guess feeling on the outside started there for me. I come from a family of three boys. My mom always favored them, I guess because they didn't need quite as much attention. Now I work on gaining self esteem on my own by accepting that I am a worthy person even though I may not have always been as "lucky" as my peers.

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 (01092934) on Friday, April 1, 2005 2:54am

Subject Re: Class Consciousness

110. I have never been the type of person to care how others compare in relation to me. I do my own thing and never try to compare others to myself. Although there may be at times when I am in a class and others seem to be understanding the topic faster than I am which makes me feel a bit awkward. I believe there will at some point when an individual will feel a bit out of place around others. I just believe this to be an unavoidable fact.

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 (01063313) on Wednesday, April 6, 2005 12:00pm

Subject Re: Class Consciousness

111. I am not the type of person to worry about whether people will like me or not. I am going to college to become educated and get a degree, not neccesarily to make friends. Even though I have made new friends at the same time. If people dont like me, I am not one to care or worry about it. I wouldnt let something like that bother me, especially when I am here to pursue my education and hopefully end up with a real job.

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 (00975460) on Thursday, April 21, 2005 11:41am

Subject Re: Class Consciousness

112. Now that i have lost the first i am a bit mad so let me just sum up it and try to at least post something. In life their are people that want to succeed and there are people in life who dont care if they succeed or not. When i think of people and how they are a part of everyday life

you have to think that of course there are people with greater advantages so that shouldn't be something that holds a person back. People are a type of motivation and I think that most people don't really care that the person is better than them or smarter than them. I just think that people use that and just try and do what the other person can because if you believe that you're at that level then you'll be able to do just as good. And I think that when a person comes to class they don't feel outclassed by their peers I feel they feel outclassed by the teacher and I think that an instructor is a big part of being able to learn. But I do know that the student has to do the work not the teacher so in a way they have to teach themselves if they want to be able to succeed. When a person encounters a person I don't feel that they feel outclassed I just feel that people in general want to do good and when a person is doing better than the other person, people will just try harder and that is human nature. And to answer the last question of how I respond to these situations is that I know I can do the work if I just apply myself and to do good as the next is just something that I try to do so that I can say on my toes. It's part of life if you try someone will see.

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(01054608) on Thursday, April 21, 2005 4:37pm  
Subject Re: Class Consciousness

113. I don't worry about trying to be like everyone else only because stuff like that doesn't really bother me. I like the way that I turned out so far. I feel as though I shouldn't have to worry so much about the way I look or the way someone else wants me to look. I am enjoying going to college and getting to experience college life without worrying if I am going to impress someone that day. College is a lot of work and you have to work hard to succeed. Therefore, the only thing I am worrying about is the work that needs to be done and trying to do my best to pass my classes. Getting a good education will eventually take me someone in life and one day maybe I will get the kind of life that I want for myself. Making sure that I look just as good as the next person or making sure that I will make a friend when I go to class is not going to take me anywhere. Having a bunch of friends and having the money to look a certain way would be nice, but it is not everything. If no one likes me for me then that is their problem. I am going to be myself no matter what and I would never change the way that I am for anyone. I have way more important things to focus all my time on. I enjoy being me and doing the things that I am doing right now. College is a great step in everyone's life. They just have to make sure that they stay focused on the right things and not get distracted trying to impress their peers.

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Message no. 322[Branch from no. 140]  
Subject Re: Class Consciousness

114. I don't feel outclassed at all. I didn't come to Manchester Community College straight out of high school. I used to attend Bob Jones University for two years. I had to leave this college because I ran out of money. There was a period of ten months that I could not figure out what to do. After this period I decided to go to the Army National Guard to get some college money to come to MCC. I really don't care about what cliques and organizations think about me, because I am here for one purpose, that is education. I know that I am just an ordinary man. I can't imagine myself putting down someone because of their social class. I also don't think that this behavior should be allowed into any school organization.

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(01074761) on Wednesday, April 27, 2005 11:53am  
Subject Re: Class Consciousness

115. When I go to class, the last thing I am ever worried about is not being "like everyone else". Even back in high school I never worried about being like everyone else. There are people who worry all the time about trying to fit in, and be like everybody else, but those are the people who don't even know who they really are. If someone tries to change themselves on how they really are to try to fit in than that's their problem. So far I have never felt outclassed. I feel I learn the material just as quick as everybody else to what ever is presented to us. I'm not really sure how I respond to situations in college when I don't feel like everybody else. All I know is that I don't try to be someone I'm not. It's actually pretty pathetic if someone tries to change who they are just to be able to fit in with a bunch of students that they don't even know. Usually people try to change who they are during high school to fit in, but I wouldn't think people try to do that in college to fit in.

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(01100900) on Wednesday, April 27, 2005 12:12pm  
Subject Re: Class Consciousness

116. In all honesty I stopped caring about what people think in high school. It's very immature to think that someone is better than you or has a better chance at things than you do. I don't

worry about being like everyone else because I'm not, I'm me and that is that. As for being out classed I have only felt that once in awhile and most of the time I knew That that person had more money than my family. But the thing is I really could have caredless. Money can't buy happiness. At MCC I've never felt that I might not be like everyone else because I could careless. I have not experianced it but ive seen other people go through it. I dont understand why people care so much about what other people think. It really bugs me when people care about that kind of stuff. Because you never know if your getting the real person and not just some act they put out.

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 (01114085) on Thursday, May 5, 2005 6:09pm  
 Subject Re: Class Consciousness

117. I don't really worry about how other people are doing. My concerners are what I need to do, if I will or can do them, and how to go about doing them once I decide to do it. I don't think of somebody as better then me just because they are "luckier". If they have resources I don't I respect them for being able to aquire those resources. I don't mind having to work harder, you gain more respect if you do. Also your accomplishments can be more rewarding if you need to work harder or not. I just try to worry about what's happening to me and maybe those who are personnally close to me. I'm happy I'm not like everyone else, it would all be more boring if I was. A friend once told me, "Our strengths are in our differences."

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 (00393378) on Friday, May 6, 2005 1:28am  
 Subject Re: Class Consciousness

118. I never have the feeling that anyone else is "better" than me, but I do compare myself to other people in some ways. I am frustrated with myself because I didn't stick to just one college after high school. I jumped around to different schools and never finished anything! I am, however, happy that I came back to school at the age of 30 versus 65 or 70 like some of the other students here. While I admire them greatly for what they are doing, I am glad that I'm here, now. Some of the older people may have degrees already, though, and are coming back to learn more. Knowing myself, I will more than likely go to school in my 60's or 70's just so I can learn more.

I am further along than many of the students here since I have over 60 credits. I am happy that I will graduate with two degrees and one certificate when I'm finished. However, the degrees are only Associate's and the certificate doesn't mean anything except that I took a few more classes. In this sense I feel rather small in comparison to some of my friends who are in school for a master's degree or already have one.

I work in the MCC Police Department as a student worker. Sometimes I feel extremely inferior to those in the MCC Faculty who are Directors or others who have countless achievements academically. Many (or all of) the professors and Directors are so far above me on the educational and career ladders that I have sometimes wondered if there's any hope for me! I want to go as high as I can with my education, but since I'm only taking one or two classes at a time, I may not reach my Master's Degree or PhD before retirement age. While I often feel small in these comparisons, I feel very proud of other personal accomplishments in my life.

Even though I have been extremely discouraged with my position in education and the career world, I really have accomplished a great deal in my personal life. I won't go into many details, but after a tragic automobile accident in 1990, the EMTs told people near the accident scene that I wasn't going to make it and the drunk driver who hit my father's car died. I was in a coma for two and a half weeks and the doctor's could not tell my family whether I would live or die for at least a week and a half. During the very gradual return to consciousness I re-learned how to eat, speak, and go to the bathroom by myself. It was literally like starting life over again from infancy!

Through the numerous physical, emotional, and mental struggles of Traumatic Brain Injury, I obtained a new perspective on life. I had an extremely hard time trying to fit into my previous social life. My friends saw that I was different and they had a hard time adjusting to the changes. While my mental capabilities and social skills regressed to those of a young child, part of my maturity level soared way beyond my schoolmates and companions. I saw a new importance in life and rose above adolescent priorities. I spent many years feeling inferior to almost everyone. Today I still have some insecurity, but I put many of the lessons I learned at the absolute top of any list of accomplishments.

After numerous battles of recovery, one thing I have constantly reminded myself of is the fact that I am lucky. Other TBI patients in the hospital with me suffered burns, blindness, paralysis, or loss of limbs and that is just to name a few. So, when I start feeling down about life situations, I think about how far I have come and where I could be if circumstances were different.

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(01061457) on Friday, May 6, 2005 8:33am  
Subject Re: Class Consciousness

119. There are a lot of times where I think I am outclassed while being in college. In college there are many different levels of students, there are the one's that need help from everyone on just to get by and there are the one's that are smart enough to do everything themselves. Everyone is going to feel like there is someone better than them and they might think that they don't have the brains to do what they do. I definitely feel that way because there are a lot of people who do better than me and yes sometimes it bothers me and I think I'm outclassed. There are times where I think that a subject is very difficult because I've never done it before and someone will say that's it's the easiest thing in the world because either they catch on quick or they have already taken classes on it and they know it. The way I deal with these situations is that I just suck it up and do the best I can because I know if I put my mind to it I can do anything. I may not be the best at what I do but I can sure try and get it done to the best of my ability and work at it some more so that I can become the best at it.

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(00952145) on Friday, May 6, 2005 12:39pm  
Class Consciousness

120. I think I used to try to compare my self more socially with my peers when I was in high school. I think I still do it now but it was worse when I was a teenager. My mother actually used to compare me to my peers a lot too. "Why don't you dress more like so & so" And I'm thinking because she's rich and skinny. I don't say that though, instead I say "ok" or "your young, have another girl to be perfect". Yes... the teen years were not normal. But I guess it was not unlike any other teen life. As far as class or comparing me to other now, it's not as bad. I feel luckier that I have my son. Not matter what I think I have myself in the right place. It when I see people with fancy expensive things, it's a nice feeling that I technically can buy them for myself but that I choose not too. I can have 5 pairs of timberland for example, but me choice to have one pair and make sure that my some have nice cloths or more importantly good food and extra money to do fun things for him. Like taking him to the museums and for train rides ete, things that make good memories for him and are good for both of us.

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(01075640) on Friday, May 13, 2005 12:01am  
Subject Re: Class Consciousness

121. Interestingly enough, just the opposite happened to me when I started college. In high school I would always worry about what other people though all the time and that I felt like I was the inferior to them. In college I think nothing of them. College seems to me to be more individual. Like we just go to class to meet our individual goal, and not preoccupy ourselves with "popularity" contests and the like.

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(00820747) on Friday, April 22, 2005 6:45pm  
Subject Re: Class Consciousness

122. When I was growing up in knew I wasn't like the other children in school, I focused on doing well on homework and extracurricular activities such as a sport or being in a club. I was a good student in elementary school where I won trophies and medals for being in the science fair and the young authors' award; I did choir, and also did track. Everyone seemed to like me because even though I was shy and quiet I made an effort to socialize and be accepted by my peers.

When I entered middle school I did the same, study, do well on my studies but I didn't socialize as much because my peers at the time were a select group of people that I would associate with. In high school, I played tennis and was part of the volunteer club and also the president of our photography club. Being a part of something made me feel accepted by my peers. Even though I felt accepted by my peers I used to think that everyone else was luckier than me, for example, the expensive clothes and gadgets they will have, it bothered me but soon I began working and buying things that was necessary and not extravagant, and I knew I was paying for it and being independent and careful with my money, and that my parents weren't paying for it like the other kids.

When I entered college it was a totally different atmosphere from my previous years at school. There were different people whose beliefs, social structure, and status were beyond me. I came to a realization that I was "outclassed" and that others were "luckier" than me, but I went to college for an education not being Miss Popular, I have accepted myself as an individual who knows what I want out of life and is trying to make the most of it. In the long run when I have my diploma and everyone else is trying to fit in with the crowd, it's okay not because the only thing it comes down to is accepting who you are and that people can influence you in a good or bad way it's just the good and conscience choices you make that will benefit you in the end.

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(00935706) on Friday, April 22, 2005 6:47pm  
Subject Re: Class Consciousness

123. When I think about myself in the college environment and the people around who "outclass" me my immediate reaction are the people who live with the silver spoon fed to them. I have had to struggle to pay for college and work 2 jobs and sometimes it just doesn't seem fair that others don't have the financial burden I do. I am also jealous of those students who don't really have to study. Some students can succeed without even opening the textbook, why is that? I spend a great deal of time and energy working towards my education. I think I also put a lot of unnecessary pressure on myself for perfection that other students do not. This need to overachieve has provided me with more than a couple gray hairs, I go through a lot of Clariol hair dye!!!

My response to these situations is to work harder. I may not let on how much time and research I do for fear of the "dorky" image, but nonetheless I really am a dork. I am lucky to have my friends and family who have been more than generous with loaning me money as I approached the poverty line. I have also learned over the years to sit next to "the smart" kid. Now, I would never ever copy or cheat on a test but, the smart kid will help you understand the things that are way over your head.

I feel as though I have adjusted very well to the life as a college student and the "outranking, or "outclassing" that exists in college exists in the real life as well. So if you can't beat 'em, join 'em!!!

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(01096468) on Friday, April 22, 2005 6:51pm  
Subject Re: Class Consciousness

124. When I think of whether or not I worry about being outclassed or not being like everyone else, I think more about my age and the number of years since I have been in school than about my socioeconomic status. I wonder about whether or not I am too old to be attending school with many other students who are fresh out of high school. I usually find other people in my classes who are returning to school after many years and who work full time but there is always this small amount of anxiety that I won't be able to relate to the other students in class.

Students who are new high school graduates are already in the habit of studying, they have fresh, up-to-date skills both in technology and in scholastics. Having been away from the classroom for 15 years (don't do the math on that!), I am seriously lagging behind in math, science and writing. Just trying to remember how to write my first paper made me stop and question whether I am capable of returning to school. I just have to jump in, work my way through the assignments and not be afraid to ask for help. I have found in certain situations I am more serious about school than those who are directly out of high school because I have to put more effort into my studies and I am paying for school out of my own pocket. It is important to me to graduate to move on to a new and better career and so I am willing to sacrifice my time and money. In terms of knowledge of technology, I am definitely outclassed. I try to learn as much as I can from other students who are more technologically savvy than I am.

Another luckier circumstance some other students have that I don't is the luxury of being able to go to school full time and not have to work. I have to keep my full time job and don't have the opportunity to just focus on my schoolwork. Because of my job and other family responsibilities, I sometimes have no time for any social life. Taking weekend courses works well for me because I can still work and hopefully can finish up faster than taking one traditional full semester course at a time but I haven't been out with my husband and/or

friends on Friday night in almost a year. I also don't have much extra time in the evening on a weeknight to kick back with my husband and watch a movie.

I deal with these circumstances by continuing to work towards my degree, one step at a time. I also tell myself that it will have been worth it when I graduate from MCC and that nothing lasts forever.

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(00353215) on Friday, April 22, 2005 6:52pm  
Subject Re: Class Consciousness

125. When I think about myself dealing with going to college and trying to succeed, I often times worry about not being "like everyone else" and being "outclassed". I think one of the biggest reasons for this is because it has been sometime since I have been in school. I feel like others have an edge on me because they are either coming right out of high school into college or they have been taking a steady stream of classes. I have taken a few classes here, but it seems that something always comes up prohibiting me from taking a continuous stream of classes. I don't particularly feel that others have "luckier circumstances" than I do, just different circumstances. For instance, I am a mother or two, and they take up a lot of time. I also work full time and volunteer a lot of my time and don't have as much time to devote just to studying. I feel that maybe a "luckier" circumstance others have is that they are not as "old" as I am; not that I am over the hill or anything, but I think being young is an advantage in school. I remember when I was in my 20s, I was able to remember a lot more than I can now. I don't know if that has anything to do with the fact that I have a lot on my plate, but I'm sure it plays a role. The way I respond to this situation in college is by working hard. I spend NUMEROUS hours studying and reading just so I can be at speed with everyone else. I don't do this for others, however, I do it for myself. I expect a lot out of myself, but I think I am too hard on myself where other students, I feel, are satisfied with just sliding by. If I had to think of a "luckier" circumstance that others might have that I don't have, that would perhaps be the financial part of going to college. I know of at least a couple of students who I have taken night class with who have their parents pay for their classes, and I feel they take this for granted. They don't care whether or not they do well and I know of at least one student who was taking the same class for the third time because he had failed. I feel that having to work hard to put myself through school will pay off because I take my classes very seriously, and I want to succeed.

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126. (00862536) on Friday, April 22, 2005 6:54pm  
Subject Re: Class Consciousness

I think it in our human nature to have feelings every now and then of inferiority, and the need to feel superior to everyone else. This is especially true for men. I sometimes think of this as gender bias, but the truth is I really don't know. I know that in my case, I don't have a very competitive nature, however, I often feel the need to better myself but more importantly, to do something significant in my own life. Specifically to accomplish something big in my professional career. To be a doctor or lawyer or engineer or something. I feel that it's important for me to feel that others will not judge me because I have some crummy career, like a garbage man or something. Not that I am a garbage man, but that I know that most people, at least most people that I know would prejudge anyone knowing that they collect other peoples trash for a living, without even getting to know them as a person.

As a youngster my father told me repeatedly, to do something in my life that I could feel good about in my golden years, something I could tell my grandkids and feel proud of. Something like did you know your grandpa is friends with former President "whoever". I think that it's a cultural goal, and even a goal of my own to feel like you have something to yourself that makes you better than everyone else.

As I begin my journey through college again, I think a lot about what my future in school hold for me, and I think a lot about how stupid it was for me to quit school when I was 18, and how "lucky" these younger students are to be making the effort they are while they're still young. I know if I stayed in school when I actually dropped out I would have my Bachelor's Degree by now with the right effort. The fact of the matter is that it's a real pain to work a full time job and make a full time effort and keep a true commitment to succeed in college. It's a lot of stress and a lot of valuable "fun time" spent on homework and studying, and that just stinks sometimes.

If there's one other thing that bugs me is the fear that the exam I just took or the paper I turned in will get a lousy grade despite me spending so much time and putting so much effort into it. For me it's a fear of failure with true intentions of success. And the worst part is I

know somewhere out there, there's someone half fasting the same report of exam I just did my best on and their getting an equal or better grade than me. I'm not imagining it, it really does happen, too often I think to people who's names I can't mention. It makes me think I'm an idiot when the truth is their probably just better in that subject than me, or its just a stroke of luck for them.

I know I don't look like an old man and I know the average age of a first year college student is over 25, but I can't help but feel like I'm the old man in the class of kids. It's a feeling like I'm some kind of minority, like I don't belong. This will definitely sound odd to whoever reads this, but trust me when I say I did the best I could to explain how I feel and it's the truth. But even still I tend to get over these negative feelings pretty easily. I know that the truth is that I just over think and over evaluate everything possible. At least I'm trying, right?

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(01144053) on Friday, April 22, 2005 7:01pm  
Subject Re: Class Consciousness

127. I feel that in, in college, the feeling over being "outclassed" will always be present. It is comparable in every person; the difference is how you personally deal with it. I embrace being different; I realize that I may not have certain skills as other people do, however, I know that I have the determination and intelligence to do what I want in life. Insecurity has a huge part of how well you respond to being "outclassed" in any situation. Money is the root of all evil and people judge based on the cost of, or how much, you have of an item. It is a challenge that is present in life; someone will always have a nicer car, a better job, a happier family. They fail to see that success in life is not based on what you have, but how happy you are.

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(01061346) on Friday, April 22, 2005 7:05pm  
Subject Re: Class Consciousness

128. I use to worry that I'm not like everyone else but I have come to realize in life there is nothing like an ideal life but a unique one. It is true that I wanted to accomplish certain things at a particular time in my life but it never happened. I know some people get opportunities I never got a shot at which I believe my life would have been totally different. I'm normally in a company of friends with very good professions because most of my friends went to college and have very good jobs and my way of relating with them is to find a common ground that interests all of us. I was fortunate to date a guy who was a physician for over two years and so I happen to enter into that world especially his social circles. I must admit that sometimes I didn't enjoy the company of some of his colleagues, but I just allowed him to be himself. I have learnt to accept who and where I am in life especially when I had to defer college to help with the family business. I do not try at this point in my life to be like everyone else although I try to be a team player. When I find myself in a situation that I don't fit I just keep to myself

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(01027561) on Tuesday, April 26, 2005 12:34pm  
Subject Re: Class Consciousness

129. I think, I feel myself I am "not lucky," as many of my friends and neighbors are able to read, write and speak English fluently and able to do job. I feel they are smarter and intelligent than me. I feel myself "outclassed". I wish to come out of this feeling and do job. I analyze myself why they are able to do job and better in communication skills. I realize that because I brought-up from village atmosphere, I do not able to know lot of things as my friends and I studied my bachelors degree in my native language that is why I am not as good as others. Now I got the opportunity to take classes. My husband can pay the expenses about to take classes because he is working in the software field, so that I can improve my reading, writing and speaking skills in English. As I am living in US now, I found the lot of avenues to improve my general knowledge, communication skills and intelligence. I am confident that I can also do job very soon.

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(00874913) on Wednesday, April 27, 2005 10:22pm  
Subject Re: Class Consciousness

130. When I think about myself I never feel outclassed. Whether it has been in school or in college I always manage to succeed and usually do better than others. I think we all have strengths and weaknesses. You work with what you are given. While I may not have a silver spoon and have to struggle to get through things I do have a beautiful mind. When it comes to work and

school i learn qquickly (except in english). Here in the college i have to say I don't fell that way this school has so many type of people that it is hard to fell out of place. I learned that with my Mock Trial Team. I have to say that even once in a while i feel out of place but then what i do say is who cares. I am here to achieve something and no one else is going to do it for me so why care about what others think. I always will be the smart kid who sits in the back of the class that doesn't talk unless addressed or that seems like she not working yet at the last minutes everything is done and people are shocked on it happened.

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(01110710) on Saturday, May 14, 2005 12:01pm  
Subject Re: Class Consciousness

131. While going to MCC I do worry about my career. I sometimes feel that I can do better and I should have gone to a four year university like my mom and other relatives in my family. My family tells me that they are proud of me and not to worry about any thing because in two years I can transfer to a four year school and continue my study of becoming an occupational therapist. When I hear them say that it gives me motivation and makes me feel less of an out class. Now that I am her in my second semester I am so proud of my self, my grades are very good and I meet with my advisor regularly so that I know that I am on the right track and it helps that I have a lot of family support. The way I go about my situation of not being like every one in my family is staying on top, by getting good grades and having an outstanding GPA.
132. Subject: Question 2, I think everyone has felt like they dont belong one time or another. Especially in middle and high school. There areb numerous clicks and you dont know which one you fit into. Now college, thats a whole differnt story. I think from just my experiences college kids are alot more open to anything and meeting new people. They want to get away from high school "drama." I've personally made a ton of friends i never met before college and they will most likely be best friends for a long time. As for being "outclassed" or "weird" people seem to shut down and get very mad and upset middle and high school because you have to be cool but college you really get in that phase of you dont care. You have the feeling of being new every semester so it goes away and you make friends!!
133. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:06 AM Subject: Re:Question 2, I totally agree with you on things being much different in college from in high school. I've been through some bad friendships and people taking advantage of me, but that was a long time ago when I wanted to "fit in." Now, it's totally different in college where I can talk to anyone and they done seem to care whether you're rich, poor, black, white, asian, janpanese or whatever. I was worried about this when I just started college. Everyone already had their own click, I was new and I was worried that they wouldn't like me, but people here are cool. Right now, as far as fitting in goes...I never had to try, because I was already "in."
134. October 17, 2005 10:11 AM Subject: Re:Question 2, I agree to what you are saying for the simple reason that in highscool its all about what you look like and now that people are out of school they really dont scare with what is going on. In highscool you could say that I was a fashion show because all it was about was impressing everyone else and having all of the girls like you. But now it is different, everyone doesnt care about how they look and how they act. Now everyone is worrying about how they are going to succeed and develop to be success. Forget how they look and who they are trying to impress. But you have a good point and I definitely agree with what you were saying.
135. Topic: Question 2--Due Oct. 21 Date: October 13, 2005 4:39 PM From my own experience I never had any thoughts about how I am different than my peer when come to class. I was always satysfied with my family and what I have. I knew that there is rich kids and also poor kids in school but I never put my self in neither group. I tried to fit in both groups I never judged my friends because of their social status. Sometimes I would think that rich kids succeed better but sometimes that's not true. I know alot of kids who are not wealthy but they more likely to succeed then rich kids and I think that's because they know what kind of like they have and that's why they want to get an education and get out of the low income class. Also, rich kids would depen on their parents' wealth and they wouldn't care about education. Going to college I consider myself as normal person in between I feel that I can fit in every group, even though I am not one of rich kids I try to fit in and look like I am. I was never in situation when I felt that others outclass me even though sometimes I don't look like maybe rich I try to prove that I am with something else such as my personality or my intelligence.
136. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:05 AM I have found that college is a whole different ball park compared to high school. You don't feel the need to impress

everyone. Everyone here has their own different life styles to attend to so no one worries or cares about what the other people are doing or wearing. People come and go so there is no time to worry. College is a place where you can be yourself. I don't want to be like everyone else so I don't care if I fit in or not. I'm my own person. The only thing I think about when I encounter people that may "outclass" me is a sense of pride that I am doing for myself and I'm not spoon fed anything. They do have it easier because they don't have to worry about as much. I get upset sometimes having to deal with everything myself and it angers me that they get everything without working for certain things. I guess I'll be the one appreciating things better in the long run.

137. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:14 AM  
Subject: Journal 2

I think that you have to be secure with yourself in order to overcome the feeling of being "outclassed." In Middle school and High School I believe that it is easier to feel like you have to fit in. As I developed as a person I cared less and less of what other people thought of me and tried to stay true to myself. I never let being "outclassed" get to me because I know that there always will be someone that will outclass. In college I don't see it as a problem because everyone is going about their own thing, not really caring too much about what everyone else is doing. The need to fit in is not as prevalent in college as it is in High School. It's very natural to "envy" someone else's circumstances but in my short college experience I have learned it is a lot different from High School. My high school, like most, was very cliquish and it seems like a lot of kids deal with feeling "outclassed." I think kids and people in general should worry less about being outclassed because it's just extra stress. The best thing to do in my opinion is to just ignore the situation.

Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:18 AM  
Subject: Cultural 2

138. When I feel that I am not like everyone else, I try to put it in the back of my mind. I'll read a book or listen to some music to get away from them, much like what Stephen does for his book. People can outclass me in many ways. They can be better looking, smarter, or wealthier. But, I don't mind all that. It is about the person inside the shell. If that person is, say, stubborn, or just plain mean, they don't outclass me. I outclass them. It's all about being as kind and courteous as you can. I don't really worry about being outclassed, because when you think of it, we are all the same inside.

Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:18 AM  
Subject: Changes

139. Being outclassed isn't a problem for me because all I try to do is make me like them. My father kicked me out so I stay with my step brother but look at me I'm still succeeding. I'm working third shift Monday through Friday and I still come to school every day. I don't worry about what is going on because as long as I'm not struggling I'm strait. I also agree with other students explaining how different things are now than they were a couple of years ago. What was said about in high school, it's all about what you look like and now that people are out of school they really don't care with what is going on. In high school you could say that I was a fashion show because all it was about was impressing everyone else and having all of the girls like you. But now it is different, everyone doesn't care about how they look and how they act. Now everyone is worrying about how they are going to succeed and develop to be success. Forget how they look and who they are trying to impress. But you have a good point and I definitely agree with what you were saying.

Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:22 AM  
Subject: Cultural Journal #

140. I remember that during high school, and especially middle school, students tried to "compete with each other", which stemmed to how good your grades were to personal possessions such as what kind of clothes you had, all the gadgets, and everything else. High school even thought it was a good time; there was a lot of cut throat with everyone and trying to succeed. However, now that I am in college, all that stuff that was important in high school seems redundant now.

Here in college, no one cares about who you are. Your background, personal income, how intelligent you are seems to disappear among the people. Here I do not have to worry what other people think of me, hence I don't really care about anyone else's background, like I did when I was in high school. I also have a reduction in stress while at college now, because everyone is easy going and you do not have to compete with anyone else. What is great

about college is you will not be criticized for anything, whether it is what you wear or how smart you are. Other than this, I do not see a problem with everyone else. You get to express your beliefs and opinions here, which is great. If you do not like what someone is doing, you can simply walk away. I seem to get along pretty well with everyone here. Students that went to my high school which back then I really was not that close with or did not get along with then get along pretty well. I do not want to be best friends with everyone, but as long as we get along, that is what matters the most.

141. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:30 AM  
Subject: Never Like Everyone Else!

I never felt that I needed to be like everyone else. When people try to be like everyone else they end up doing stupid things, like getting in trouble or using drugs or even worse. I have always been myself no matter what the type of people I hang out with or circumstances, and also no matter where I'm at.

142. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:33 AM  
Subject: Cultural Journal # 2:

I have never even thought about these types of things. The problem is a lot of the bad things that are going on in this world are due to everyone worrying about what other people are doing or what somebody else has. I, for one, don't really care what is happening with anyone else. Not to sound cynical, if someone asks me for help, advice, etc I would help them but I came back to school so I can better myself not to socialize. One of the problems that I see in my classes are that a lot of students still believe they are in high school (in some cases elementary school). They talk when the professor is trying to teach. Giggling, laughing and talking instead of paying attention. I suppose that wouldn't be a big deal except for the others in the class that are trying to learn and make the most out of their educational experience and can't make out what the professor is saying. After all college isn't cheap and some of us actually have to pay out of their own pockets. I guess that is one advantage of having more money than others.

143. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:36 AM  
Subject: culture journal #2:

I think many people have felt outclassed at some point in their lives. I'm in a situation right now where I feel that everyone is luckier than I am. In one of my classes, the majority of the class has years experience of what the class pertains to, whereas, I'm the youngest one, have no experience and feel that the other students are way ahead of me. They'll answer questions that they know from experience, but I have to read it in a book. I always felt that I had to talk and act like them in order for them to take me seriously. However, after half of a semester with them I found that they are really cool and fun people to hang out with. I think there is always going to be a lingering in the back of my mind that these people are judging me.

144. Topic: Question 2--Due Oct. 21 Date: October 20, 2005 8:18 PM  
Subject: Re:culture journal #2:

The only thing that I would say I wish I could be as smart as other people, it's hard for me to do work and try to get good grades, but I know I just have to try. It's hard to balance school and work and try to have some time for yourself, but I guess when you're in college you don't get that much time to yourself. I always see kids in the hall blasting their music yelling, and it's like come on you're in college not high school. Why are you going to come to school and spend all your time in the halls. I'm sure everyone feels like they don't fit in a lot of the time. Some more than others, I think it has to do a lot with if that person is trying to be themselves or like other people. I am not a follower I do not care what people think of me. I was brought up a Christian when I was younger I always kept that in mind before I did anything. My mom always told me "God is watching you". So I always kept that in my head. Some people don't understand when you want to change for the better. It can even be the same as someone in college if you are not in school I think it's hard to understand how busy someone might be if they are in school and not you. Whatever it might be if you are in school or doing something else you just have to worry about yourself, because when it comes down to it the only one who is going to benefit from your life is yourself.

145. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:36 AM  
Subject: Cultural Journal 2

If I start to compare Stephen's changes and putting in my life I believe that I will find many things in common. First, I came from Puerto Rico 4 years ago to Connecticut and I wasn't prepared for face the situations I have to work with when I came here. As Stephen when he start in Congloves (different town) he wasn't prepared to face the different situations that he face with his class mates. So I feel that this reading bring to my memory the things that I had to work when I get to this country . Even when I wasn't prepared I did work to be able to success in this country that is very different than where I came from. So the second thing that I had to work with was the language. I have to take English as a Second Language to be able to success with my class at the college. And the third thing was that after 16 years out of college. Because I want to success here I get back to college and face most teen age and take class and repeating the same class because my language that something that I have to keep working on it because I want to be as a good example for my three teen age kids. In conclusion, I think that face different situation in a different culture that you not belong to is something that you have to use a lot strategies to be able to success in a different culture of be as Stephen and use your imagination and "fly" to get want you wants your freedom.

146. Topic: Question 2--Due Oct. 21 Date: October 17, 2005 10:42 AM  
Subject: response to #2:

being in my second year of college now, running into new people and talking to them doesnt bother me. i am one that if someone doesnt like me for who i am then they arent worth having as a friend. yeah i know that sounds harsh but thats how i am. while i was in high school, i also took college courses that got me into the swing of things and also played sports so i became some what talkative. i dont worry about how people view me and dont worry about whether if i talk to people that are of higher class or not. i view everyone the same and will be friends with them if they let me. when i first went to college though, it was a big shock for me. i was down in PA away from all my family and friends and had to start a new life of my own down there. i was lucky though to have 2 really nice roommates that i got along with very well. it took some getting use to but once i did i never wanted to come home. i still sometimes i wish i was back down there. college was a big shock to me by being on my own but it didnt take long to make friends and get into the swing of things. down there we didnt worry about race, culture, class, or anything else. everyone was so nice and we talked to everyone even if we didnt know them. if i really want to fit in i will try my best to but i dont think it is worth changing yourself to fit into a group of people when all people should just be able to talk to each other and be able to get along.

147. Topic: Question 2--Due Oct. 21 Date: October 19, 2005 10:23 AM  
Subject: Cultural Journal 2

Like Stephen, I am not quite like my peers! Only I am older than most and it did bother me a little at the start of school but taking that Adult in Transition class did help me realize that I am not the only one! It really does not matter how old I am and how out numbered I am. The thing that matters most is the fact that I am here to learn! The older you get, the less it matters who has how much. You need to look into a person's soul to see what they are made up of and that will tell you all you need to know. People do and say weird things and you have to let it go and move forward. I have met some wonderful younger school buddies and have paired up with them for class and that is nice. We have the same interest, school and what we can get out of it. If people would not "class" each other the world would be a better place. We should help each other out and pass it on.

148. Topic: Question 2--Due Oct. 21 Date: October 19, 2005 10:39 AM  
Subject: Cultural 2

I have moved at least 4 times in my life, and and i did worry about not being "like everyone else" and worried about being "outclassed". I wanted to fit in so i tried to do anything i could to help me fit in with people. Populatiry was important in high school, and i didnt want to be a loser, so being "outclassed was always on my mind. After i got used to high school i learned everyones opinion shouldnt affect the way i am. Im me and either people like me or they dont. Im not going to be mean towards anyone but im not goin to go out of my way to get someone to be my friend. I usually dont feel like im not "like everyone else". I know i am one of about a thousand freshman who are starting at this new school. It feels perfectly normal, and with moving around so many times its like moving and going to a different school all over again, except i have had experience. Ususally most people like me so its not that big of a problem.

149. Topic: Question 2--Due Oct. 21 Date: October 19, 2005 4:41 PM

Subject: How I feel about "outclass"

When I think about college I think of it as if I were still in high school because I see so many of my friends. I also think about succeeding a lot because it's a goal I have in my life. No I don't worry about being like every one else because you are your own person. I just recently went back to church and came to realize that it doesn't matter what anyone else thinks because you are loved just by the way you are. May be it might have bothered me before, but now it doesn't phase me. Like my youth pastor says God loves you just the way you are and you shouldn't have to feel less than your neighbor just because they said so. When I encounter people I don't let them "outclass" me because just because they may have a better car or home doesn't necessarily mean they are better; they are just fortunate to have those things.

Many people look at the materialism in life or "luckier circumstances" and that's not the only thing out there in the world. You have to look at the brighter side of things which is having life and being with the people you truly love and care for. Sure along the way you will meet people that may want to "outclass" you or make you feel "outclassed", but you can't let them do that.

When a situation arrives where someone tries to make me feel that I'm not like anyone else I just laugh and say God it's all in your hands. I say this now because I went back to church, but if not I would probably flip out on the person or group of people who make me feel that way.

150. Topic: Question 2--Due Oct. 21 Date: October 20, 2005 8:07 PM  
Subject: cult. journal. 2

I dont really ever remember a time when I felt like an outcast. Usually I just insert myself into the conversation or topic if I feel like it. If I dont, than i usually just sit back and relax. I dont see a use in wasting you're whole life trying to be involved with people who don't care enough to try and talk to you.

Usually when i meet people who i think are luckier than i me i just tell them and talk to them about their life. I dont sit there and feel sorry for myself. I think it is more interesting to find out how their life is by talking to them, rather than sitting there wondering and wishing i was like them. 9 time outs of 10 they have things in their life that are just as unahppy or hard to deal with as mine. I think everyone pretty much has to deal with life's hardships and no one is really lucky. Over all I cant really say that i ever feel left out. I either want to be included so i make it happen, or i just dont care enough to get involved. I think Stephen should do the same thing.

151. Topic: Question 2--Due Oct. 21 Date: October 21, 2005 8:09 AM  
Subject: College can't be this crazy...

The only thing I really worry about in college as far as succeeding is getting my homework in on time, and I do second-guess myself a lot. I know I'm good at making movies, but until someone says that my movie was really good, I'm thinking to myself, "This movie sucks and I'm going to fail this class." I just always worry that I'm not going to succeed because the challenging classes that I have always take me forever to get through. For instance, in my computer graphics class, I had all the trouble in the world with Photoshop. For three weeks, I stressed over the fact that I wasn't getting it like some of the more advanced students in the class. It made me feel like I was far behind, and I was never going to be able to use the program. But then I asked for help and I got through it, now photoshop is like second nature to me.

When I come across people that "outclass" me, I don't necessarily think that they are luckier than I am, because I'm just happy to be alive. I usually look at them as being sheltered, and that makes me a bit upset because for all the hard work I have to do, things are handed to them. Occasionally, I do look at others and think they have better families, and only because they seem to get along with their parents, and I barely talk to mine. Most of the time I ignore it, and just say that everyone still has a family. But it does bother me. If I feel like I'm not like everyone else, I normally end up feeling sad, because there are times when I didn't fit in and I desperately wanted to just be a part of something. I was sick of being excluded form everything. But then I started playing Magic, I found my "Crew" there.

### 3) Responses to the Third Prompt

#### The prompt:

In Chapter Four, Stephen has a life-changing moment: he sees the girl on the beach, and suddenly he understands that he is on earth for a purpose (okay, so what exactly that purpose is remains a little vague, but he's got all of Chapter 5 to figure that out!) We call this "moment of discovery" an "epiphany." The thing about epiphanies is you never see them coming; they materialize when you least expect it.

Have you ever experienced an epiphany? If so, I hope you'll describe it--I'm not so much concerned about what you discovered, though you certainly may include that if you like. But I would like to know about the conditions that brought about your epiphany. Which senses did it touch? What did you see, hear, smell, touch or taste? (For example, in Stephen's case, he would describe the "bird-like" girl on the beach" and what he saw and experienced that day.)

#### Student Responses:

152. I would have to say I had a moment of epiphany when I gave birth to my son Brendan. Before I thought of having a child I wasn't sure if I was going to be a good mother. I was worried that I wouldn't have that "mothering" instinct because my own mother was never really there for me growing up. When I became pregnant with my son Brendan I became even more concerned that maybe I would make a muddle of it. I knew I wanted my baby, but self doubts got in the way. My moment of epiphany was the exact moment Brendan was born. The pain of labor became secondary for the all consuming love I felt for my son. I couldn't stop looking at his small face and tiny hands. I realized that I could be a great mom because this little person was my world.

153. Subject Re: Epiphanies

I was brought to my epiphany, it when my boyfriend, who was and still is the love of my life, and I broke up. Mind you we are back together and very happy as of today. All I could taste was tears running down my cheeks because I thought he was the only one for me and he was only throwing my away because he didn't love me anymore. Because of this it really made me realize I was blinded by love so I didn't see the reality of life. The feeling of crashing down came quickly and it mademe feel disconnected. Because one needs to move on, no matter what, it helped me become a whole person, one who didn't feel like they always had a part of them missing. It was a feeling that lead me to realize that I am a whole person by myself. This came to my realization weeks after we broke up and the day he was leaving on that plane to go to bootcamp. That day I couldn't help by smile and be thankful because he helped me in many ways to realize who I really am and how I didn't need him in my life to guide me. He is now in my life as a bonus. He's not there to better me he is there to support me in decisions and love me unconditionally no matter what. That day and those weeks made me come tofind that I matured in 3 weeks what one person mature's in a year or more. Through all the hardships and times we have come to realize that no matter what happens, through thick and thin, we will always be together and will always love each other. Although we are not married yet, as he says, he will love me unconditionally even after we say those words, "till death do us part".

154. Subject Re: Epiphanies

Everyone has experienced an epiphany whether it was finally getting that math problem or some life altering decision so needless to say I am no different. My epiphany was the fact that I decided I needed to go to college and that I shouldn't wait a year or so to go. My epiphany wasn't something that I figured out because of taste or anything like that. I guess something inside of me just clicked after everyone saying that it would be the best for me. I wasn't going to go because I didn't know what I wanted to be and I thought that if I didn't know I didn't want to waste my money. I finally stopped thinking so much about it and it just came to me. I was filling out one of my finals in high school and my minds CD player just wouldn't turn off so I just cleared my mind and it hit me. You like sports and you like coaching so why not be a PE Teacher and a Coach for either the town you live in or the school where you work. After that there was nothing that could stop me for going after this new goal. I filled out my FAFSA and made sure I had my SAT scores sent to MCC and decided to pick my classes for my first semester.

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 Subject Re: Epiphanies

155. I believe my epiphany was when i had applied to ECSU. After waiting for my acceptance letter, i was unfortunately rejected for admission to ECSU. However, i decided to go here to MCC, since i know that all my credits will transfer, and it will save me money in the long haul. This is my epiphany because i know that it was my goal to attend eastern, even though i wasn't accepted initially, i stuck with it and i will now be able to attend school at Eastern after two years. This has changed my life because i was able to take a bad situation and turn it into a positive outcome. I know people criticize MCC, but that doesn't matter to me, what matters is the end result and that is all that counts. MCC is just one step on my journey to my teaching certificate. AS i said before, the finish result, is what puts the puzzle together. The pieces you use just help to put that puzzle together.

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 156. Subject Re: Epiphanies

There have been several times in my life where I've experienced an epiphany. The most intense one that I can remember happened just this past September, but thinking back on it, it seems like such a long time ago. I was at the beach early in the morning because something was bothering me and I didn't sleep at all the night before. I was so frustrated and upset because I couldn't figure out what to do with myself. All I knew was that I couldn't just let these overwhelming feelings get buried or lost. I needed to sit there with these feelings until I knew what I had to do. I remember feeling lost, confused, hopeless, alone, frustrated, angry, disappointed, scared, and mostly sad. Feeling all of these emotions at once was one of the most intense experiences I've ever had. Feeling them all at once also brought on the worst anxiety of my life. After sitting there for a good hour or two with my thoughts scrambled, resembling the static on a radio, and getting way too involved with them, trying to analyze these feelings and create some explanation, something shifted. It was like I just came back down to earth into my body and felt all of this pain that I had been avoiding. It's difficult to convey but I literally felt like I had come back into myself after abandoning my physical existence. As difficult as it was, it was very much needed. For days and even weeks after that I worked on processing what was happening to me and what I needed to do to change the direction in which my life was headed. I'm grateful for that experience like so many others that I've had and I truly believe that everything happens for a reason. The intensity of that day will never let me forget to trust my emotions and intuition.

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 Subject Re: Epiphanies

157. A few years ago in high school I had an epiphany. I was a junior year in high school toward the end of the school year when we were doing a lot of partying with the seniors. My friend eye were driving around one night drinking and driving which is always a stupid move. My friend went to pass one are other friends that were driving in front of us. We skidding out of control and hit a tree going 55 mph. I don't remeber much of it. I just remember seeing us go toward the tree then felt a huge jerk sending me forward. I had got ejected from the vehicle the paramedics told me. I went clean through the wind sheild head first breaking my collar bone ,2 ribes and a bbad concussion. My friend hit the airbag and got a concussion. I was saved because when I was ejected from the vehicle ,I had landed in field of tall grass which had cushioned my fall. I woke up in the ambuylance watching them tow my friends car away. I had an epiphany when I saw the huge whole in the windshield with blood on it from my head. When I saw that, I realized that maybe I have a purpose in this world to live and succeed. I realized that got put me on this planet for a reason. I may never know that reason, but I at leats know that there is one. When I saw the fire truck lights, and all the police hear becasue of my friend and eye,I was mezmorized. It was an incident that changed me.

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 158. Subject Re: Epiphanies

My epiphany ended up being about a person. This person was a huge part of my life, but I didn't really know how big or how the loss of this person would affect me. The time came when that person was gone and out of my life. Initially, there was no real noticeable change. At the time, I still couldn't comprehend how this individual helped me to be a better person. Slowly over time, I felt different, not myself, and I didn't have the positive attitude I used to. Two years passed, and one morning I woke up and felt very different. It was like a load had been lifted off of my head. The feeling that came over my body was strange, as though a drug had made me feel very relaxed for a brief moment. Before this experience, I was confused and indecisive about being around this individual. I was anxious and afraid of something, which I can't identify. I still can't describe how I felt up until that morning, but those feelings were no longer there and my awkward feelings just fell away. I understood for some reason that morning, how much this individual made me a better person. It was like a

cloud was hovering above making me confused, and then in seconds it was gone. It seemed as though I tried for so long to understand something, and then one day the answer came without thinking. Today, this person is back in contact with me and plays a big role in my life.

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Subject Re: Epiphanies

159. Within the last couple of years I experienced an epiphany that hopefully will effect the rest of my life. After high school I decided not to pursue my goal of playing college football and look for something else for my life. One day I was asking my high school coach if me and my friend could come and help out with the freshmen football team at my high school, he said sure but I didn't think he thought we were that serious about it. We were and ended up coming in the first day of practice ready to coach. I never was really sure of what I wanted to do with my life and still may not be completely sure because there are so many things that I would like to possibly do when I get older. All of my high school coaches except for the one that we personally worked with retired this past year from Rockville High while the younger one got the head coaching job at Tolland High and he called us up asking us to come over and coach with him. The best part is that the older guys are also coming over and being apart of the staff which will help us grow as coaches so much. After spending some time with those guys at clinics and dinners, among other things, I have really decided to pursue a career in the profession of coaching and teaching. I am not sure as to what to teach because I'd like to be a gym teacher but there are far less jobs in that field than say a history job. I don't know if that is the epiphany that you're looking for but these last few months have really been a time that will effect the rest of my life and made me make a decision that will also be around the rest of my life.

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Subject Re: Epiphanies

160. I had an epiphany when I met my girlfriend for the first time. It was so unexpected and I had a feeling of weightlessness and shortness of breath. I knew that I had to talk to this girl and something that made me feel good is that she was looking at me it seemed the same way I looked at her. When i began to talk to her the smell of her perfume still to this day reminds me of the day i met her. Things seemed to fall right into place perfectly and it was so unexpected that it made the situation so much better.

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161. Subject Re: Epiphanies

I, within the past six months, had an "epiphany" of sorts. Adjusting to school was a rough transition for me initially. To contemplate things, I took a walk in the woods. It was an area I had not been to since my youth and I remember hiking in the area long ago with my father and brother. It started with a walk along a set or railroad tracks that lead to a series of paths that meandered up past gutted buildings into an abandoned trap rock quarry. Although it was cold, and the wind stung my ears at times, I still pushed on. This was a quest for solutions to problems, if not at least rationalizing why things were the way they were. The lack of foliage this time of year made the trail easy to see. A few animal tracks were fresh in the snow. I took a sharp right, up a steep trail leading to an abandoned building. It was littered with spray painted images of some "suburban expressionists." Although illegal to spray paint on things, I do consider it beauty. I stopped to look at one mural of a serpent-like creature. Above it read the phrase "Peer into my world...repent." Aside from the aesthetic usage of color, the words stuck with me. What was I to repent? Maybe walking on would clarify things a bit.

Water was cascading down the steep ledge I had to traverse. I had to be careful. Just because something looked wet, but without algae, did not make it any less slippery. I was in the middle of nowhere, and a fall here would do me in for sure. The cold combined with the probability that no other hikers would come this way any time soon if I were hurt made me step with care. To my left ran the source of the rushing water, a natural spring. I paused to look at the randomness of it. Most people do not even see water anywhere unless it is from the sky or a faucet. How fortunate I was to see the beauty of nature today! I passed along a gravel path, noticing a skillfully created painting of a face on a rocky outcropping. Its whites, grays, and blues used the contour of the rock to actually form a face. Words near it said it was "the stone god." It made me think back to reading I had done on the statues of Easter Island. Was this who I had to repent to? Still unsure, I walked on. Further up I went, up two levels, passing an abandoned mineshaft and more ruins where homeless people had lived at one point. The old quarry that I was deep into now was built on many levels much like stairs. I was fairly high up now. I could see the skyline of Hartford. Ironically, it appeared so peaceful and trouble free from a distance. Still, I continued on and passed a large pond where dynamite for blasting had once been stored. The yellowish colored reeds in the water

were still as I had remembered them. It's interesting that no matter what time of the year it is, the reeds are still the same color. I looked at an old fire pit where people likely met to swap stories and alcohol. The greyish-blue cliffs seemed to surround me at this point. I thought back to a terrible hiking accident that happened some years ago where a boy had to be rescued from this spot by life star. The rock faces were easily as high as a two-story house. I took a side path as I ascended the ledge. At last, I had reached the summit! It took me forty minutes and the winds that had blown earlier were absent now. I looked out at the view. The word spectacular would describe it only modestly. Some snow was still present on the ground. The trees were bare – save a few pines and firs that stayed green year round. A few farms across the river were the only sign of civilization. I missed the color green at this point. Winter always seemed to depress me. The lack of any adequate daylight, the temperature being too cold to really do much of anything, and most people just being angered by shoveling one load of snow too many jaded me. Savoring the view of the farms across the river, I lit the cigar I carried with me on this journey. I thought of the past, enjoying my solitude. At this point, things such as bills, trouble at home, how I might handle school, and my own social status seemed to be unimportant. I wondered how far off to the distance I was seeing. Was I looking at Glastonbury, Portland, Manchester, or East Hartford from here? I thought back to the days of how magnificent this same view might have looked to settlers and Indians. I felt an overall humility to time and nature now. I was twenty-seven now. The taste of my cigar brought back fond memories of walking this way with my father and brother. I was in my single digits as far as age and I tried my first cigar on a similar hike. I was so much younger! The memory was so emotional for me! What an easier time it was then! But at last the moment of clarity had come! The scenery and nature had not changed. I, however, had. There was no going back except for memories. Still, this was the point. This was my repentance. It had not been for anything bad, but my regret was not being able to go back to the past. While this was painfully obvious, I still found comfort in the fact that was clear to me now. It was never too late to change. School represented a change... a positive one. Much like climbing the steep trail was difficult, life also figuratively offers its own summit. Looking back at the journey is what is most rewarding. It is only then that you can see how far you have come.

Emotionally refreshed, I finished the cigar and made the trip back to my car. I strangely felt like I was not alone. My father may have been far away from here at work at this time, but I seemed to feel him and my brother walking along with me. Although it was cold and crisp, I had a warm feeling in my heart. Such a feeling is one only those who are truly fortunate can feel.

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Subject Re: Epiphanies

162. I have never experienced an epiphany like Stephen did, but I have experienced moments when I had what I like to call "wake up calls". One experience was when I got into my first car accident and I just thought it was no big deal and my parents kindly paid for my car to get fixed. My parents lectured me for days about what I had done and told me constantly that I need to be more careful when I drive. Being a teenager I thought that they were all wrong and did not know me at all, I thought I was the perfect driver. One week after getting my car back, I got into another accident one morning when I was driving to class, I was running late. Turned out I did the same exact thing to my car AGAIN. In conclusion, I considered that to be a "moment of discovery" because I finally learned from that moment that I was being irresponsible and if I had only listened to my parents and had been more careful when driving then I would not have found myself in the same situation for a second time. It could also be considered "learning from your mistakes" but in order for me to learn my mistake I had to crash my car not once, but twice!

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163. Subject Re: Epiphanies

I believe the last time that I experienced something like that would have been when I was about to graduate from highschool and I saw all of my friends applying to schools. I knew that I did not have the best of grades so it was going to be hard for me to go to any fancy colleges. I also realized that some of the people that I had known for a very long time were leaving me for a while. It was hard for me to cope with that because some of these people I had known since I was very little and now I wouldn't see them for months and months. I believe this really hit me the night after graduation when everyone was saying goodbye to the people that they weren't going to see and I felt bad for them. Later that day I thought about how soon I was going to be going through the same things with my friends that were going to school far away and I

began to think about how often I was really going to see them. If I was going to be ok without them and if they were going to succeed in life. I was not a little kid anymore, I was a young adult who was starting a whole new part of my life.

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Subject Re: Epiphanies

164. My epiphany was when a friend of mine died. She was my cousin's girlfriend. Even though I wasn't really close to her it really did hurt me. I remember the last time I saw her she was buying a bunch of pajamas because she was going to stay at the hospital for a while. She was so full of life and always in a good mood. It's crazy how we take people in our life for granted. I learned never to argue with someone and leave mad. You just might never know when you'll see them again. One moment they're here with you the next moment they're not.

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Subject Re: Epiphanies

165. I guess I had a sort of epiphany late last night. I was laying in bed, just thinking, because I couldn't sleep. I was thinking about kids who are in the foster system, particularly teenagers. Perhaps I should mention here that my sister is adopted. I was thinking about what it would be like if my parents decided to adopt more children, as they have thought about doing. Like I said, I was particularly thinking about teenagers. I thought about what the life of an 18- or 19-year-old kid who's been in the foster system for years would be like. I remembered then that those kids "age out of the system" at a certain age. Then a thought crossed my mind about what these kids do when that happens to them. Then it hit me. The truth of it is, they go out into the real world on their own. They get a job and a place to live, hopefully, and support themselves the best they can. They probably don't usually go to college and get an education, because they can't afford it and they have to work. As a result, they probably don't tend to lead very good lives. Many probably stay in the bad parts of cities, where they can afford an apartment. If they have kids, they know nothing better to teach them, and the cycle of poverty continues. The thing that hit me the hardest, though, was that they have no family. Family is very important to me, and the thought of someone being that alone in the world really disturbed me. I don't know why the truth of how they live hit me when it did, but it was just so real. I mean, usually when I think about how some people live, it's all hypothetical. It's hard to really understand difficulties in life that you haven't experienced personally. I realized that when I'm older - or whenever I can - I want to do what I can to help kids in the foster system. I don't mean that I want to be a social worker or something. I still want to be an investor, but I want to do whatever I can to help.

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Subject Re: Epiphanies

166. I believe my moment of epiphany was when I choose my major. When I graduated from high school, I was sure that I will go to college, it something I feel I must do, and my parent thought the same thing, but I could not decide on what I wanted to major in. It would be what I wrestle with all summer long, it seem that what I wanted to do and what I'm good at is 2 different things, that's the problem, and I felt I'm not ready to make a decision at what I wanted to be for the rest of my life. Then the day come when I have to come in MCC for a counseling appointment to pick my classes, when the counselor ask what I wanted to be my major, I told him I can't seem to decide, he recommended me to take general studies. From there on I went into my 1st semester in college, still thinking about my major. Then one day, when I walk through the engineering hall way in the AST building, seeing the posters and robot arms, and sketching, I stare at them for a long time and suddenly it hit me that I wanted to be an engineer, I think I'm good enough at math to be one, many of my friends or people I met thought I should be an engineer, every thing started to make sense, because that would be something I'm good at and plus I can choose to be specialize in an area later, one that I like. From then on, I talk to the dean of engineering, and I started to take engineering classes, it sounded funny I decided to be an engineering after I walk through a hall way, but I think that was my moment of discovery, of what I like and wanted to do.

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Subject Re: Epiphanies

167. My epiphany is when I was about 14. Before this time I always wanted to be part of a family. I wanted to have people that would support me in the things that I wanted to accomplish in life. During my early teen years, I had many foster families but I never felt like I wanted to be there. I realized after the third family that I didn't want something that was forced. I wanted to be my own person living by myself. In my childhood I was living at a boarding school that I felt somewhat comfortable in but in didn't quite make it. Since the time that I realized that I wanted to be by myself, I talked to my social worker and we decided that I would live at a

prep school during the school year and during the summer I would live in the group home. This made me realize that the only family that I needed was the one I felt comfortable in. I had myself, my social worker, my therapist that all supported me and did not push for me to be something that I am not. So my epiphany was the discovery that I am the only family that I need.

168. Subject Re: Epiphanies

This might sound funny to you, but my epiphany was when I realized that I liked my boyfriend. At first I liked him as just a friend. But as time went on and I realized that he really cared for me I decided to ask him out. I think that as our friendship was growing, a little bit of a relationship was growing inside of us. He realized it right away, but it took me some time to realize it. When he asked me out the first time I foolishly said no. But I think that was because I didn't realize that my feelings for him were growing into relationship feelings. And then one night when he spilled out how he truly felt for me, I think that was when I came to realize that I liked him. So the next night I asked him out and he said yes. And we have been dating ever since.

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Subject Re: Epiphanies

169. I don't feel that I have ever had an epiphany or a moment of discovery but some day I feel that I will. Hopefully I see it and someone else doesn't try telling me. But was what I was doing in the beginning any different than thenext. Do people feel that they wish some kind of Epiphany ON ME. All I know is I live day to day trying to be kind and caring as possible. Never cause trouble to any one. I want to succeed but sometimes I feel held back even though all I have to do is jump the fence some would say. But for me to succeed I want the person I care about to be happy and I almost feel that I can't do that anymore even though I know I can. My Epiphany will really be the day I make this person go to sleep happily and when it comes I will be able to tell you what it looked like, felt like, and tasted like. But I will also tell you that it will definitely happen I just don't know exactly when.

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Subject Re: Epiphanies

170. I remember the first day of basic training at Fort Benning Georgia being an epiphany from hell. The first time that I entered my recruiter's office I was impressed with the medals that he was wearing on his chest. I thought that I could be that person one day. I also stated to observe the posters of helicopters tanks and machine guns on the walls of his office. The Army looked like a cake walk from the eyes of an inexperienced naive civilian like myself. The first day of basic training was the epiphany that changed my outlook of the Army. I saw the drill sergeants as men that were sons of the devil. The barracks gave me the feeling of being baracaded and locked up, and the idea of not being able to call home made the world around me seem dead and lost. I started to think of my recruiter as a liar, or a false man that has given me an unfair deal. I stated to discover that what you see in something that seems so appealing is not what you always get in the end

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171. Subject Re: Epiphanies

I had many Epiphanies I believe, but the one that stands out the most is the day I decided I was going to leave my husband. I could feel the sweat on my hands, my mouth watering and not knowing what to say but feeling extremely brave. Knowing for if I did not I will end up a very sad and bitter woman. The hardest part was telling him and once I did I felt free. The cold winter air was reviving and gave me the insight that I would be able to accomplish any thing including starting a new life and going back to school. I never regretted my decision for I am completely happy and enjoying my children and life a lot more.

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Subject Re: Epiphanies

172. My epiphany was a blessing in disguise, although at the time I never thought that I would ever feel this way, about this but it's amazing what the people that love you will do to save you. I was dating this guy a few months back. I met him at work and he was one of the cooks, he was probably the most witty and sweet guy I had ever met. We started seeing each other and my parents didn't like it. My mother's gut feeling became involved and it was all downhill from there because no matter how you try to escape them, there's nothing like a mother's gut feeling for her child. Anyways, we have a very good family friend that is a detective and my mother asked him if his name rang a bell. Sure enough he used to be on the Narcotics Task Force and he recognized his street name. This led to a background

check and it turns out that he was an ex-convict. It turns out that he was a drug dealer, never went to college (which explains the cook job), and went to prison for assault and robbery. Well to my surprise they broke the news to me, very afraid about my reaction, and my reaction was tears and plenty of them. But like everything in life I take it in stride, of course I thought that this guy would be honest with me and I was wrong. There's no worse feeling in life than wanting to believe so much in someone, but when you find out that they have been hiding some very VERY necessary information, it cuts you real deep. But I never got mad at my family or our friend for helping me out because today I am better off. There's no greater thing in life than love, and what my family and our friend did for me was true love.

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Subject Re: Epiphanies

173. I don't think I really have experienced any epiphanies or any types of moments of discovery. To be honest I really might have and I am just unaware of them. I am sure though that one day I will experience some sort of an epiphany or a "moment of discovery" and I will realize it. I hope that it will just hit me and I will understand exactly what or why. When I do experience one, I don't want any notice of it. I just want my "moment of discovery" to come out of nowhere, so I can get that feeling of higher understanding about something that I was very confused about or even unaware about. So as of right now I can not tell you how I felt because honestly I don't believe that I have had an epiphany. Although I haven't experienced one yet, I can almost guarantee that I will and hopefully I will be able to enjoy it and get the understanding of it all. An epiphany sounds like a good experience that one should go through and people do at least one time throughout their life. But for now I am just living my life as I see it. I am waiting for that day where I just get hit out of nowhere with an epiphany or Moment of Discovery, maybe everything will just come to me and makes sense.

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Subject Re: Epiphanies

174. Life changing moment? I don't think it gets any bigger than the one that I had. I was in a three and a half year relationship, one where I had been cheated on time after time. I guess I just accepted it as life. But then one day, everything changed. I was in the library at school working really hard on catching up on a lot of school work. I was making so much progress regarding school. My grades were up and I was attending all of my classes as well. I got up to leave the computer to go home and something hit me. Check his email. My life was moving forward and something inside of my soul was telling me that not everything was willing. School was great and I was getting so close to my family, what could possibly be holding me back? Now I know this may sound crazy, but I had never checked his email before. I sat back down and logged online and there it was. In black and white an email from one of his many lovers. Someone that I had given three and a half years of my life to, was giving his heart away to someone else. It was the proof right there in front of my face that changed my life forever. No excuses, no lies could ever cover this one up. I realized that at this moment I couldn't live for him anymore, I had to live for myself. I was angry for less than a minute. The best part of my life had yet to begin, how could I feel anything but joy? My tears of pain were vanishing and happiness was washing them away. I was going to be just fine. Actually, better than fine.

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Subject Re: Epiphanies

175. I have experienced an epiphany before it was really awesome and scary at the same time. I can't really explain the feeling like any emotion humans have. It was like being hit with something going so fast it went right through you. I was in an art class when I had this happen to me. I was working on this sculpture. I was stuck for the longest time about how to improve my art. I don't know if art is what I want to do with my life. But I do know that from that day on art became a big part in my life. I really connected with Stephen in some parts of the book. It reminded me of myself in some ways. When I felt these feelings it was like nothing that I had ever felt before. It was great.

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Subject Re: Epiphanies

176. I had many moments of discovery in my life. And I can't really say that this particular moment had changed my life. I believe that all of these discoveries work together as a binding force to make your life different and exciting. It's really hard for me to think that only one incident could change my life forever. Maybe it is true for some people but not for me. I think all of these "epiphanies" are like a railway track which makes the train change its path time to time so that the train could reach its destiny. It's a very simple example we know that a train can't reach its destiny by a single turn. Same way I had my own little moments of discoveries. For

example when I was a little kid the biggest discovery was that a Mickey mouse is not a real person its only a cartoon character, this might sound funny but I think it was an important part of my life, because it gave me reality it made me aware of many unreal things that before I thought were real. During my early teens the realization that I would join health sciences at any cost was also one of the important epiphany of my life. I made a decision of becoming a doctor when I read in a news paper that a eleven years old child died of malaria just because there were no doctors where he lived. It was a devastating news for me I was agree as well as sad. I felt that if just once I was able to help that poor child. This whole feeling lasted for two weeks and finally I decided to become a doctor and built as many as hospitals possible in rural areas of my country. I know it sounds unrealistic but I am still sticking with this though of mine and I am very much confident that I would be able to accomplish this goal.

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Subject Re: Epiphanies

177. During my brief stay in high school I met a girl. I met lots of girls of course, some I liked others I didn't. But there was this one who was in most of my classes. I never really hated her but she irritated me. She was always nice and I could tell she was interested in me but I never saw myself holding hands with her in the mall, going out on dates to movies, and just spending time in general with this annoying woman. Well I found out she was interested in me being her new boyfriend, (big surprise) and I was soon assaulted by her girlfriends. Everyday I heard, "She really likes you, go out with her. Why don't you like her? She's different when you get to know her, you'll like her promise." Well needless the day after day harrassment by teenage girls was draining. Soon I gave in just to get them all to shut up. "Fine, one week test period, thats it, then its over." After two weeks she said she couldn't see me one day, a girlfriends birthday party was happening. She assumed I didn't want to go, she was right. I asked if there were going to be any boys there. She said yes. Then something strange happened. I got really really mad at her. "Whats wrong with you, your not going to be around single guys when I'm with you!" I yelled for a while then she said she wouldn't go if I felt so strongly about it. I wondered later why I got so mad, after all I was only dating her for two weeks, it was only supposed to be for one at first. Then it came to me. Out of no where, it was like a booming voice in the sky that said, "You love her dumbass!" Well after I found out she felt the same I felt lonely when she left the room. I fell head over heels without ever knowing it. It's been two years now and we are still very happy. I learned that you'll never know who you'll fall in love with and when.

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Subject Re: Epiphanies

178. There was one time that I think I had an epiphany about whether or not I was going to leave my job. I was really frustrated with my working conditions. Mainly because the people I worked with all went to high school with me and I wanted to have a more serious job. When I went out and started applying for a job, I realized that it was harder than I thought. It was so easy for me to get my first job when i turned sixteen that I had no idea how hard it could be. Also, I couldn't find a job that could pay me as much as i was already making. It hit me that I should just stay where I was at. I wasn't going to make anymore money than what I was making already. Especially seeing that it was difinatly the easiest job I will have in my life. Also, I don't think that I could ever leave the people I work with. They are so much fun. I have already been there for almost four years now. I've decided that I could always just pick up a side job sometime.

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Subject Re: Epiphanies

179. To my knowledge I don't think I have ever had an epiphany. The way Stephen describes his epiphany in the book, it seems like it was a magical moment and that he couldn't of had any moment of his life anymore better then that. As far as I can think back I don't recall anything that fits that description. I know that I have had dreams that could seem like it might happen in my future or someone else has a dream that it could be about me but other then that I don't think an epiphany has ever occurred to me.

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Subject Re: Epiphanies

180. A couple years ago I belive i experienced my first epiphany. My family an I were coming back from a long boating trip, and all of a sudden things changed. It went from a beautiful pleasant sunny day, to a black skied day within minutes. What we can't understand is the weather report reported perfect crusing conditions for our ride back home. As be began our way home, the wave heights were at an average of 1-2 feet, as time went on the waves increased to 2-4, 4-8, then 8-12+feet. We almost did not make it home that day. Would we

have died, probably not because we have a life boat, but it makes me think about how easy things can turn wrong in life. Also not to take life for granted. After this day, it made me realize no matter how nice of a condition you're in, or how nice of a day you're in, things could turn bad at any moment. We never saw this epiphany coming and I believe this is the only epiphany I have experienced so far in life.

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Subject Re: Epiphanies

181. Something that I saw as an epiphany with me was the birth of my son. For a few years prior I had definitely been going down a wrong path in life, which included the relationship I had with his father. On the day I found out I was pregnant, I knew I would most likely be on my own in raising the child, specifically because I would not stand for the father's behavior and lifestyles. I decided that I had to straighten my life out completely before the baby was born so I could give him the life he deserved. With my decision to go about this on my own, I felt burdens being lifted from my shoulders. I was now free of my need to fix the father, trying to create the perfect family. My focus now had to be on myself and the baby. A barrier was enclosed around me for such a long time, and now I could see light coming through the cracks as it began to crumble.

On the day my son was born, when they put him in my arms, I was elated with love and joy. I felt a true bond with new life in my arms and we were floating on a cloud together. I hoped a miracle would happen keeping his father with us in an attempted new way of life. But regardless of what happened, I had my new bundle of joy to travel with down our own long road of destined experiences. White roses and yellow day lilies grew along both sides of this road at the beginning. I prayed that this vision would continue always in the future.

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Subject Re: Epiphanies

182. I definitely did not experience an epiphany quite so vividly as Stephen did, but my epiphanies are more to do with artistic ideas. I consider myself an artist, I like to draw and do computer graphics. Usually I get a lot of my ideas from dreaming or I might just randomly get an idea, and new ideas form around it. Kind of like a surge of thoughts passing through my mind that I just have to get down on paper before they fly away. It isn't really a feeling for the senses described by Stephen, but it is more like a feeling like you will have a great sense of accomplishment when you're finished.

Subject Re: Epiphanies

183. This is a really hard question for me to answer, but I think an epiphany for me was when I found out I wanted to be an EMT. I was shooting darts at a local pub one night. It was really late and we had just finished playing. We play in a back room and attached to this room is a bar. All of a sudden there was a lot of shouting and commotion in the bar area. Of course, we all ran out to see what the problem was and that is then I saw this man lying on the floor. He was clutching his chest and in a lot of pain. People were just standing around not knowing what to do. His wife was up by his shoulders sobbing, "Oh my God, he is going to die." I immediately went to his side and told someone to call 911. I then took his pulse and found that it was rapid and irregular. I told his wife to remain calm, not to upset her husband. I then calmly began asking him about his pain and when it started. I had a pretty good idea that he was having a heart attack and the best thing at that time was just to make sure he was comfortable and breathing okay. Before I knew it EMS were there loading him on the stretcher. He kept saying thank you to me, but I said that I didn't do anything and that I just wanted him to be better. Later people were coming up to me telling me that they were amazed at how well I acted under pressure. (That's when I started shaking).

Shortly thereafter there was an accident on the road where I was the first responder of a motorcycle accident where a man was laying in the middle of the road in Vernon. His bike was a good distance away and he was just laying there. I parked my car on the side of the road and went to his side. At this time some other people started gathering, and I told them to make sure that cars were going away from us as he was in the middle of the road. I made sure I asked him what his name was, his age, if he had any allergies ... you know, the important stuff just in case he passed out on me. I was holding C-spine and when the police officer came, I overheard him telling someone on the radio that he was being taken good care of. That made me feel really good. EMS put him on the backboard on my count (which was really cool for me). The injured person was thanking me over and over again and wanted my name and address so he could send a thank-you card to me. I said it was not important and it was thanks enough that he was going to be okay.

It was at that moment that I knew deep down that I wanted to be an EMT so that I knew what to do if someone needed my help.

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Subject Re: Epiphanies

184.

An epiphany that occurred to me was a few years ago when I was in a nursing program at Capital College I realized that at internship at Children's Medical Center, I realized I could not handle the small, sad faces of these children in the ICU ward. I would interact with these children and see their innocent faces when they would feel better for a day and then see how sad they would get when the doctor said they would be there for a few more days because of certain situations. I realized that dealing with these children made me happy because I would see the smiles on their face but at the same time sad because some of them might not live or be in the hospital for a long period of time. It was at that point where I decided what I wanted to be in life, I was debating at the time whether to pursue nursing or teaching. I realized even though I wanted to make all these children happy and make them feel better I couldn't I wasn't the one who prescribed medicine for them or was able to answer these children if they asked if they would go home today, which brought tears to my eyes. I realized I love children and the best field for me to be in at that moment was teaching because it would give me a type of fulfillment in my life. I decided to change my major to Education; I want to teach grades K-4, elementary school. To see the happy faces of these children is very important to me and helping them to learn is even more exciting, to know that I made a difference in a child's life and have them say thank you for helping me or just a simple thank you or smile it is the best feeling anyone can have. For me it doesn't matter how much money you make in a field what matters most is enjoying what you do, getting up in the morning with a smile on your face instead of dragging yourself out of bed. In conclusion, I am still pursuing my goal which is to become a teacher and I hope that I do my very best at it. Like my previous teachers from kindergarten to present I hope to have the same impact in a child's life like how they had an impact in mine.

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Subject Re: Epiphanies

185. I believe I experienced self discovery or an epiphany at the age of 14. It was the moment my son Hector was born. I can easily remember the feelings when I held him in my arms for the very first time, after months of waiting in agony. It was a feeling of joy, happiness it was a feeling of accomplishment. Sort of like "wow this small child came from me, this small life is mine for the guiding". I was amazed at his small hands and little features, his soft skin and pleasant, calmed, just right smell. The softness of his cry and the need in his voice. Right then and there I felt the bond between my child and me. And that is when it hit me I didn't quite understand but I knew this child would need me forever. Him and I, we are a family, we have something no one can break. Threw out the years I always recall that moment that brought us together. The moment that made me a mom and every time I forget it I am quickly reminded by a yell "moom, whats for dinner" or "I need a towel" or even when they asked for that extra story or hug. It is those night that they are sick and I stay awake caring for them or the times that I am at that baseball game or first communion that I feel the proudest of my self. I know I was put on this earth for many things but I definitely know that my soul purpose was to be a mom.

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Subject Re: Epiphanies

186. One of the epiphanies of my life happened about three years ago when I began to think about a new career. I was at a point of burnout with my current career. I knew the time in my life where work was enjoyable and fulfilling was gone. I felt worn down and fatigued and downright bored. I experienced dissatisfaction and yet I still did not know what I wanted to be "when I grew up." I considered carefully in my mind all my options for many months. I thought about all the things that interest me and also the things that I am good at. During this time of reflection, I saw how much social injustice there is in the world, especially in regards to women and children. I felt then and still feel now a need to find a way to make a difference and become and advocate for people with no one to advocate for them. I have made an ambitious ten year plan for myself to obtain an undergraduate degree in women's studies and a masters degree in social work so I might marry these two into a career as a women's advocate. I feel relieved that I have come to a conclusion and made a plan to reach my goal. Now instead of feeling fatigue from my full-time job, I feel fatigue from both working full time and going to school. At the same time I also feel exhilarated and relieved to be working toward my goal.

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Subject Re: Epiphanies

187. During the earlier years of my life, I knew that girls were a large part of my major interests. Dating girls was certainly an event I would always look forward too. And until the day I met my current girlfriend of three years, I would never have been able to see myself spending more than a month or two with the same girl. The thought of any type of commitment scared the daylight out of me. Until, the day I met the one, the girl of my dreams.

I remember it was a cool summer evening in town I grew up in, Coventry, and the sky was clear as it could ever be. I had just gotten out of work and got a call from a high school friend saying that they wanted me to meet them at "the bridge" as we called it. It was the perfect evening, perfect weather and not a thing to worry about. And of course I had been up to my usual antics that day, hanging out with friends, and being a big flirt with the ladies present. And I clearly remember coming up from a deep dive in the river I was swimming in with friends and getting the sense that someone was watching me, almost as if something were wrong. I looked around and saw nothing, heard nothing. I remember the cold, almost slimy feel of the water I was soaked with along with the chill I received from the steady breeze as I walked up the angled concrete wall, to the bridge I just dived off. Then I saw her, just standing there with a few girlfriends at her sides, and leaning over my dampened beach towel. And I remember observing the aura that radiated from around her as the sun was setting behind her. I remember thinking, what a beautiful girl, damn; I got to go talk to her.

Then I saw something in a split second, an image in my mind of the same girl from about three years before that, standing in that exact same spot. She had been there before and so was I, in that same place. And the funny thing is that I also realized that it had been the same kind of day, the same type of weather, during the same time of year. At first I thought the obvious, it must be déjà vu, but it turns out it wasn't. And I remember wanting to talk to her and make friends, but hesitating I didn't and I thought at that moment that there must have been a reason. Turns out we started dating about two months after I first talked to her, and with that I had finally realized why I never associated with her back then. At the time, I didn't have a car or a driver's license and she lived many miles away. She was only in the slow process of moving to the town. For me to have a solid, functioning relationship with a girl, she must be physically present often. In other words I'm not a long distance relationship kind of guy.

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Subject Re: Epiphanies

188. An epiphany that I could vividly remember was the day that I decided to be a psychologist. I have always served as a teacher's aid since sixth grade. Last year I helped my history teacher, Mrs. Kay, with her second grade class. I was serving as a teacher's aid; just doing simple tasks she asked of me and keeping the kids entertained. And to be honest, it was a pain. Not that I didn't enjoy working with children, I just would have preferred hanging out with all of my friends after school everyday. However, I had a commitment to Mrs. Kay and her class. She would always commend me on my work with the kids and tell me how well I was doing. It was nice to hear, but all I really did was treat the kids like adults. I would talk with them one on one and actually listen.

This year, I was asked to tutor a child who is autistic. I had never dealt with it before but they told me Michael had a very difficult time learning and because of that, has trouble maintaining a tutor. I agreed to try tutoring, I was getting a credit for it after all. It was amazing to meet Michael and I enjoyed getting to know him. I presented a very laid back atmosphere and he quickly became comfortable with me. Our sessions consisted of doing work as well as Michael explaining his life. He would tell me about his family, his friends, and any problems that occurred he would come to me with. I very much enjoyed tutoring Michael because it was so interesting to really get into his mind and see how he interprets things from his point of view. That is when I knew I wanted to be a psychologist. The thought process behind a human being amazes me and I enjoy helping people figure out their problems.

- 189. Subject Re: Epiphanies

my experience of self discovery is when i was eighteen and started my first job. While going to high school I will always hear my friends talk good and bad about their working experience i knew that i will have to look forward to those similar things one day. Every day my mom will come home and tell me how her day was and because it can get stress full at some times she made the desicion that she did not want me to work until I graduated high

school, so she agreed on supporting me until then. At the end of 2004 i entered the work field at a daycare center because i love working with kids. this new experience open me up to see things in a different light. now i have a responsibility of going to work, reporting there on time and taking care of kids the best way i know how. now i know what responsibility is all about. my pay checks goes to things like my phone bill, food, clothing and ect. now that i am growing up i have to do things on my own and i realize that by having a job. working thought me alot and i will have to get use to it because i will be in the work field for at least forty more years.

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190. The only epiphany I've ever had came about when I was at home one night, depressed, crying, and sad. I was in high school, and I had a bad habit that could have killed me if I had hit the wrong vein. I don't quite remember what I was crying over, or what was even wrong, but I do remember that when I went for something to harm myself with, I stopped in mid-reach.

I began to think to myself. Asking myself, is this really worth gambling with my life for? I started to think about my friends, and how they would feel if they knew that I was hurting myself. In the end it would end up hurting them more than it did me. I thought about my life and what I was complaining about. I was depressed because I wasn't as smart as everyone else, and I was struggling because I could pick myself up.

Here I was, complaining that my dreams were never going to come true, and I would never amount to anything, while my friends were by my side the entire time. I blamed everyone else for the pain I suffered, when in reality it was me who was my enemy. I had always thought that my stories, ideas, and talents were never good enough. That even though I could sing, I would never have the chance to be on Broadway. These were the dreams that I had that held me down, solely because I didn't believe in them and the more that I believed that they were nothing, the farther away the destination was.

That night changed my life forever. I went to cut, and no matter how hard I dug into my skin, it just wouldn't puncture. It was like trying to cut into metal with a butter knife. As spiritual as it may seem I just realized at that moment that someone was protecting me, and I was here for a reason. That night, I savored everything that I came in contact with.

I saw my best friend, and I cherished every second that she held me. I felt this unexplainable feeling of safety that I was always afraid that I would never feel again. I began to appreciate friends and family more, and I actually heard words that they were saying to me. It was no longer in one ear and out the other. I genuinely listened. And that night, I realized that life was so much more precious than anything else in the world.

- a. Reply Forward [from another student] Topic: Question 3--due Nov. 4 Date: November 18, 2005 11:17 AM Subject: Re:An unseen visitor Author: M\*\*\*\*\* you worry me. I hope you had gotten some help with your unresolved issues. Things have a way of coming back and you have to understand where you came from and where you want to go. Life is worth so much and so are you! You can offer so much to people and that will help with realizing that you are important in this world. Good Luck wish you all the best!

191. Subject: My Epiphany

The only epiphany I had in my life was just this semester. I was always at home doing nothing; let's say I was a couch potato when I realized that I needed to get more active. So I started to go out more with my friends. I realized that I was missing out on a lot of fun. One day my friend Jonathan invited a friend and me to his church. I didn't think of it as important, but decided to attend the service.

To my surprise I ended up enjoying the service and decided to keep going to the church. It might seem strange, but the church is really cool. I mean I was the type to go clubbing every weekend and have a couple of drinks here a there. So, that Sunday, after the service Jonathan tells us that they are going to play softball at around 4:00 p.m. and he invited us. Of course I was at first I don't know, but then said yes. We went and had a really good time and now I go to church all the time.

My epiphany was that here was this church and I was invited plenty of times a rejected the invitation because I was to busy thinking of going to the club. I was missing out on a lot of fun. I learned that to have fun you don't have to drink or go to the club; just by being yourself

and being amongst friends is cool. And I really like the fact that my eyes have opened to this church and found God once again.

192. Subject: my epiphany

My epiphany came to me at a very strange time. It was 4 in the morning one day when i woke up over a friends house. The tv was onto CMT and the song "I hope you dance" was on. At this time I was going through some really tough times and I was screwing up alot. I had heard that song a thousand times, but when i woke up there and looked out the window and saw the sun shinning and heard the song and for some reason I knew i had to make a change. I knew that I couldn't go on living that kind of life style. I remember feeling relieved in a way, because I knew that i finally was going to change. I knew i was going to clean up my life. I was also sad at that moment too though. I was sad that I had put my family through those hurtful things i did to myself and them. Most of all though, I felt a stength and love inside of me. A love for myself and for my family. I knew that they would help me and want me to change also. Through this epiphany i was willing to change my life.

193. Subject: My Lovely Epiphany Author:

Me epiphany came to me when i got my first car. When i got my first car it had only 150 hoserpower but then i got into the racing hobby and started modifying my car. At that moment i knew that i had to make my car faster than everybody else's and also make it handle better than everybody else's. The thrill of taking a curve doing 95 mph or cutting somebody off in the highway doing 120 mph, your adrenelin goes goes up like nothing you ever experience in this whole wolrd.

- a. Reply Forward [from another student] I like your journal I think to get drive licence is a huge thinh but to get a car is more thrilling. I was more happy when I got my car than drive licence. I like speeding too but be careful. Maybe when I see you one day on highway I race you.

194. Subject: My epiphany

Imagine a twelve year old girl, playing with her friends in the front yard, totally focusing on the game. Mom was in the kitchen and had told this girl that she should never talk to strangers regardless of the situation. Suddenly a man on a motor cycle swirved around the corner of you street so fast that he lost control and fell about ten feet from his motor cycle, directly into the yard that she is playing in. The man is crying for help and he has scratches all along the side of his face, hand and leg. What does she do?

The girl was me. He was a stranger, but he needed my help. I panicked and cried for my mom and she took him in washed his wounds and fed him. I could see the pain on his face, but I also felt that he was eternally grateful for the kindness we showed. After a short while we took him home for his recovery. About three weeks later he returned to thank us again and every other week he would give us a product from his farm as a form of gratitude. I realized then that one good deed could go a long way and it made me proud to know that I had helped. Now I'm doing exactly what I want as it pertains to my major.

195. Subject: An Epiphany Like non-other

After a long day of school and then later a long soccer practice only to drive back home 45 minutes away to do more time consuming boring activities luckily I had scheduled an appointment to meet with a very close friend. While talking to my friend "John" I was complaining about my problems for a good amount of time. After i was done he turned to me and said, "You know, your problems aren't much different from everyone else's problems." Yes, I heard that once before. Actually i heard that many times when people I respect have said to me that I am not much different from the next guy and that my problems aren't something new, they are things that all people at one time or the other have gone through. When "John" said those words it was as if i suddenly understood, like everything was making sense in my head, that I'm not different in a bad way, or that my problems mean I have some sort of malfunction within myself. It's just something new to me and that makes it seem weird to myself but after talking about it and confronting it, i realized everything isn't as bad as it seemed. A true weight was lifted off my shoulders everything now seems plain and normal. I feel a lot more at ease and at times happier. It was like this sudden change that I am grateful had happened.

196. Subject: Epiphanies, or lack there of:

I actually can't say that I have ever had one of these phenomenons. I have heard alot about them though. I've seen specials on TV where someone had a strange feeling about things like missing a flight and then the flight crashes or taking a different route home one day and being saved from a horrible death. Another type , I would venture to guess, is the type where something happens to another being and it has a sobering effect on one's self. Let's us say, a person thinks it is fun to drive foolishly and maybe enjoy's cutting people off at 120MPH. Well... (knock on wood) maybe one would get lucky and get his license pulled before he kills someone and maybe takes up jumping out of an airplane or some other thrill-seeking hobby where he can only hurt himself if a misfortunate event occurs. I've buried several friends due to people "not seeing" them on their Harleys when the 'cagers' were really just not driving the way people should on public roads. Myself, I guess I've had a boring life because I never had a life changing experience except maybe when I discovered the wonders of the female body. I was a late bloomer who was only interested in playing the drums until around the age of 17. Then I met a girl whom I started dating and gave up playing the drums. I'm not sure if this was a life changing event but I had a new hobby and haven't played the drums since.

- a. Reply Forward [from another student] Subject: Re:Epiphanies, or lack there of  
 Author:I agree with you on the fact that some idiots should take up something that they can only do harm to themselves with! Most bikers do get hurt not by something they do but from people who swear that they never saw them!

197. Subject: my epiphany: I really don't know if I had any epiphanies in my life. Since I grew up with my grandparents, aunt and uncle my life seemed fine. From year to year it started to change but I don't know why. Before and not that long ago maybe seven years ago I was really happy kid even though I didn't have parent's love but when I grew up and we moved to The United States my aunt and uncle changed their behavior. They stated to care too much about everything and they're very stricked, sometimes they give me hard time and I think about alot of bad things to do to myself. I feel so depressed and overpressured and whenever I try to do something and I feel that epiphany is coming to me they blew it away. I don't know why I'm writing about details in my life maybe because right now I feel the same way and maybe because just few minutes ago they came to my school to see if I'm in school and that made me really pissed I don't even know if i want to go back home. Anyways, I just remembered one epiphany that happened to me and that's when I graduate from high school and is still happening because I got my education and I will try to keep educating myself as long and as much as I can. My education is my biggest epiphany and one day there will be something else that will come into my life and bring me new shine of epiphany such as my own children and nice family that I would like to have and give them everything that I did not have and be a parent which I did not have.

198. Subject: Intuitions I have epiphanies all the time! To me it my intuition going to work. My gut telling me to run, hid, laugh or cry. To hug that person or tell them off. Maybe it's my subconscious going to work. I never really thought about it so deeply before but you know it's kinda like when you say to yourself I knew I should of! One time a bunch of us girls were going out and we were looking for a night out of dancing. We were in the parking lot when this guy started walking over to us and I kept telling them to stick together and watch his guy coming. Well he ended up grabbing my friend's tigh and who knew what he had in mind. We out numbered him and we told him that we could take him down. It seems that all your senses can come together, in my case it was the vibes that got me going and the fact that this creep had a winter coat on when it wasn't that cold and his movements. Thank God it wansn't the sense of touch or taste!

199. Reply forward [from another student]

Yeah, I get those feelings too. A lot of times when I'm walking down the street, I'll get a feeling that a person is looking at me or something. I'll turn around, and someone would be there, with me not even knowing they where following me. There was this one time where I was driving late one night. I was not in a particularly great area of town. All of a sudden these two cars pulled over, waited for me to go by, and followed me all the way to the highway. I was worried because the cars even looked suspicious. I know the feeling when it comes to dealing with your intuitions. That's how I can also tell if someone's lying to me or not...  
 ha ha.

Subject: Cultural Journal # 3 Author:

200. From Stephen's epiphany, obviously he has a life changing experience. Again, what changes his life seems to be redundant right now, however from what I was picking up in chapter four, I think I have an idea of what is going to happen.

Have I ever had a life changing experience or epiphany during my lifetime...as of right now, no. I was not the deviant juvenile who was out all the time doing stupid stuff or getting into trouble, and finally had a life changing experience by any mean. My life and lifestyle is not what I consider to be "on the edge of your seat", because to me, there is too many risks in it. Knowing my luck, I would be the one getting caught in the act, or something worse, even if someone I know does it all the time.

Who knows, there is still plenty of years left for me (hopefully), so maybe I will have an epiphany. It might come tomorrow, or it may come 20 years from now, but whenever or whatever it may be, it will probably be meaningful to me. Right now, I am happy what I am doing and I am in no rush to have an epiphany. However, when it does happen, I will be ready for it, and enjoy it as well, such as what Stephen's reactions were on the beach.

Subject: My Epiphany

201. My life revolves 90% around cars. I believe this happened because of my epiphany when I was young. Before I had my license I wasn't very much into cars. I was also stuck taking the bus. One day on the bus I saw this guy driving a blue WRX, which is a type of car. I saw him take off and how fast he went. I wanted to be the one driving that car. It made me want one and to do what he did to his car to make it that fast. Since that moment I have been fascinated by cars, and I can't get enough of them. Seeing that car led me to the car I have now, which is also a WRX. If I would not have been at that moment at that time, I probably wouldn't be as into cars as I am now, and I'm thankful that I am.

Subject: Epiphany

202. Through out my 18 years of life I honestly can say I have not stumbled upon an epiphany yet. I hope that some time in my life I will have one to maybe help guide me in the right direction. I think that I am around the age where I need an epiphany to help me understand where I should go in life from here. Although I haven't had an epiphany of my own I have had friends that describe having a discovery about themselves that lead them to take their life in another direction. I think epiphanies are common to happen at the age I am at and feel that I am due for a good one to help me figure out where what I'm supposed to do with my life. Even though I haven't had an "epiphany" I believe that my older brother has. When he was about 23 he decided to uproot his life and move to Oregon to start a new life. I'm not sure what made him decide this but it seems like the best thing that's happened to him and I hope I will be able to make a dramatic decision like that in my life.

Subject: What happens to me:

203. There are a lot of things that happen that can be characterized as something that happens that relates to someone or something else. For example, me and my girl were going through shaky times and I had a feeling that something had happened with her ex boyfriend. Then that very same night I had a dream that something had happened with him and come to find out days later that when I was dreaming something was really going on. To find it out wasn't even a shock to me because it was something that I had a feeling so strongly about that I already knew how to react. Being that I knew how to react when I found out the situation already was being handled. Now we aren't together. We are just friends and I kind of like it that way for the simple reason that I don't want to be seriously involved with someone that I can't trust. What made me feel so strong about the situation is because it seemed like they seemed to see each other more often than expected in the previous week. And the thing about is that I know how her ex got down and I knew that eventually he would manage to seduce her. That is exactly what happened.

Subject: My epiphany

204. My epiphany was in this English class. It was hard enough for me to read A Portrait of the Artist as a Young Man, let alone knowing what was going on in the book. I had no idea about Prometheus the Great Artificer of Greek Mythology. I thought that Prometheus was Prometheus Dedalus, for some reason I thought they were the same person. I kept reading the story on Prometheus, but I still didn't know what it was about. Mrs. Strickland would help me and tell me the story over and over but I still had no idea on what it was about. Finally I got it I was so happy I kept struggling to understand and then one morning I read it over and broke it down

into pieces and then it all made sense. Hopefully the rest of the book will click in my head; I just hope it doesn't take as long.

Subject: My Epiphany

205. I know that I've had one but I can't really remember what it was, well an interesting one at least. I remember this summer, I was taking a walk around the block. The sun was pretty bright out. It was a couple weeks before my 18th birthday. Walking around the block today was different from most days. There was an eerie silence. I live in a pretty productive neighborhood, so it was odd. A feeling crept up on me. I came to the realization that I was no longer little girl anymore. I was saying good bye to the old times, when I used to play outside and have no worries, to a clean slate. The clean slate would be the rest of my life. I do not know how to explain it, but I felt like a different person. Maybe the walk was like a walk to the future.

a. Reply Forward [from another student]

Your a young lady with deep soul who can pick up on things that you don't always realize. But you have the knowledge to work on it and go with it. It's funny how some people can feel more than others, but what matters most is what you do with them. You seem like you have a good head on your shoulders. Things will be good by you.

My epiphany:

206. I had my epiphany was when I was five years old (yes I was five). Now, out of respect for my classmates, I cannot describe what it is I experienced. It was sick, but enjoyable. Also, I really don't feel comfortable sharing it with people I barely know. All I feel comfortable sharing about it is that I greatly enjoyed it, and it was the biggest thing that made me the way I am today.

#### 4) Responses to the Fourth Prompt

##### The prompt:

Throughout the novel, Stephen reassesses his values and adjust his perspectives several times. One thing that Stephen never doubts, however, is that reading and learning are valuable activities. Even when he decides to give up formal education, he never considers giving up reading and learning; in fact, in may ways he decides to leave university so he can read and learn more!

Please tell me about your attitudes toward reading and learning: what are they? Have they always been the same, or have they changed or developed as you've grown up? Who or what has influenced your attitudes about reading and learning? And finally, does English 101 "fit" with your existing attitudes, or have you had to make adjustments? What kinds?

##### Student Responses:

Subject Re: Reading and Learning

207. To tell you the honest truth I really did not like reading at all when I was younger. I also did not like learning much either. I really did not like school at all when I was younger. To me it was just a place you had to go to. These attitudes especially came about when I was a Freshmen and Sophomore in high school. I really just did not care about it so my grades werent as good as they could be. I was pretty much at the point where I wanted to drop out. I am so glad I didnt because I probably would not be here now responding to it. Now I really enjoy reading and learning about a lot of things. Things that will broaden my horizen and mind. I really just needed to work harder and have a positive attitude to get through school. I got my act together realizing that you cannot receive a good job in the future when you do not have good education. English 101 really made me realize how important reading and learning really is. I mean I had to make adjustments with how much time I needed to devote to reading Portrait of the Artist as a Young Man. Other than that I was ready for the challenge.

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Subject Re: Reading and Learning

208. Reading has always been one of my favorite hobbies. My father used to say that the house could be on fire and I wouldn't notice because I would be lost in a book. I can relate to Stephen's love of words and learning because I do to. I find myself often bouncing between fiction and non-fiction and enjoying the diffrent styles of writing. When I was first beginning to read I did not have the same views on reading. I found it difficult so therefore it became a chore. My uncle brought me some books he thought I might enjoy. I picked one up and never thought to put it back down til it was done. I just needed that first push. With "The Portrait" I find myself now that I have been reading it awhile to like it. At first I wasn't too sure about the writing style. Now I feel like I can imagine Stephen and his life.

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Subject Re: Reading and Learning

209. I love reading and learning. It has always been a part of my life. I have always been the type to read a novel, feel like I am living in it or I am a character, and then go into great depths and details about it. My parents have always encouraged me to always better myself. Even if I received a mark that was EXCELLENT they would want me to think I could do better than that. They tried every way they could, the read to me daily, made sure I did all my homework, and sent us to the best private school, close to home, available at the time. My parents wanted nothing unnecessary or inappropriate being interferred with our thoughts and learning from the public schools. I don't think English 101 has really changed my life all that much. I did not have to make many adjustments because in high school I had to do stuff like what we are doing now.

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Subject Re: Reading and Learning

210. For the most part, I really do not like to read. I have always had a tough time sitting down, picking up a book, and just read for a period of time. I have a tough time sitting still. The only time I read on my own is when it's something I'm very interested in, like a Sports Illustrated article or something in the local newspaper, or if I'm sitting down at the dinner table eating something. That is probably when I do most of my reading through the day. When I have to read for an assignment like I had to for the class, I literally have to force myself to read. There have been times where I slapped myself in the face because I stopped reading and started doing something a little more active.

I have always understood the true value of an education. Earning an education is very important and that is probably the one thing that nobody can take away from you. As much as I would love to be doing something else other than sitting in a classroom, I understand that it is something I have to do in order to help myself in achieving my career goals.

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Subject Re: Reading and Writing

211. My attitudes towards reading and learning are pretty simple in that they are a necessity in life. If you don't learn to read and write or learn then you are at a disadvantage for everything further down the road of life. Of course my views about learning and reading have changed because in growing up I have matured and don't think that it's stupid. When I was little reading and writing and things like that were fun because they were new and imaginary which made them fun. Now it's not about fun stories anymore but more about context and dialogue which majority of the time isn't all that captivating. My teachers have influenced my approaches to learning and reading because they are the ones that are supposed to be teaching me the new techniques but when they don't seem to care and are just doing it to do it then it's a lot harder for me to show effort. English 101 does fit with my existing attitudes because I'm learning something I never knew before and it's not that bad with it being something too difficult. I have had to make some adjustments because I'm not used to looking for connotations and things of that nature. The only thing is that sometimes I try so hard in English 101 and it seems to no avail because I don't get any better grades and I don't know why but that seems to kill my ambition. Other than that Learning and reading are crucial attributes to attain in life.

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Subject Re: Reading and Writing

212. I guess my attitudes and feelings towards reading and learning are a little different. I really like to learn as much as I can, but to learn a lot you probably have to read. I hate reading some things, there are some things that I can really get into and enjoy reading while I learn but there is not too many of those. If I sat down with a book that had things that really interest me I could sit down for a long time just reading and learning its contents. Those attitudes towards learning and reading have always been the same throughout my life. I have always enjoyed learning from other people but have not enjoyed reading much. From English 101 I have really had to adjust my views towards reading and learning. I have really had to read a lot of literature that I normally would not like to do at all. I really have had to sit down and focus on something and learn from just the words on the page and work it out myself. Throughout the semester I have really tried to get myself to work harder on using the text as much as I can. Using the book to answer my question. It has worked sometimes and then again it hasn't worked at all, I guess I'll just have to keep working on it.

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Subject Re: Reading and Writing

213. I believe that in order to learn you must read. It is like learning how to use a new machine. You must first read the owners manual in order to know how to learn to use the machine. Well as time goes on, people learn easier techniques to understand the concepts needed to do a task. I would have to say that both school and my peers have taught me how to act when it comes to learning and to reading. Actually, English 101 was a challenge when I sat in the first week or so of class. I thought there was no way I would make it through Portrait. This must be why you give us a pencil for surviving Portrait. I managed to stick with it and work hard. I know see the results that have come with the hard and tedious tasks of reading and learning. I am glad I stuck with it. It has helped me to become a better writer, and a better learner.

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Subject Re: Reading and Writing

214. I have always believed that reading and learning are very important. Anyone will tell you that when I was younger I was always reading; it was one of my favorite hobbies. As I got older and attended high school, my idea of the importance of reading and learning never changed. However, I like to read what I want to read, not what teachers tell me I have to. The problem became that I had so much work and reading to do for school, that I had no time leftover to read what I wanted to, and if I did have time, I didn't feel like reading any more after reading everything I had to do for school. I hated that school did that to me, because I enjoyed reading and learning on my own and didn't want to be forced into the mold that the school needed everyone to follow in order to teach us. That is one reason why I eventually decided to homeschool: I wanted to learn what and how I wanted to, and not just what the school wanted me to. Once I made that decision, I realized that there is so much to be learned in the real

world, through reading but also through experience. Reading is very valuable for learning about infinite topics, but the best way to learn some things is through experience. I certainly have to change the way I read for English class from the way I do when reading on my own, because I really have to analyze what I read in order to understand it. It isn't completely foreign, though, because I have read difficult books before in high school classes. I admit that I don't enjoy this way of reading, analyzing fiction, but I can do it. I prefer to just enjoy fiction, and think when I read nonfiction material. While some novels can teach a little about certain time periods, more practical, useful knowledge comes from nonfiction and experience. I like to read both at home. If I want to learn about something, I'll read a nonfiction book or online article on the topic, while if I just want to relax and get away from the real world for awhile, I might read fantasy or science fiction. I don't often read novels that are simply about a person's life, whether fiction or biographical, unless they are assigned by a class. Such stories may be valuable pieces of literature, but I prefer to either learn from a book, or immerse myself in it and not have to think about the real world. I find stories about people's lives in the real world boring, because I can look around me and see that. I don't have to read a book to see how people live in the real world because I live in the real world.

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Subject Re: Reading and Writing

215. I have always enjoyed reading. It is one of many skills you really can not get away from in life. Reading is everywhere! From the expiration date on a gallon of milk to a school textbook, it is always with us. I like to read for pleasure. I think that a good book is one that puts you in the mind of the characters and creates a story you can imagine in your head. I try to carry over these elements in my own writings. I still understand that I must read also to learn. Reading Algebra, while important, does not have much of a plot! It is interesting that, in order to read to learn, you must learn to read. I, fortunately, never had the trouble some of my peers had with reading. I had a record player growing up. There were these book and record sets. I would play the record and the voice on the record would read the story in the book verbatim. It was in this way that I had learned how to read. I ended up using this story in the essay portion of my placement test. I always enjoyed reading, but it became difficult in the middle grades where I was exposed to mythology and Shakespeare. Sure I could read. But translate too? Clearly there was evolution that had to take place. To this day I am not sure what it was or how I did it...but somehow it happened. Still I would prefer a work of Stephen King to Shakespeare any day! Still, as a result of this class, I had to become a better writer and reader. I did not think this was possible. The whole boiling down principle as well as finding evidence to support your point was the biggest adjustment. But slowly, the bridge was built. I had to read and reread the text, which was something I never usually did with a book. A dictionary became a new best friend as I had to look up all the words that were foreign to me. The concept of reading to draw conclusions and understand was formed.

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Subject Re: Reading and Writing

216. My attitudes toward reading and writing have changed over the years. When I was younger, I used to have a lot of trouble learning things I wasn't interested in. This frustrated me, and I began to think I didn't need to learn anything academic. I went through high school doing the bare minimum. As I got older and experienced work life, I came to the realization that education is far more important than I had thought. To get a good job in today's society, it is absolutely necessary to have some kind of training or education. I don't want to go through life making the kind of salary that a person with just a high school education would make. I have learned from my mistakes. School is very important. Now that I'm in school and a lot more mature, I actually enjoy reading and learning. English 101 has helped me to understand what to look for in writing papers since we get so much practice. It has also increased my ability to read and remember what I have read. I have never read a harder book or had to pay such attention to a book I was reading. I had to look for the smallest detail that might help me to understand what was being said. I also learned to look for why something was said. This experience will make it much easier to understand what I have read.

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Subject Re: Reading and Writing

217. As I was younger in elementary school I never understood why reading and writing was so important. Many of the kids in my classes would have problems reading and writing but when I was younger I would always excel at it. The only problem was that in middle school I would not pay attention enough to grasp the new skills that they were teaching so I would never increase my skills. All of my peers caught up to me very quickly and I turned into just an average student. By high school I started to grasp the concept better and I would start to

pay attention more so to the reading and writings. My reading skills were a little below average but it would help me when the teachers would go over what we read in class so I could make sure that I truly understood what we were reading. Especially my 11th grade English teacher because she would not move the lesson along unless she was sure that every student was on the same page. This helped me grasp more of the skills needed in that class so that I could keep my education moving and learn more of the skills. Now in high school I use these skills that were taught to me by various teachers over the years.

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Subject Re: Reading and Writing

218. My attitude toward reading and learning haven't always been the same. I used to hate to read anything. Now if it seems interesting to me I want to read it. I find myself wanting to read a lot of things about other cultures or about the human body. So, my attitudes toward reading and learning have definitely developed as I've grown up. I've always known that it was important to just be able to read. I had a lot of people around me as I grew up that couldn't read. They made me realize that I didn't want to be like them. School has played a big part in influencing my attitudes toward reading and learning. English 101 made me realize that I had to make quite a few adjustments. The style of writing is one adjustment. I never had to explain how I know and why was it important. Also, to look at the words the way we did in this class. It's ok because I will continue to learn more and more ways as I go through college.

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Subject Re: Reading and Writing

219. Reading and writing are by far the greatest gifts that a person can have. Reading, writing, and the understanding of formal speech are our top forms of communication. I remember back in first or second grade when I first began to read and write for the first time, I had a difficult time distinguishing between a lower case D and a lower case B. Until, one day my third grade teacher told me a secret, she told me that whenever I got confused about my D's and B's that I should think of the word "bed" because when spelled out the word actually looks like an actual bed. Till this day I have not forgotten my third grade teacher because of that. Personally, I love writing more than I like reading because I find that it is a really good way to express any kind of emotion. My mother speaks English as a second language and after 30 years of speaking English, she has yet to learn how to use words properly. When entering English 101, I found that I did not have to change my formal way of reading and writing but I did have to change my way of thinking, I had to learn how to analyze things a little more than usual and I had to think outside the box more often. But I found that being in English 101 I have begun to develop a stronger imagination, therefore, learning new things just adds to the new found imagination that I have.

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Subject Re: Reading and Writing

220. alright...I love learning about useful information or things that I enjoy. Cars, Careers, Animals, Technology, sports, anything that will keep my attention and what I have a passion for. I had to change my attitude for English 101. Because after this class I will never look back on this book and have any useful knowledge that I would be able to apply towards my life. I have learned things in this class, and I'm not saying that I haven't but the book was not up to my standards. Too many hidden meanings and there was always a need to analyze the text. Stephen was also one of the most annoying characters ever. He complained about everything, nothing was ever good enough and he was sooooo negative. I can't stand people with those traits so I never liked hearing what he had to say.

I'm used to making adjustments because school assignments have never been anything to enjoy. I have done it many times before and it won't be the last. That's part of being a student that I fully accept. Or I wouldn't be here today.

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Subject Re: Reading and Writing

221. As sad as it sounded, reading and learning wasn't my thing until my high school years. When I was little, I'm so lazy that I can not stand reading any book to myself, if it wasn't a requirement from a class or so. As I grew up, I began to realize the importance of learning and a best way to do so is through reading. Reading also interested me because by doing so, I'm learning by myself, and I can pick whatever that I liked. I think that's nothing is better than reading and learning about something I like, and doing so independently. By reading you get to see another person's point of view, or ideas, and see how it's different from yours so you can make comparisons and expand your knowledge. English 101 taught me how to read a story properly, because now I realize that just reading mere words in the text doesn't

explain the message the book really trying to send you. To fully explain a reading, we have to see and compare and dig deeper into the reading, the theme, the words, what they really mean. The course brought me to a new level of reading, where I feel I have to read differently than I have before, and a book can be a puzzle where you solve it and discover a whole different meaning it have than when the 1st time you read it.

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Subject Re: Reading and Writing

222. I have always loved to learn. I have not however loved to read. I never liked to read a lot because it is very difficult for me because of my learning disability. Over the years though my interest has increased, mainly because of the hard work that me and my disability therapist have done to improve my reading. I now enjoy reading, and have a lot of different tools to help me understand the material and to increase my reading speed. I still absolutely love to learn. School is a major part of my life, and it helps create a structured schedule for me, that aids in keeping myself organized. I have had to make adjustments in this English class because this is the first time that I have never had any leeway because of my disability. This class is very helpful though because it has given me a chance to improve my situation and figure out what absolutely needs to happen each semester in order to never let my grades go out of control. My adjustments for this class will help me in my future education and will improve my ability to take responsibility for my disabilities and not allow them to create an environment that does not give me a chance to succeed in school.

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Subject Re: Reading and Writing

223. My attitudes towards reading and writing have been pretty consistent over the years. Reading, writing, and learning in general have always been important to me. When I was much younger it was important because I found learning enjoyable. I couldn't have enough books on my bookshelf and I always wanted more. As I grew older I realized that aside from being fun, being able to read and write were absolutely necessary to survive in our culture. I realized how limited your options in life become when you lack those basic skills. I went through a phase after learning this where I believed it was unfair and wrong for culture to shape how we are going to live our lives. I viewed school as a military training system where the government would train us to suit their needs in society. I wanted to be able to be one with nature and live as the Native Americans did. I wanted to live in the world that was given to us, not created and reshaped by us. I wanted to rebel against all traditional values and beliefs. To be honest I still feel that way. I wish our world could be different but it's not easy to go back to such a lifestyle after years of living in an industrialized culture. Regardless of that view, I still very much enjoy learning and being able to grow through reading and writing. English 101 has fit into my life by nourishing my growth as a writer. It has helped me to continue my journey as a student of life.

Subject Re: Reading and Writing

224. I have not been in school for ten years and during that period while not attending, I would always go to the library and take out at least 3 books week and after I put my children to bed I would read in the tub and relax with my book a glass of wine and the hot water. I always told myself that I wanted to attend college but the timing was never right. Now that I have the time and the money I am trying to learn as much as I can. I even take classes that I do not need for my major just because I am interested in knowing more about different subjects besides accounting. When I was in high school I did not read or want to learn as much as I do and did after being out of school so long. I believe as people get older they start to realize how important knowledge is.

English 101 was difficult for me, which I was not anticipating it to be, I love to read and usually read one book every week when I am out of school. I feel that my writing skill still need lots of work but I will need to take at least 3 more English classes before graduating with my Bachelors degree.

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Subject Re: Reading and Writing

225. My attitudes about reading and learning have drastically changed. To be honest, while I was in Highschool for my first few years I didnt really seem to care about my education. Then it was my senior year when it had hit me. I realized that you need to read and learn to succeed in life. Although my attitudes did change my senior year in highschool, they have changed again. When I enrolled into MCC, I noticed that slacking off in highschool has done nothing good for me. I almost felt like I was caught behind. I always have known that I could do much better when it came to reading and learning but I just never applied myself

the best that I could have. I don't think anyone has influenced my attitudes to change except myself. It may have took me a little bit, but I did come to my senses. For this class, I did have to make adjustments. I should have always kept up and tried my best to do my best, but this wasn't the case. Lately, I have been improving because I know that's what I have to do in order to move forward from this class.

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Subject Re: Reading and Writing

226. For me reading wasn't always something that I enjoyed to do, especially for school. But there are certain books that do catch my attention, and I enjoy reading them. But then there are the books that I don't like to read. But I suck it up and do the best that I can in reading them. If I don't understand something that I have just read, I will go back and reread it. I think that sometimes when I have to read a book for school, and then have to write a paper or two on the book, it depends on if I like the book or not. I am not saying that if I don't like the book then I don't try my hardest. It's just that if I don't like the book or I don't really understand what's going on even though I have read it a few times over, that is what kills me when it comes time to writing a paper. I think that the only book that I really enjoyed reading in High school was "To Kill A Mockingbird". And in my last English class there were a few short stories that we had to read that I liked. English 101 was a way for me to be able to read a book that I didn't really enjoy and try to write a paper on it and see how I did. I am not going to lie, Portrait is a hard book for me to read because of all the flashbacks and some of the things that he says. For English 101 I have had to make a few adjustments, but they weren't that much and they weren't that big either. With learning, it's not my favorite thing to be doing on a sunny gorgeous day. But I have to do it. Learning isn't that bad to me. I get to learn at least something new every day I go to school. For me, learning in high school was just so that you could move onto college. But now learning has a whole new meaning to me. It means learning information so that when you go into the field that you would like to major in, you have background information. Plus college prepares you for that career that you would like to go into.

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Subject Re: Reading and Writing

227. My attitudes about reading and learning have not always been the same as they are now. In high school, I never studied for a single test. Imagine that, I got through high school with a decent average and never studied. I barely did homework and partied constantly. Every night was an adventure with my friends and me. Reading and learning was something that I had to do to get to more partying, at college that is. That's just how I thought.

But now, as I grow up and become a mom, I realize that to be able to read and learn is such a gift. I am much more knowledgeable about the world these days. I understand that I am lucky to have the opportunity to go to school and further myself. I have been taught about the women before me and how they never had the opportunities that I have. I need to set an example for my children and I need to take advantage of the equal opportunities that women have now. I once had a teacher who saw potential in me that I never saw before. I would give her the excuse that I just didn't understand and that I just wasn't smart enough to "get it." She saw right through me and didn't take any of my excuses. She knew I was smart, and I needed to believe in myself.

English 101 intimidated me at first. In the beginning, I went back to my original way of thinking that I just wasn't smart enough for it. But then, I took a hold of it and worked at it and believed in myself. I had to apply myself to get through it, I had to believe in myself that I could do it.

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Subject Re: Reading and Writing

228. As a young child I WOULD Only read things that pertained to my interest. The tragic fact is that I could not read properly until I was in the third grade. My wonderful mother never let me stay in my slump of not being a proficient reader. My mother bought books on subjects like the life of Booker T. Washington, British parliament, and the children's version of a pony story called The Black Beauty. These books were hard for me to read because they were not part of my interests. I think that my mother and teachers tried to teach me to have an open mind to new subjects that I needed to learn. I am glad that I was taught this lesson at an early age. I now believe that I can read abstract material that I do not like and learn it thoroughly. I still have a tendency to steer away from learning new IDEAS when I read new hard material that doesn't make sense. When I READ the first few pages of Portrait for the first time I was a little intimidated because I thought that Irish folklore would throw me for a

loop.

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Subject Re: Reading and Writing

229. I think that Stephen is correct about his reading and learning hypothesis. Reading has always been important to me. I love to read classic books and learn from the authors. My thoughts about reading have not really changed that much over the years. Both of my parents have taught me the importance of reading, so it is really engrained in my thinking. My Dad has been the biggest influence on my reading, everytime he reads a good book he tells me about it and eventually I pick it up and read it. 101 doesn't fit my attitude... no English class really has I like to read and think about things in my own time and not have to process things quickly. I just had to learn to live with it I guess.

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Subject Re: Reading and Writing

230. Reading and learning is fabulous, without it it's be the same thing as walking around with no hearing, sight, smell, or taste, it's THE essential part of life. I remember wanting to be able to read at a young age, my sister is older than me by sixteen months and she learned how to read before I did, and I remember it was a Barbie book, and my mom told me to be patient and that I'd learn soon enough, and I did! I can say that they haven't really changed at all as I've grown up, only in the way that when I was younger I feel like I had more time to read and write than I do now. When I have the inspiration, which hasn't happened in a long time, I write. Mainly though I enjoy reading about things that are interesting. My favorite books are Chicken Soup for the Teenage Soul I have all of them including Taste Berries for Teens, Chicken Soup for the Couples Soul, Chicken Soup for the Soul Friendships and Relationships, Chicken Soup for the Soul Tough Stuff, and even Chicken Poop for the Soul. I love these books so much because they incorporate everything love, friendship, poems, sad stories, and success stories. My eighth grade math teacher Mr. Brown from Vernon Center Middle School was my inspiration for learning. Every morning at six thirty I would be at his door waiting for extra help with my math because math wasn't my best subject. We used to sit there and I would understand everything that he taught me, he would recognize how hard I wanted to learn the material and then when it came to a test, I would bomb it. I was so bad at tests and Mr. Brown would ask me what happened but would very willingly do anything he needed to to help me out. We kept this up for the whole school year and when it came to the final exam out of the whole class I get the second lowest score, I remember it was a 44 and I felt like I let him down. But he told me that the score didn't matter it was what I learned and I've never to this day learned better, or respect another teacher the way I do Mr. Brown. English 101 is great, except for the fact I don't like the book. I'll be honest it's just not my cup of tea. But I never had to adjust to reading the book, I just do the work to the best of my understanding and ability and hope that it's good enough.

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Subject Re: Reading and Writing

231. My attitudes toward reading and learning are that they are very important values of life. I think that learning is a wonderful thing and I think that when you read it definitely helps you to learn and grow as a person. I think that everyone should learn what they can in all parts of life, good and bad. Now a days I love to listen to people and hear what they have to say because people are smart and a lot of the time they have more knowledge than I do, and a lot of the time help me to understand what people are all about what their view of life are like. I won't lie sometimes I get frustrated with how people think but at the same time I try not to ever judge a person on how they are or what they believe. There is a reason for everything and when I was younger I didn't realize this and I always thought that I knew everything, I didn't care to listen what people said and that wasn't good. And it's not that I didn't care what people said it's just that I never listen and that is what made it tuff for me to realize to understand all people cause they might not understand and how would I feel. The person who influences me everyday and try to make me do better with all things and who has always tried to make me learn best as I can is my father and he is the man for that reason. Sometimes I am just tuff to teach! And yes once again I have to apply myself to learn and like I always say the teacher has great effect on the students and the class it self has helped me to learn once again and made me realize if you want something or need something you have to do the work just like everything else.

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Subject Re: Reading and Writing

232. I think reading is one of the most important part of any student's life. As I am also a student I think without books and reading ability I am nothing. I always had interest in reading since I was a child. And as I grew older my interest in books increased. Now that we see around us

that books are not being read any more. I think this dropping interest in books in public is due to media. Young people use internet and television for news and to gain knowledge. But what we don't know is that the knowledge gained by media of any kind could damage our ability to think. I think books give us ability to observe by our own self and as we read through a certain book we create an imaginary picture of events in our mind which helps us improve our imagining skills. I believe that, a society in which youngsters have a trend of ignoring books, is going towards the destruction. In this class I haven't had any problems with keeping up with my readings or even writing papers and journals, and I am sure its all because of my habit of reading. I think in my life the only thing that influenced me to read is the first book provided to me when I was a baby, and that was a poem book which had all the famous poems in it. I still get a strange strong feeling when I think of that book. Its really important for the parents to provide there children with the books, because this action will even help there children in practical life.

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Subject Re: Reading and Writing

233. I was never a really big fan of reading. I think that is only because most of the books that I had to read were recommended by the school. Those books were never really appealing to me. They always bore me. I can never just take a book and just read it without someone telling me that i have to, like a teacher or professor. It is hard for me to sit down and concentrate on all the words on the page. I like visual things. Don't get me wrong I have read books without someone telling me that I have to. I like drama books with suspense twisted in it and I have to be interested in the book at least in the first couple pages or else i won't pick up the book again. As for learning, I've always enjoyed going to school and being able to tell someone that I had learned something that day. My parents are very influential on my education. I feel as though I owe it to them to make something of myself and be able to be educated. Also, I think it's a privilege to my of a different race and be able to do good in school. I know that may sound weird, but it's true. I never really hung around anyone who was my race in high school because I felt that they never really applied themselves to anything except socially. Being in English 101, I definately had to make quite a few adjustments, but only in the whole reading bit. To be honest, that book never really sparked any interest in me. So I had to try really hard to concentrate when I tried to read. But, everything came to together during the discussions in class.

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Subject Re: Reading and Writing

234. My attitudes towards reading and learning are different from each other. When it comes to reading, I only read when I have to or when its something that really interests me, other then that I don't read. The reason is because I never really liked reading because I found it boring and I never enjoyed it but when it comes to school, ill do it if I have to. Learning on the other hand I don't mind, I kind of enjoy learning because its something that I want to do to learn what I want to know so that I may get a good job and become successful even thought the work isn't fun sometimes and exams are never fun the only way for me to get the information that I want I have to take those steps. My enjoyment to learning has changed over the years though, back in grade school I hated learning because that was the only thing I could do even though all I wanted to do is go and hang out with my friends which I still want to do but I need to do something with my life other then just hang out. My parents will always try to influence me to read and learn as long as I'm in school but I think they still will do that even when I'm well out of school. Parents are always a role model for kids so my influence will always come from my parents. English 101 does fit with my attitude because I still do hate reading but when learning English has always been my worst subject so making adjustments probably wont happen and I know that I haven't adjusted at all. My attitudes towards reading and learning in general and in English will always stay the same.

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Subject Re: Reading and Writing

235. Reading and writing has always been tough for me. Not the kind of tough that I cant read or write well, tough meaning someone always had to get me motivated to read and right. It was something I never liked doing on my free time. Ever since I reached college, I have been able to read and write more. I know this by purchasing books that arent required to be read during class so I can read them on my own time. Back in Elementary school and Middle School I never wanted to read and write outside of school. It was something that seemed boring to me because I would rather spend the time playing sports or other activities. I think my grandma influenced me not to like to read and write while growing up. She would always try an force me to read a book, an never let me make the choice if I wanted to read on my own. ENG 101 fits with my existing attitudes. I made a change since the start of college to read and write more often not only for school but at home as well. I'm sure I have benefited

from this change to get me in the routine of college work.

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Subject Re: Reading and Writing

236. In suffering a Traumatic Brain Injury after a tragic automobile accident in 1990, I had to learn everything that I had ever learned all over again. A year or so after the accident I developed a new love for reading. I read many non-fiction books to re-learn, or learn for the first time, as many facts as I could. In jumping around colleges from MCC to CT Institute of Hair Design to Data Institute to Hartford Conservatory and back to MCC, I have studied many subjects. I still and probably always will feel a need to learn everything I can.

This need to learn, however, is a drastic change from my attitudes in High School, before my accident. I went to school from eighth grad through tenth grade specifically for social reasons. I was on the Drill Team, in the Drama Club, and at every social event (not necessarily involving school). My focus in life was to date the hottest or coolest guy and to be looked up to by everyone. I rarely took a book home from school unless I had a test the next day. Thank goodness for the outstanding memory I used to have which generally helped me to retain a B average in my classes.

After the car accident, as I explained in previous Journal entry, I had a new outlook on life. I wanted to do well in school, but this time I had to study very hard to get good grades. My social life was still very important to me, but I felt bad for being somewhat snobby in earlier years. I saw life in a completely different way and thought it was terrible that some of my friends wouldn't be seen speaking to some people. I saw equality in everyone, and spoke to everyone, feeling terrible about my past attitudes. I saw how much I missed out of life by trying to be a specific person that I selfishly thought would bring me complete happiness.

Besides the lessons I learned in life as a result from the car accident, I learned many lessons by reading books. Many books I chose to read included those containing psychological lessons or views, personal experiences of others, and different outlooks on life, in general.

Reading is an extremely important skill in life. Through reading comes learning, through learning comes experiencing, through experiencing comes knowledge. I have particularly enjoyed this class because of the opportunity to analyze extremely difficult reading material. I originally thought it would be hopeless trying to understand the language in Portrait, but I have somewhat successfully learned how to figure it out. I still have difficulty interpreting some pages without explanation, but what I have learned from this book is extremely interesting and has helped me to relate life experiences in a different way.

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Subject Re: Reading and Writing

237. I have never been the one to enjoy reading novels. As an artist, I do appreciate the artistic work put into writing these novels, but I seem to have this duality of being both artistic and mathematic. I love to learn, and I am constantly trying to learn new things every day. I am extremely interested in ancient Egyptian culture, and computer networking/programming. I love to read reference articles such as credible internet sources and encyclopedias. Even though I don't enjoy reading novels, I actually wish I did. I see my brother enjoy them and really envy that quality in people who like to read. I am always open to new forms of art, but reading novels and such was never really an interest to me. I think that it is extremely important to broaden horizons.

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Subject Re: Reading and Writing

238. I believe that reading, writing and learning are all definitely connected. Once a child learns to read the world becomes a source of knowledge. I think that as I have grown the materials that I read and the level that I appreciate them have changed. During high school reading was just a chore I had to complete in order to do well in class. After high school I really started doing a lot more pleasure reading, and although they were not texts I did improve upon verbal and written skills. I imagine that my mother had the greatest influence on me and my growth as a reader. From the time I can remember she was always reading to me or reader herself. So an appreciation for words (oh god STEPHEN DEDALUS) has always been within me. English 101 has changed so of how I used to read and process text. If I were reading this book on my own I highly doubt I would have "read into" all the words and connotations. This class taught me that a pleasure read can really be a lot more challenging than expected. The changes that I had to make were basically allowing the written words to mean more than what they actually say. I like things much better when you can read and understand without too much speculation. Overall though, I think I survived the book and

reading.

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Subject Re: Reading and Writing

239. My attitudes about reading and learning have changed over time. When I was younger I used to like to read but it was not reinforced in my home. My parents never bought me books, so I did very little reading. I remember one book I used to read over and over and that more or less satisfied me.

As I grew, however, my attitude about reading and learning became stronger. By the time I was in high school, I was always doing extra credit work. I was always at the library reading whatever I could. I loved learning new things. I think my teachers had a great impact on that. They made learning and reading fun for me. I can consider myself very fortunate in this regard, as a lot of other students did not have such an encounter.

After I graduated, even though I still loved to read, it took a backseat to other things in my life. I had a full-time job and other responsibilities so reading took a back seat. Now, several years later, I find myself back in the driver's seat, and I enjoy myself tremendously. I really missed being in school, and look forward to the road ahead.

English 101 fits in with my existing attitude in that after all these years I still love to read and learn. Although I have had to make many adjustments in my personal life, such as spending less time with my family, not talking so much on the phone, watching television, (the latter two I don't really need to be doing as much of anyway). I have had to adjust to the fact that I am quite rusty with writing, taking notes, etc., but I have noticed that with each class I take, it gets a little easier for me.

English 101 was a lot of fun for me even though it was a lot of hard work and the book was a challenge in itself, I found that I actually enjoyed reading the book and maybe someday I will again pick up Portrait and read it again. You have made this class a lot of fun, and the energy and the enthusiasm in which you teach have made it easier.

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Subject Re: Reading and Writing

240. Reading and learning are essential functions of a healthy mind. In order to fill one's mind with wisdom and knowledge, I believe that one must read, comprehend, remember, and relate to the lectures from friends, family, and teachers on a regular basis. I believe that since the dawn of time it has been important for personal growth to listen to other people's ideas through books and their voices to gain a better understanding and perception of the world.

When I was young I never took reading, writing, or school very seriously. I focused significantly more attention to my closest friends for my knowledge gain because I felt I could relate to them better because the friends I chose were so much like I was. There were certain subjects in school that would catch my personality and they still do. Things like meteorology, chemistry, psychology, and the history of interesting places and people like ancient Egypt and the Roman Empire.

This English class for me has been like every new learning experience, whether from a new friend or new television program or new class. I have had to adjust my way of thinking and throw out old ideas I've had about things like writing in a formal, academic way, thinking about Victorian life, and even handing in my homework. I've never turned in a homework assignment through e-mail before. Some things have remained the same however, things like boiling down difficult to understand text in order to extract valuable information from it, and using citations to prove and quote where I got my ideas from for papers.

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Subject Re: Reading and Writing

I enjoy reading and learning. I have always loved to read even before I came back to school. I almost always learn something from what I read, sometimes it is something as simple as a new word and its meaning. As I have grown up, I have learned to value learning more. When I was younger, perhaps because of laziness or immaturity, I didn't always seize the opportunity to learn something new. Now, I try to take advantage of every opportunity I have to learn and expand my horizons.

One of the things that has influenced by attitude about learning and reading is my curiosity. I am curious about many, many things and use learning and reading as a means to satisfy my need to know. I haven't always had the opportunity to attend classes and sometimes reading was my only way to learn about a subject I was interested in. I also think a well-read person is a well-rounded person who can carry on a conversation with people from all walks of life without having to have formal education in a subject.

My need to read and learn for school has also influenced a slight change in my attitude about reading and learning. I have to think and ponder more about what I read so that I can do well in school. This is where English 101 has come more into play. I have needed not to be so laid back about my reading and really work to find the hidden or deeper meaning in things. I have also wanted to learn as much as I can from the writing instruction in the class so that I can be a good writer and so I have had to work on developing my writing skills.

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Subject Re: Reading and Writing

241. My attitude now towards reading and learn is completely different from my attitude about in when I was in Middle school. Through out life I always knew that I will have to know how to read and when I read I learn new things, but that just all went threw one ear and out the other. While I was in the 6th to 8th grade I always thought reading was so boring and I will never read a book. When it was time to do home works I will just skim threw the pages and answer the questions to the best of my ability. But toward high school I change my attitude I started reading especially books that thought me about things that will come in handy in the long run. I change my mind about reading because I of the fact that I was in High School and some of the classes will be combine with other kids and if it was my turn to read I did not want any one to laugh at me. So every day I will go home and read for about an hour and that help me with my speech and knowledge. The other thing that influences me to change my attitude of reading and writing is the fact that I had to make a good impression on my younger brother and other younger relative in my family. As I mature and think about the dumb things I did I am happy that I woke up and saw the importance of reading and learning. This English class defiantly fits with my attitude towards reading and learning. To tell the truth I find reading fun and it is always good to learn new things and share with people your learning experience.

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Subject Re: Reading and Writing

242. My attitude toward reading and learning is, I hold both to be very important aspects in life. A person has to be consistent in life they have to be aware of society and whats going on around them for example reading the newspaper or watching the news. It is essential for someone to move ahead with reading and learning because without it you will probably be in the dark about most subjects. Reading and learning is the foundation of making you think about current events you always want to educate yourself about something if you do not know it. My attitude toward reading and learning has grown because I always want to know whats going on or what does something mean, I like educating myself because I don't want to be in an situation where I don't know the answer. I have always been reading since I was a child and learning new things has always been exciting to me. My teachers have influenced my attitude towards reading and learning because I was taught if someone is not educated enough they will not get far in life. In English 101 my existing attitudes toward reading and learning still apply but I have made adjustments, for instance, I've learned that in my writing I have to improve more such as fragmented sentences and expanding my ideas more. In addition, how to put my ideas in order so it flows well. Reading and writing no matter where you are in life is important because it is a way for someone to continuously educate themself.

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Subject Re: Reading and Writing

243. Reading and writing, English in general, is extremely important to me as a person. Reading and writing is a necessity in life and people who have the privilege to be able to do both are extremely fortunate. We tend to forget or overlook the millions of people who are deprived of education and do not have these abilities. I cannot imagine being unable to read what I am typing right now; it would be terrible. Reading and writing combine together; it is a two part equation. A person reads and receives information, then, a person writes and that is their way of communication to the world. Reading and writing aid in personal growth in you, it is a way of always learning something new and ceaselessly expanding your knowledge. In English 101, I had to adjust to the thought process of the class first. It was a challenge and exercised and really stretched my abilities in reading and writing. I am very grateful to see

my mistakes and learn from them, as well as, see my strengths.

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Subject: Cultral Journal #4 Author:

244. From my attitudes from reading and writing, compared to everyone else, I consider myself to put a little more effort into the given subject. Let's use this class for example, I would be the first to admit that "Portrait" is not the most interesting material, but I need to work extra hard to get it, and I have an attitude that I need to enjoy it. During the high school era, when we would have a text that was not easy to read, I would just give up, or use other sources to figure out what is going on. That was true when we had to read "Fahrenheit 451". I believe a lot of factors are going into this here, being that I am paying for my education, I will work extra hard to make sure I do well. I believe what were working on is harder than any other project I've done in high school, but working a little bit harder on it, I am understanding it. I may not pick up every single thing that is going on in the novel, but I have a general idea of what is going on.

From being in English 101, this has taken me to use other recourses, think about the topics in my own way, and put effort into the subject. This is not the easiest, but when you put effort into it, the stuff here is not that bad. I have many more semesters of college left, but if I stay to this belief, I believe I will do well in everything else.

Subject: Journal 4 Author:

245. Personally I enjoy reading and learning. As I have gotten older I have realized there is a lot have been striving to learn more. I've never been a person who has enjoyed school, and probably never will. I enjoy learning on my own and learning what I want to learn. Sometimes I realize that I will have to learn things that I don't believe are necessary or will help me, like certain math classes, but some times its necessary to take them. I think its important to learn about the world through experience then to just studying. I believe that my main influence is my brother who is 26 and still trying to learn as much as possible. I think its important to never stop learning and agree with Stephens ideas and decision. So far I think english 101 has fit my attitude towards learning. Sometime it is a hassle doing some of the work but it is fulfilling to understand what we are reading and learn more from it.

Subject: reading and writing Author:

246. as i have grown up, i never really cared about reading. i still am not a big reader except when it is soemthing that deals with my major. i am really into reading anything that deals with the health fields and if you give me anything on that i will read it. my mom has always tried to get me to read because she says that it is good for me but that hasnt changed anything. i dont mind writing papers at all. i actually would rather write a paper then take a test. the one thing though is that it has to be something that i am interested in or else it is very hard for me to write. this class has really made me open up and try to understand what the book is about and take the time to read it. it wasnt my favorite thing to do but i did even though it is hard for me. and writing these papers they are really complex because this isnt really something that relates to me or of my interest. but i think that this class has really helped me look into what i am reading and really understand everything more into detail and take my time reading a book instead of flying through it.

Reply Forward [from a fellow student]

Subject: Re:reading and writing:

Hey A\*\*\*\*\*, I like your journal I think it has alot of similarities with me. I never cared about reading that much even though my teachers said it's good to read. I would read just when something is interesting and I really like it. This book was kind of confusing for me too but since I read it at home and then we had discussion in class I had better understanding.

Subject: Cultural Journal # 4 Author:

247. I never being a fan of reading. Ever since i can remember me and books have not being that very good friends. I will do anything that is in my hand so i don't have to read. It has being this way my whole life. I find books boring, the only types of book that i don't find boring are magazines. Magazines because there is pictures that help you understand what they are talking about, you don't have to try to picture what is going on. Some stuff that has influenced me to read are articles in the cover page. If this articles sound very interesting i'll make sure i buy the magazine and read the article, probably two or three times if is

necessary to understand it. English 101 does not fit with my style of reading but i have to get it done no matter what.

Subject: Cultural 4 Author:

248. My attitude towards reading and learning has been the same as it was when i was a child. Reading and learning come easily to me. My attention span is what determines how much i read and learn. If something is interesting to me i will read, learn, and comprehend everything because i get into it and read in depth. If something does not interest me i will read it and learn it, but only satisfactorily. I will only do what needed, maybe a little more, just enough to comprehend what is going on. English 101 i would say "fits" with my attitude towards reading and learning, especially writing. English has never been my strong point so i get drawn towards it to enhance my skills. I do this because it will help me achieve many goals in the future if i excel in english now. I have had to adjust to learn and read in english better. i have had to develop better work habits to do this, but i believe it was worth it.

Subject: cultural journal 4 Author:

249. I think reading and learning are very important. When I was first grade I didn't like school at all and especially reading. When I got older I started to like learning but not reading. I was reading just because I had to in order to do assignments. I like more learning through experience or through listening or watching. When teacher explains it and talk about it or when I watch. Now when I am really old and in college I think differently I think that reading is more important and if we don't read we can't learn, many things that happen today are written down. English 101 fits with my attitudes because previous classes that I had it was all about reading and writing and almost all classes that I am taking it's about reading and talking about what you learned from it. I like this class and I think it's perfect for me.

Subject: Journal #4 my changes Author:

250. Ever since I was a child I've always been taught to do my best. Both my brother and I were constantly going head to head academically because we attended the same school but in different classes. It was a way of sharing what we have learned in our classes. We didn't know that as children, but my mom knew and she liked it because our grades were actually getting better. So my attitude towards reading and learning was always approaching it in an exciting and somewhat competitive way.

The work loads in high schools in Jamaica are very different from the work loads in American schools. The high schools back home carry the work load of college students in America, so I was accustomed to having a lot of work to do. However, since I moved to the high school here, the work, the students, the learning processes, the atmosphere all were very different so I had to adjust to them all. Since it wasn't really hard to do I sort of relaxed a little more because the other students were slacking off but getting a chance to redeem themselves where as I work like crazy and I end up getting similar grade to the slackers. I really didn't think it was worth it.

The biggest influence on my learning is my mom, because she has taught me so much about succeeding and how proud she is of us (her kids) sticking to our studies. She was a teacher and so I was really taught at school and home. English 101 fits the attitudes I have about reading and learning in that it keeps me constantly reading. I did have to make a little adjustment because I wasn't accustomed to writing so much. I was just accustomed to reading, studying and taking a test on what was read.

Subject: Cultural Journal 4:

251. My attitudes towards reading and learning are basically different. When it comes to reading I don't like to do it because at times the books can be boring, but it is something that I have to do. I don't read much and the times that I do it is to do homework or while reading a magazine or the bible. Other than that I wouldn't read, I know that it is bad, but what can I do when reading doesn't interest me. Now when it comes to learning I like to learn new things and add to my learning experience. Sure it may seem weird because in order to learn, half that learning experience is based on things you read. I like to learn and try new things, but if reading is involved I may put a face and just do it because it is something I need to do. No they haven't been the same because during high school I hated learning and reading but I realized that in order to get through life you have to learn and acquire new experiences in learning and reading. The people that influence me to change my attitude about learning and reading were my friends and my mother. My mother always told me, "N\*\*\*\*\*", to get far in life

you have to go to school and learn." My mother was the one to encourage me to like learning and even reading. I don't read for the pleasure, I read for the sake of learning. Yes it does fit my attitudes, because yeah the book we are reading is boring, but I read because it is a necessity for learning and passing the class.

Subject: cult. journal 4 Author:

252. My ideas about reading and learning have definatley changed. When I was younger I loved to read and learn. All throughout elementary school i was thrilled to learn new things and to learn to read. Then when I got into middle school and high school I hated school and reading and barely ever did it. But my senior year I took a class called "individualized reading" and it really made me realize how much i like to read. I also realized how important it is to becoming a successful student. My english teacher really encouraged me to read for pleasure because its really good for your mind. I started to really get into the books I was reading. I havent had to change my values on reading and learning for English 101, they kind of fit right in.

Subject: Re:cult. journal 4 Author: [from a fellow student]  
After reading your journal, is like remember myself because I really understand what you mean. I don't like reading a lot but we have to read even when we don't like because we need to pass the Eng 101 to be able to take our diploma or to take the next level class. So you effort to be taking the class even when you don't like to read help me to understand my self why I don't like to read. So keep trying you doing the best. And we have to pass this class so a least read the portrait of the artist as a young men. Good job.

Subject: Re:cult. journal 4 Author: [from a fellow student]  
Yeah I agree. I liked to read when I was younger, but my passion for it kind of died. I wish we had a class like that when I was in high school. We had like poetry and classes like that, but never a reading class. We had reading in middle school. Instead of reading, I started to learn spanish. If i find books I like to read, I pick them up and don't put it down untill I finish it. Maybe you can suggest some good books for me to read!

Subject: A world of pretend:

253. I see reading and writing as a chance to dive into little fantasy worlds. I know for a fact that when I'm reading books, I forget everything. For instance, my favorite book is "The Bell Jar", by Sylvia Plath. The entire book was like reading my life on a mirror in the form of paper. I started to read it on a Sunday night, and didn't put that book down until Monday morning. The entire time i was reading it, i had no idea what time it was, and time didn't even seem to be passing. And writing is even better for me. When I write I feel like I'm creating a whole other world that I am free to do anything I wish with. I write alot of short stories, I've written two novels and am working on 6 others. Ever since I was young, I always found reading valuable. Though when I read Portrait, I was totally lost. I'm still having trouble with it, and the fact that it doesn't interest me makes it even harder. But overall, it was a learning experience for me. I learned that there's harder things out there than reading Portrait! haha.

Subject: My attitude toward education Author:

254. When dealing with education I think that it comes before anything else. Education is needed to be successful in any category regardless of what it is. Reading is fundamental as well as writing. Everything that is put in front of you consist of words or some type of direction. Pictures arent always the key. English 101 is a mandetory english that is needed to move on in any course of study in college. Some people dont even start of with that level of english and have to build to they reach that level. Not me! I took my assestment test very seriously and made sure that everything that was asked of me was completed. I feel why waste my time. That is another reason why now i am trying to pick it up because if I dont what was the point of me taking this course this semester. It is need so why not do my best to complete it the first time. The paper that is coming up is very important as well and is a big determiner on the class being passed or not for everyone. But regarless of the situation English is mandatory and needed to succeed. The only thing is right now it is 101. So my attitude towards its importance can only grow because all I see is how important it is.

Subject: Learning:

255. Well, during my childhood years I used to love to read. As I grew older, I almost kind of grew out of it. I kind of got out of the habit of reading to expand my brain. I think learning is great. I like alternate form of learning. I believe that you can also learn from other things, not just books. If you want to learn about certain things, such as forensics, tvshows like CSI and The First 48, can give you a first hand look at what's going on in the world. Books can not give you everything. Watching it for yourself may have a better effect on you. I had to make adjustments while in this class. I wasn't used to reading things over and over again. I usually will get it the first time. It was frustrating, but I learned to deal with it.

Subject: ch 4. reading journal

256. My attitudes towards reading and learning have changed a lot. In high school I wouldn't read to save my life. Every time the teacher would have us read a book, I thought that it wouldn't do anything for me in the future. As for learning, I always new that learning and having a good education would better my life. When it came to reading, I always said "what is that book going to do for my career". Boy I was wrong, now I wish I had read more in high school, and listened to my mother all those times she tried to get me to read a book. I guess you could say I had an epiphany, when I started college and my English classes that's when I realized maybe I should have read more not only in high school but even when I was younger. Because I never read much, now I struggle to read novels in college. If I would have read more that probably would have helped me out a lot with James Joyce's novel. I guess I always thought that learning never had anything to do with reading, now I know different. I learned that as you read more, the more knowledge you get. You become smarter as you read. Now I say that when I have children I am going to make them read as often as I can, but also make it fun for them

Subject: Re:ch 4. reading journal Author: [from a fellow student]  
It is cool to see that your attitudes about reading and learning have changed and for the better. See without any reading or learning there wouldn't be any type of education and you wouldn't be able to prosper. Many people don't realize the advantage they have to go to school and learn while others have to wonder what it would be like. So I am just want to say that I can relate to you has well because I did not like to read and now I do.

Subject: Re:ch. 4 reading Author: [from a fellow student]  
i felt the same way when it came to reading and learning. But I also realized that when you learn and read it helps for your future. In order for us as people to get by in tis world we have to have any education. Along with the education comes reading and learning. It is cool that your idea for learning and reading changed throughout your life. Never forget taht with reading and learning you can soar to higher grounds.

Subject: Cultural 4

257. Personally, I like to read. But I don't like reading a book like this one. I am more of a Stephen King's The Dark Tower series fan. On the other hand, I don't really like learning. If I had the choice of picking up a book and just reading it or learning about something I have no interest in, I wouldn't hesitate to pick the book. I would read an encyclopedia before learning as long as I didn't have to remember anything from it. I am better at remembering things I like. Just like an Englishman, give me a book and a crumpet and leave me be. English 101 has made me do a lot more than I am used to doing for my classes. TOO MUCH WRITING!!!!

Subject: Learning:

258. I feel that I will be learning all through my life. When I am in school I read things necessary for my courses and learn new things. Not everything will excite me but if I keep an open mind there will be something that I will take along with me that I did enjoy. When I am not in school books and magazines that I find interesting are a pleasant and long awaited treat. I also learned from experience and that comes with age! I am also learning from my kids whose innocence is a pleasant reminder to slow down and enjoy life more and all the wonders it holds. I actually enjoy learning more now than I did when I was younger. I have always enjoyed reading there's nothing like getting lost in a good book that you can't seem to put down. English 101 fits into the learning process. Joyce would \not have been my

choice in picking out a book of my own to read. But actually I did look forward to the next chapter and the next.

Subject: Reading & Learning:

259. I have been a reader all of my life. To me, some books are more interesting than others but no matter what if you are reading, you are learning. I enjoy reading sci-fi/fantasy books in my spare time. As a matter of fact, the book I've been waiting 3 years for finally came out and I can't read it because I don't want to lose concentration on the papers for "Portrait". Also, in most books there are at least one or two words that you may not know but learn because you either look the word up or decipher its meaning by its usage. A book can also be thought of as a portal to another place. Like watching a movie or a tv program, it takes you away for a time, but unlike these other venues, you have your own unique perspective of what is happening instead of someone else's. English 101 fits in because it is a learning experience. I know I would not ever had read this particular read if it wasn't for this class.

### 5) Responses to the Fifth Prompt

#### The prompt:

I've talked a lot about "the culture of the academy" throughout this semester! Can you tell me now what you think "the culture of the academy" is? Do you think you have a place in that culture? Do you foresee problems for you in taking a place in the culture of the academy (if you want one) and keeping a place in any (or all!) of the cultures to which you already belong?

#### Student Responses:

Subject Re: Culture of the Academy

260. When you talked about "the Culture of the Academy" I thought you were talking about the culture at MCC. I do have a place in the culture because I am part of MCC and I fit into many different aspects of that culture. I do not see any problems in being part of "the culture of the academy" and keeping part into the other cultures I already belong because I have been "jungling" cultures ever since I was in pre-school. I think being acceptive of other cultures and belonging to other cultures is something that we (the students) have been taught since we started going to school

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Subject Re: Culture of the Academy

261. I believe "the culture of the academy" is a formal and professional way of relating to each other. It is impersonal and often unemotional, weighing validity of ideas by evidence. I do believe I could conform to have a place within this culture. I do not see a problem with keeping a place within my current cultures and "the culture of the academy". I look at it like wearing different hats for different weather. I see the "academy" culture strengthening my place within most of my current cultures. There are only a few, that I feel I need to keep a transparent, beyond the facts, and emotional connection to for them to continue to grow and thrive. So as long as I don't get to caught up, I can easily bridge between cultures.

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Subject Re: Culture of the Academy

262. I've cultivated by the teacher what the culture of academy throughout the semester. There are three things that I've learn for the culture of academy. Those are objective for the course, curiosity of knowledge, and honesty.

Before I take English 101 course, I've struggled with writing. I don't know how I express my idea into writing. I need some help to polish my writing. Thus, if I take composition class, I'm sure that my writing ability will be better. Throughout the composition class, I've learned how my essay is built and why my thesis is important. If I make a thesis, I have to support my idea what the relation is between my thesis and supporting ideas. Until I get my thesis, I've read book again and again. By doing that, I find what the book tells me and what thesis is. Once I set the thesis, finding the relationship between the thesis and supporting idea is interest working. Finally, when I've done my essay, I feel something I've earned. I've taken tutor for revising essay and learned what I did wrong. These processes of writing help me to be better.

I think the curiosity of knowledge is important as well as the objective. Without the curiosity of knowledge, I won't be interest in my essay. Without the curiosity of knowledge, I don't make an effort to find a relationship between thesis and supporting ideas. The curiosity of knowledge motivates me to study harder. When I face to some of problems for finding a thesis of my essay, I really want to know what the thesis will be and try to make some effort on it. If I don't concern for my study, I should be failed.

Finally, I think that honesty is most important in a culture of academy. I had lots of assignments and final during end of semester. I don't know how I take all of this finals and assignments. Thus, I copied the idea for my assignments. The result is terrible. My teacher knows my wrong act and warns me. I disappoint myself. Even if I don't have confidence to do my assignments, I should work my self! Even if I finish my paper to use other's idea, that doesn't belong to me and make me feel be looser. After I realize my dishonesty act, I do assignments by myself. I realize that working myself and doing honesty is more valuable.

I try to survive from the culture of academy. This semester give me valuable things to work for studying. I'll keep what I've learn in my mind.

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Subject Re: Culture of the Academy

263. This Semester is one of the I feel that I proud of myself int "Culture of the Academy" I been make I lot of proces that me ke me feel that I can reach my goal for somehow in english class. In someway I feel that I been I can do it becuse this is my second time taking this class, so I really see the progressed I have so far. In term of gramma I getting better. In in undstanding a second maining of what is it ask me I am in the way. In my way to how to explain diferent of concept of how to expain what I think about and make Critique thinking lam in the right culture; which is English. so far this class is the easier class that I have and the one I feel like possion for; and th one that make me have the new ideas in mind. I know that I been a little bit late for may things for this things but in I an the way to try to keeping my path in order; but there in is a rule in in general "We have to learn from out mestake" So I think that I am in this culture and I know that I have to keep up to reach my goal to be successful in English language with all the component.

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Subject Re: Culture of the Academy

264. I believe that "the culture of the academy" is the ways in which all those are to act in the atmosphere of the college. I don't see any problems for myself "in taking a place in the culture of the academy." I've tried to stay involved throughout each semester. The culture of the college is how we all are to act, since college is a public place. College molds people into the culture in which the college wants them to believe in. This is partly why individuals act differently in public than in they do at home or on their own time. College teaches people the rules and ways in which to act. If you don't follow the rules you're given. Well, we all know that action will be taken to make sure students aren't in control. Staff and Administration are the leaders of "the culture of the academy" and this is why students must follow the rules and policies that the staff and administration make. This is how "the culture of the academy" is kept in line throughout the semester.

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Subject Re: Culture of the Academy

265. I believe that the culture of the academy is everything that we do in school. From classes to parties, socializing yourself into a new atmosphere either in a classroom or at a sporting event it's all part of the culture. People act differently in all scenarios of life. At home you may and probably are different than how you act at school, so to get yourself accustomed to other people and socialize yourself to interact with all types of people you use the culture of the acadmemy. I think that I am slowly getting a strong hold on my place in this culture. I have already had problems with this aspect because for a little while during the year I just got so tired I didn't really have interest in doing anything here but you get a little more use to it all and things will get easier. I think that from all my experiences so far it is helping me to keep my place and realize that I want a place at a culture like this along with my everyday culture that I've had up until now. A lot of people may have trouble with balancing out everything that they have to do in school and those are people that just need to work at it. They also need to see if maybe this isn't for them and need to find something else. For me I don't think I will have any problems with balancing it out anymore and will enjoy my time in this culture for as long as I can.

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Subject Re: Culture of the Academy

266. Starting the class, I had an unsure idea of what exactly the culture of the academy was. I think the culture is what separates people from scholars. It is critical reading and writing as well as interpreting what is written at the deepest levels. It is not just reading, but making educated decisions based on what was written. It is much easier to say than do! I think I have a place within the culture. I still think that will require more education though. Still, I fare better than the novice student at this point. I still feel as though I am wearing two hats. On one hand I am a deep thinker who is analytical and deft at reading and writing. On the other hand I feel I have to "dumb myself up a bit." Most of the people I know I doubt would appreciate such a sophisticated way of reading, writing, and looking at things. I feel I must temporarily be more basic in their presence. It is a shame they do not look at literature or life in this way. It makes a person more faceted and creative. Such is the rift between life and the culture of the academy.

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Subject Re: Culture of the Academy

267. To me, the "culture of the academy" is the culture of studying and learning. Right now, that means attending school. My current experience with school is helping me to organize my thoughts and my time. I am learning to adapt to a schedule that is not my own. I am

adjusting my habits and myself so school is the first priority. Preparing for and attending classes are now very serious activities for me, and I want to graduate with good grades. I am learning that obtaining knowledge is an ongoing and never-ending process. This is a completely new experience for me, because most of my previous attitudes toward school clouded the importance of learning. Attending school also exposes me to people from different cultures than my own. It is very interesting to see what other people's experiences have been in their lives. It is interesting to learn things about other cultures and especially important in today's society. Learning about and accepting the different aspects of other cultural experiences can be an important factor in maturing. I just wish that some of my friends would understand this. One day they will, and they will be very upset that some of life has passed them by. Belonging to the "culture of the academy" can be fun.

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Subject Re: Culture of the Academy

268. Culture of Academy isnt just one thing. I believe it is how we live our life in school and out of school. It is how we act around our peers, family and even people we dont know. It is how we socialize in and out of the classroom. Whether it be in the class or at a event or even at a party. There arent many people who act the same way in school and when there out of school. Or even when your with your family, many act differently because they dont want their family to know the way they act and what they do with their friends. I believe many people find it difficult to keep everything level but for me I believe that I have found that place with my family and friends. Even in school I see myself the same way as anywhere else because that is who I am and how I act. The culture that I am in I find is the best one yet and I dont foresee myself having any problems in the near future keeping it the same as it is right now.

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Subject Re: Culture of the Academy

269. Personally, I do not think that there even is a "culture of the academy" because colleges, especially MCC, are so diversified with many different types of people. I think that every person at the school has a place in what you call the "culture" of the school because every person brings in a new and different trait to the college. The only thing that is different about students while they are at college is they take on more responsibility than other people. Therefore, my opinion about "the culture of the academy" is that it is more or less a trait or characteristic that we all possess, which is responsibility because it is something that every student at this school can relate to somehow and in some way.

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Subject Re: Culture of the Academy

270. To Me "The Culture of the academy" that u talked about had to do with MCC or our roles as students. Since 1<sup>st</sup> grade we have been taught how to act in school. Low voices, walking in lines, basically just behavior. That's what school has always done. It has rules and guidelines to follow. You Should be on time, do your work and show respect to your fellow students as well as the teachers. We all know how to act in the culture, we have learned the rules at a young age and some people cant be apart of it. Because college is a choice you don't see as many cultural norms being broken as you would of in high school. Most of the students who couldnt become apart of our culture decided to skip college and go strait into the work force. I believe i belong in the "Academy". Im willing to do work and listen to teachers because down the road i know it will help me. Living your life is one culture after another. You need to be able to give a little ground and do things you really dont want to do in order to succeed. It's when you take a step back and decide. Do the positives outweigh the negatives? Then either go for it or walk away. Those decisions make you who you are and society will judge you for it.

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Subject Re: Culture of the Academy

271. The "culture of the academy" is still a slightly vague concept to me, but let's see how I can do here. The thing that confuses me when I think about the "culture of the academy" is that when I think about "culture," I think about it in a social sense. However, I believe what you mean is academic, the way reports are written and work is completed, and I have trouble thinking of that as "culture." To me, that stuff is just the way classes are run, and what teachers want. In that sense, it's hard for me to see what you mean by a "place" in that "culture." I don't foresee problems for myself in writing the way that is expected of me in college, if that's what you mean. It is pretty much the same way I had to write for my high school honors classes. When I started those classes, yes - the new way of writing was definitely difficult to adapt to. But now, it isn't strange anymore. I'm used to it. I do foresee possibly having some slight difficulties in giving 100% effort in a full load of classes and

keeping up my family life at home, but I will manage. I got through high school and learned something from it, so I'll do okay in college.

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Subject Re: Culture of the Academy

272. What "the culture of the academy" basically means to me is how you act around different people and places. I am a very shy person, as a lot of people can tell, but when you see me around my friends I act the whole opposite. However, when I'm with my friends at a public place I act more quiet than usual. Everyone says, "There's a time and a place for everything." On the other hand, when I'm with my mom or my boyfriend I act more relaxed. I guess it's just because I feel more comfortable around my friends. Just knowing that they won't judge me is a relief. Of course, I have a place in this culture. Everyone has a place in this culture.

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Subject Re: Culture of the Academy

273. To me "the culture of the academy" is simply all of the people who attend school. It is all of the ideas and specialties of each person attending the school that put together creates this culture all in its own. I think that I have a place in this culture because I am attending and I can relate to those who attend. Even those I don't agree with I still have the same ultimate goal in mind which on a different level we somehow understand each other. I don't see any problems for me in the culture of the academy because I already have an idea of what I want and with that idea it will soon become the only thing that drives me each and every day. I've gone through 14 years of schooling already and I think I can make the last few years without complications. I'm sure I will have no problem keeping my place in the other cultures that I exist in because there are multiculturalists all over the world and now I just joined a new culture of the multiculturalists.

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Subject Re: Culture of the Academy

274. At the beginning of the course, I heard English 101 was an introduction to the "culture of the academy", I found this surprising because I didn't know what it was. Then as I go through the semester, I discovered many things which I must do to fit in this "culture", the rules of my new culture. I've learned that plagiarism is a taboo of academy that it is really serious and will be punished seriously. I also was introduced to a new level of reading and writing, I have to read and understand more than just what the book is telling me because at college reading level it is important to read effectively. Writing is also raised to a college level, where I have to be more accurate in expressing my thought, and how to organize my thoughts into a paper in an orderly way. I can see that this will be a struggle for me to fit in this new culture, with new rules and everything is at a higher level, but I believe I will get used to it and only way to do it is work harder.

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Subject Re: Culture of the Academy

275. I think the culture of the academy is the ability to express your ideas and opinions in a way that everybody can understand. Nobody is as much an expert as yourself when it comes to your thoughts and feelings. If you cannot share them in a way that is understandable to others how can you expect them to understand you. I have my own place in the academy. I am able to do the work and compose my ideas to others. My place in the academy is a little different than others because I am not able to make myself do the work. I need people to help guide me to the correct schedule that will allow me to be part of this new culture. I don't think that I will ever be completely a part of this culture because of need to still have other people telling me how to act. There is only so much of this culture that I can handle myself and I will never be able to handle every aspect of this culture myself. I will improve the longer I stay within this culture but I will never be a true part of the academy.

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Subject Re: Culture of the Academy

276. I believe the 'culture of the academy' is a lifestyle of academics. It's a culture of learning and growth. The people who make up such a culture include students and teachers and anyone with a desire to learn. These people learn from each other on many different levels. This culture allows people from many different backgrounds with similar interests to come together and share experiences learning about new things. I think I have a place in this culture because I love to learn and meet new people with new ideas. I think I will always hold a place within the culture of the academy because I will continue to seek out new ideas from the people that come in and out of my life. I hope to always have an open mind and desire to grow and change. Whether attending a school or not I believe everyone has a place in the

culture of the academy as long as they too have a desire to learn.

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Subject Re: Culture of the Academy

277. I think that I do have a place in that culture. And that place is being the student that is being taught. I think that all students are part of the culture of the academy. To me I don't see problems in being in this culture. The only problem that there may be for me or any student part of the culture is that they don't want to be part of this culture. They would rather be sitting outside in the nice weather. Or be hanging out with their friends. And if that is the case for anybody, then that is their problem. I want to keep a place in this culture of the academy. I want to see myself succeeding in achieving what I want to achieve. I want to know that I will always have a place in the culture of the academy no matter how old I am, what race I am, or where I attend school. As of right now, there are only 2 main cultures that I am a part of, and would like to remain a part of as long as possible. And those two cultures are: the culture of the academy where I go to learn. And the other one is the culture of the family where I am an older sister to a 16 year old brother and a 13 year old sister. ----

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Subject Re: Culture of the Academy

278. I believe that I am starting to learn and expand more in the culture of the academy at Mcc. I believe that I can figure out the teachers game plan in the first two weeks. Once I figure out what the professors game plan is I can implement thier requirements in the techniques that I use to study. When I first attended Bob Jones University iN Greenville SC. I was still very imature, and I was carrying a lot of bad academic habits that I hadf in highschool. I WAS used to writiing papers in my own words and re-explaining rhe facts by rewriting what hapened in a particular story. There are some professors that are very hard to follow. I remember last semester I had a class called recreation and leisure that didn't have a class lecture. The teacher would only talk about his personal experience on his job site. Every thing in the book was fair gain. This meant that I f you wanted to pass the class you had to fetch the information for your self.

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Subject Re: Culture of the Academy

279. The culture of the academy is ard to define. The only culture I see is Culturing. By Culturing I mean teaching. We all have a place in the culture of MCC my place is to be a student and to learn and graduate. The only problem I see is that student get stressed pretty easy; some cant ajust to tranisions well. I cant see any problems starting in the acadamy as long as the teachers and students do there jobs.

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Subject Re: Culture of the Academy

280. I beleive that the culture of the Academy is very easy to adapt too. The professors all want different things, except for one and that is to see their students succeed. I believe that elementary school teachers through high school teachers are important sure, but you professors are the most important because you guys help us figure out what we are going to be for the rest of our lives professionally. I believe that MCC has the right professors to do this and that the academy is wonderful. The culture if anything doesn't change anybody in the way that they's have to changes their "cultures" already, I think it makes them more expandable and diverse. The culture here makes us better people. In just about every class I have without a current friend in it, I've made friends with people last semester that I still see and talk to in the halls, and this semester I've made friends that I'd like to keep for a long time.

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Subject Re: Culture of the Academy

281. I think that culture of academy is a culture that almost all kids go through by school experiences. It's the culture of learning and succeeding. I hvae a place in the culture of academy at MCC. All students have a place in this certain culture. I dont really see any problems for me in this culture at this time. Im sure that I will go through some at some point in time while I am going to be continuing going through school. I want to get through it without struggling but I am sure that I will in some class. I want to stay in this culture until I graduate and achieve all that I wanted to from the start. This is a very important culture growing up and trying to succeed in life, I think. I hope I do well in the culture of academy and dont hvae any problems with it.

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Subject Re: Culture of the Academy

282. I believe the "culture of the academy" is the way educators and students unite to find the best possible ground to obtain knowledge from one another, a professor must relate to the students, and the students must put in the effort to understand the material at hand or ask questions to help the professor accomplish his/her goal of passing knowledge on to the next generation.

I believe I do have a place at this point with in the academic culture playing my part as a student and when I graduate I will hopefully be able to support more students through school by offering internships for accounting majors. Also, by being part of the International Business Honor Society I want to help other achieve the their goals of education, I had to wait a long period of time to be able to attend school and I hope others will not have to wait as long as I had to. I hope that I will be successful in business, and able to help other achieve their future goals by finding the useful knowledge of the academy.

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Subject Re: Culture of the Academy

283. I can tell you now that i am not really positive what it is but i think that "culture of academy" has to do with finding your place in this educational process and i think that i definitely have a place in that culture if it is the same think that we are both talking about. And no i dont see problems in this because for problems to occur you have to make them most of the time so i will try my hardest to keep them far away as possibly. And yes i will always have a place were i belong because I will never forget were it is that i am from.

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Subject Re: Culture of the Academy

284. I think culture of an academy is a particular environment of that academy that student is attending. And as far as I am concerned I have been in different cultures of academy. First I was in Pakistan which had totally different culture and now I am at MCC. I think I have pretty much adjusted in this environment. I wont say that I never had trouble in the beginning. I did had hard time understanding the nature of the professors in my first few class. Now I am getting more use to it now I figure out easily what is the instructor looking for. And I think it is a very important skill to have when u r in college. I think I fit in the culture of the academy and I feel that I am a part of it. For all of my succession in making myself familiar to this culture, I would give credit to the all of the great professors that MCC have. I believe that for the betterment of the culture of any academy the teachers play the most important role, even more then students.

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Subject Re: Culture of the Academy

285. I think the "culture of the Academy" has to do with all the different people that are all around us. Also, in a school like MCC, which is very diverse, you get a lot of cultures. I think it is a wonderful environment. Especially with all the professors who are very different, but all are working for the same purpose and that is to help us. These are the times of our lives and this is when we have to settle down and get serious about what we are going to do with the rest of our lives. I think I might stand out a little in this culture only because I am not like the majority. But, at the same time I can make myself fit in and I don't see much of a difference. The only problem I see is that there are still many "groups" that only stay with each other. Also, there are not enough people out there who can go outside of their own culture and learn about another one.

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Subject Re: Culture of the Academy

286. I think the culture of the academy is how a class is taught to us students. Every teacher has a different method of teaching. That would be known as the culture part for the academy. The academy is the class we are taking. So each teacher has a different culture to their classroom in order to teach the class. They have thihs different culture because they believe its a way to watch their students succeed and get alot from being in there class. There may be some problems from their culture. For example, say one teacher like to use brainstorming as a method of teaching. A problem that could occur is that what if there are some students who have a difficult time brainstorming. This is only one problem among many that teachers have to think about and be able to make sure they can teach affectively.

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Subject Re: Culture of the Academy

287. I think that the culture of the academy is a way of life in a certain environment. MCC has a culture all it's own. I come from a middle to upper class town consisting of 95 percent white

students. In grammar school I remember african american students always getting in trouble for yelling out and disrupting classes. In all of my time in elementary school, I didn't have anyone that wasn't white in my classes. Middle school and high school was similar to my previous experiences. MCC is a very diverse school and I'm glad that I've had the opportunity to be accepted into it's culture. I've never seen men wear fishnet tights before and now, I barely even notice it. :) I am a more accepting person because of the culture of this academy. I don't see myself having any problems fitting in because tolerance and acceptance is something I grew up learning in school. People have to tolerate me and accept me for who I am. I must do the same for others.

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Subject Re: Culture of the Academy

288. I guess the culture of the academy, as presented in this class, refers to a specific way of writing. As I said in another journal entry, I have always done very well with research papers or creative writing from my own thoughts or experiences. I originally thought I interpreted writings from other authors fairly well. The beginning of this class proved me completely wrong!

I have had some difficulty in interpreting Joyce's writing. I can think of many times when I sat in front of my computer without a clue as to what I was supposed to write. I am grateful I was able to learn some ways to interpret this book, but damn it's been a struggle! I am specifically speaking of the week I missed two classes and did not have notes from class explaining the readings. I know there will be more readings such as this in my future classes, so there's obviously no way of avoiding it. I think I have learned a great deal from this class in interpreting literature. It has been difficult, but I thank you, Rae for giving us some of the tools needed for reading and interpretation!

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Subject Re: Culture of the Academy

289. The funny thing is, I have actually been trying to find the slightest sign of real university attitudes. Although I love this school, and will definitely get my degree here, I really don't think that many people consider this college to be a true college..almost like inbetween college and high school. Maybe it is because it is a community college, and there aren't any dorms or frats or anything like that. I have worked at UConn for a little while and noticed such a huge difference. UConn is made up of huge communities and people live on campus. Manchester just seems more like a high school sometimes.

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Subject Re: Culture of the Academy

290. In my opinion, the culture of the academy, after completing this class, is merely a metaphor. The culture of the academy is just the minds or the intellect of the educated. Everyone within this culture has had different life experiences and so they make up the academy. Do I fit in the group? I believe everyone has the right to right in. So surely I would as well. With a solid education as a foundation I could do anything I wanted, as my parents always said. As for finding my niche within, I think that my interests will keep me an individual as well as connect me with others in my field. As it is already I belong to a set of cultures and groups that shape who I am. My friends, family, co-workers, and choreographers have all molded and accepted me just as I am. As for my joining the academic culture, everyone has been extremely supportive and generous with me. I have learned, in my short life, that if group of people want you to change in order to fit in their group it is generally not worth it. People who can not accept others for what they have to offer the culture are unbearable. When, and if, I ever finish my college education I will then look forward to a new set of cultures within I must find my place.

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Subject Re: Culture of the Academy

291. I think the culture of the academy as one of people who value learning and critical thinking. It is a culture where one can always be asking questions and formulating their own opinions through critical analysis. It is also a culture where a person needs to be able to express themselves and their analysis and opinions in a clear and intelligent manner.

Since I am a curious person by nature, I like to sometimes ponder things and formulate my opinions through critical analysis, I think I can have a small place in the culture of the academy.

I don't think I will have a problem taking a place in the culture of the academy as long as I am willing to work hard. It is difficult to find time to be in the academic world. I have so many other things going on in my life and in my mind. Sometimes it is difficult to find a quiet place and time to formulate my thoughts and opinions and to think a little more critically. I may have to take a break from the academy for a time if it becomes too much for me to juggle with all the other "cultures" I am involved in. However, if I prioritize appropriately, I can find time for all the "cultures" in my life, including the academy.

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Subject Re: Culture of the Academy

292. I think the culture of the academy could be customs or traditions of learning or backgrounds on learning. That is what I think of when I hear that. If I am right in my interpretation, I think that I have a place in that culture (college). I think everyone, if they want it, has a place in that culture. One problem I see in taking a place in the culture of the academy would be the financial strain on my family. So far it has not affected us too bad with a little cutback here and a little cutback there, but with my daughter graduating from high school next year; it will certainly be a challenge for us. To me, my kids could actually be a contributing factor in me actually not taking a place in the culture of the academy because they do and always will come first. It is amazing how expensive kids are! I hope and pray that I will be able to maintain my place in the culture of the academy. I hope to add to the knowledge I have now. I think the culture of the academy is very important to me, and I hope I am able to see it through to the end.

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Subject Re: Culture of the Academy

293. To me, I believe the culture of the academy is a way of life if you will, that reflects the well educated, intelligent, brilliant minds, and a set of standards that is accepted by those minds. Standards like the proper way to write a paper so that it can be respected by the academic minds it is read by. It must be easy to read and understand but it must also convey all the authors idea's, perspectives, and feelings flawlessly in a clear, coherent manner. In other words it must make perfect sense and look professional. It should also be original, but never plagiarize, and of course in order to do that every idea that is not yours should be quoted.

I believe that anyone who has graduated High School at any point in their lives has what it takes to belong to the academic culture. Some people may have it easier than others, but it is important for significant efforts to be made in terms of the pupil in their coursework. I believe that for someone to belong or feel like they belong to the culture, great efforts must be made not only to get excellent grades on papers and such, but also to get something out of the learning experience which is these classes. One must take something from that class that they will keep with them for a long time, preferably for the rest of their lives. Like the proper way to write a college paper, or remembering a concept like why does it snow, or how did the Victorians think about women.

I personally think I have a place in the academic culture because I have a desire to belong. I believe that having a desire to succeed or a drive is the first and most significant step to succeeding in anything in life. If there's one thing I know is that the academic culture doesn't seem to coincide with the modern youthful culture to which I currently belong. The more appropriate thing for my young friends in college to do is to half fast everything about school in order to get a good grade with as little effort as possible. This means skipping class and cheating on tests. Someone like myself who wants to belong to this academic culture is usually thought of as a teachers pet or geek, which can be a little bit of an uncomfortable feeling, but this is the price I pay for wanting to get accepted to a great university like Harvard or Yale with the possibility of a scholarship all the while keeping with me the knowledge I've gained for a long time.

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Subject Re: Culture of the Academy

294. The culture of the academy is knowledge based on reading and learning different subjects. I think I have a place in the culture of the academy because I like the idea of reading and learning new things, it is important to me to continuously educate myself. In my opinion everyone can have a place in that culture if they enjoy learning about views, perspectives, and opinions of their peers and teachers. I do not see any problems, I adjust well in certain areas in life. The cultures I belong to I have made choices whether or not to be in them, I've chosen paths that will benefit me in life and what will make me grow and learn.

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Subject Re: Culture of the Academy

295. I believe the culture of academics is people who goes to school and takes advantage of learning and value learning in a serious way. In order to keep up in this culture of academics individuals will have to continue their studies. Once a person finish middle school they go on to high school and after high school college and ect. A person will have to understand that in order to be on top they will have to appreciate learning. i feel that i definitely have a space in that culture because of the fact that I came this far. I feel that way because every day I get up and make it my duty to come to school on time and take notes. When I report home I then study or review what I learned in class to have a better or more clear undstanding. If I can not understand what it is going on I make time to meet with my professor and talk to them about what is not clear. The fact that I take learning seriously I see my self with a brighter future and a role model for my younger brother and kids to come.

Every day is a learning experience and its my job to get in all I can so that I can share it with others and open my horizons for learning.

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Subject Re: Culture of the Academy

296. I interpreted the "culture of the academy" as a label for all intelligent minds that exist. Culture of the academy is the way of life to people who are privileged enough to be able to be attending school and getting an education. It is a standard that people are expected to meet when being educated and receiving the necessary tools for success in their lives. I believe I am fully capable of being a part of the culture of the academy because I am a very diligent person and always goal oriented. I enjoy a challenge and feel that it is rewarding when you overcome difficult situations. Every person has once at least one opportunity to take advantage of this. I feel the culture of the academy is secluded to the people who do take advantage of the opportunity of education. It shows they have drive and passion behind learning. I do not fore see any problems in me taking place in the culture because I know I have the intelligence and capability of achieving the goals I have set for myself. I was given this opportunity and I plan on taking full advantage of it.

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Subject: The culture of the Academy

297. The culture of the academy is to allow students not to take ideas and run with it without questioning its authenticity. It is a norm that really broadens your scope of thinking and not taking things on the face value. I believe in life is important to know why you are doing something I think as an individual it makes you question your baies and stand up for what you believe and know. I think I have a place in the culture of the academy in that there are still ignorant people out there who needs to educated on even simple things like how the government works. I don't foresee any problems for me in taking my place in the academy because I realize how determination pays off and I'm willing to do anything to take my place. Other cultures have their place you can live without education.

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Subject: "The Culture of the Academy"

298. This culture require lot of time and patient, which i don't have alot of. This culture is not for everyone, i know is not for me, i ccan tell you that. It's also a very unique culture because you learn alot of different things, such as different style of reading and writing and last how to comprehend things in more than one way.

Reply Forward [from a fellow student]

I understand that you are impatient when comes to the academy, but the academy is here to help you. And yeah you are right when you say that the academy is not for everyone. I also felt like it was not for me, but in time I learned that with patience and faith you can get very far.

Subject: A different way of thinking

299. I think at this point the culture of the academy is a culture in which you learn things and read material that is beyond anything you would normally think about. The things you learn in that culture are useful, it teaches you to think quite outside the box, and after being a part of that culture, I've learned to understand life a little better. I don't think I neccessarily belong or fit into the culture, but I enjoyed the time I spent in it. As much as I couldn't stand Portrait, I learned alot of things from it. For instance, the way that Stephen's thinking progresses throughout the book is somewhat similar to how I have handled situations in the past. At the

beginning of this class, I took a look at this book, and I thought to myself, "Oh, God. Another pointless book some guy wrote a hundred years ago that he expects people will comprehend and meticulously over for eternity." But I was wrong. I was a little like Stephen in the way that I really didn't want to be in school, and then as I progressed through my semesters at MCC, I began to enjoy it a bit. I had and still have no time to do anything, but just by being in class, I found a profession. I enjoy film, I love making movies, and I found myself talented at it. So I'm going for it now. So as I read Portrait, all I could think was, "wow, Stephen is a lot like me." Just because at first when I was in school I didn't want to be there, and as I went through, I grew lazy, and feared that I was going to fail. I had a serious fear of it. Just as he had a fear of going straight to hell for his sins. Then I became accustomed to school, and in the end, I found that it is valuable to me, and the things I could learn would serve me as important all throughout my life. So yes, I enjoyed being in the culture of the academy for a little while, but I still don't feel as if I fit in to it.

Subject: the culture

300. I think that the culture of the academy deals with a lot of reading and learning. You have to be able to look into what you are reading and pick out specific things that will help you understand the reading better. You also have to have time to do this and know how to relate it to things as well. You have to have time to think things through and do it well. I don't think that this is for me. I am not a person that is big into English and looking into things to figure them out, at least not to this extent. You have to have a lot of time to spend on this and dedication. I do not think that I will be staying in these cultures. I am interested in reading things and looking into them but only if I am interested in it. This book just complicates things and isn't easy for me to understand. I think that this culture is more for someone who is interested in English and wants to do this for a living or really enjoys reading.

Subject: My interpretation

301. To me the "Culture of the Academy" is one in which people tend to think for themselves and not take everything that they hear as gospel. In the "Culture" you are allowed to present your own unique ideas without being ostracized for not going along with the crowd. This is not to say that you can spew out nonsense, but that it is more of an open arena and that if you keep an open mind you learn things and even possibly teach someone else along the way. Personally, I fit in because I have my own ideas but still keep an open mind. I try to mind my own business and really have only had a problem with one person out of all the classes I've had so far. This was not even a real problem because I just considered the source and this person I don't think is going to make it too far in life anyway. I also believe that the "culture" is open to anyone that is willing to open themselves to it. All that is required is a thirst for knowledge and an open mind and anyone can go far here.

Subject: Culture academy

302. I think we're all going to be stuck in some form of academical culture because the learning process is a never ending cycle. We have been learning since the first time we opened our eyes or wiggled our toes, and I can safely say that there are many things still left in this world to learn. So, do I belong or fit into the academic culture? Of course, we all do. It all depends if you want to be a part of that culture (which is hard not to belong). Yes there will be problems with the academic culture because not everyone is always satisfied/pleased at once. Take for instance Portrait, not everyone wanted to read it, but everyone...most of us learned something from it and can now share it with younger generations.

Reply Forward [from another student]

Subject: Re:Culture

I agree with you 100%. The part about wiggling toes and all is really cute. Any time someone reads anything they will take something out of it. I wish I could have made some more classes because I think most of the people in this class were pretty cool and I would have liked to go to know more about them but unfortunately things went awry for me.

Subject: Yuck!

303. The culture of the academy is a higher level of learning. I have to put something into it to get something out of it. Portrait has taught me to keep an open mind and it surprised me that I could make connections as difficult as it was at times because of that open mindness. Hopefully I will keep that mind set because it helps me learn more freely. We all have a place in the academy if we have the desire. Problems will come no matter what. That's when

I need to step up to the plate and get help or devote more time to it. In all the cultures that I belong to it helps to keep to an open mind. It leaves more room to learn and grow. It may even surprise me that what I thought was going to be "yuck" actually did become something a lot more!

Reply Forward [from another student]

Subject: Re:Yuck!

The thing about you is that you think outside the box. I don't think that you will lose your ability to make connections. We learned a lot about interpreting this year. The things that we learn now will probably open us up to new experiences in the future. This book also taught us some history. We have gone through this higher level of learning together and I think we will be able to break out of it in once piece.

Subject: Culture of the Academy

304. I believe that the meaning of "The Culture of the Academy" is one of those things that can be interpreted in any way...and there is no wrong answer. From my standpoint about it, I really do not have a concrete definition about what it is. The best I can describe it as taking a different approach to writing and interpreting literature. Basically with the "Culture", you can interpret things in many different ways. Matter of fact, you may need to review the material many times to understand it and to get it right.

This is the first time I have experienced this approach, and I have felt I adapted to it very well. Granted this is the first college English class I have taken, I believe for the beginner, I have done well to understand it and be a part of the culture. What I have learned about the culture is you may not understand it the first time, and it may be frustrating. However when you work hard at it, you can interpret things any way you want, as long as you back it up why you feel that way. In the end by adapting to the "Culture of the Academy" it will make me think in more abstract issues in the future which will help me out for a long time to come.

Reply Forward [from a fellow student]

Subject: Re:Culture of the Academy

I think you're right academic culture and culture can be interpreted in many different ways.. You develop culture as you grow up and and academic youlture you gain every time you go to school and learn some new things...

Subject: cult. 5

305. I am a lot more comfortable with the "Culture of the academy" more now than I was at the beginning of the semester. I think the culture of the academy is the things that we learn that are useful. In other words, learning about culture is very useful because culture is something that you need to learn in order to survive in that culture. I think the culture of the academy at MCC is very different than the culture at Stephen's school. I feel welcomed in the culture at MCC and I don't see any problems in the future.

Subject: Culture

306. Culture is what you follow that is a part of your everyday life. I think something that you know has to be done day by day. It becomes a part of a custom. Someone else was saying that like in the Portrait it was something that we had to come and read regardless of whether we wanted to or not. It became mandatory like saying your blessings or saying your prayers. It was something that had to be done everyday and if it wasn't we would be penalized. It started off as something that I didn't like to do but eventually I got used to it just like everything else. And now it is something that I will always remember being that the whole 3 months that was what the class was based on. But like I said in the beginning culture is a part of your everyday customs and that's how I see this.

Subject: academic culture

307. I think that culture of academy has a lot to do with education and knowledge. Culture has a lot of different meanings but when we talk about academic culture we can interpret it in a way of schooling. To have academic culture it means you have to have some education and gain that through reading, writing, solving problems...etc in order to understand academic culture. It's the same thing as for example Bosnian culture, or American culture in order to understand that culture you have to be there and learn as you grow up... In academic culture as you grow up you go to school and you gain knowledge of its meaning...

Subject: Culture of the academy

308. I believe "the culture of the academy" means the culture of educated people. This is a culture of people who are knowledgeable in the English field. I think that I don't have a spot in this culture yet. I still have to learn a lot more before I believe in "the culture of the academy". When I am in the culture I don't believe I will have many problems because I will be among other people who are also in that culture and will help me get through any problems I might come upon. They can help me achieve any goal that I set for myself in the culture. I don't foresee any problems with "the culture of the academy" and any of my other cultures. The cultures are so different that they won't affect each other. I believe I have learned a lot about this culture in English 101. I hope to succeed in this culture in the future.

Subject: culture 5

309. I think the culture of the academy is a community that is very interested in learning. They are constantly reading, writing, and interpreting literature and creating new ideas. I think in order to fit in with the culture of the academy you must be able to read, write, and speak like the academy. Most likely most people that consider themselves apart of this culture would have gone through college. I can't really see myself as being apart of this culture. I think that the main bulk of this culture pretentious and I would not fit into it. I do believe that there are many people that are not in the outside of this culture that are not like the rest of the culture. They mainly consist of good teachers, young writers, and free thinkers. I believe that I may fit in with this part of the culture with some more schooling but I would like to belong to other cultures also so I could have more experiences than just reading and writing. I'd like to keep myself in the art/music culture and keep myself a well rounded person. I think in order to interpret literature to the best of your ability you must be able to open your mind up to other ideas and the only way to do this in my mind is to be open to other cultures.

Subject: Culture of the academy

310. I believe that the "culture of the academy" is knowing proper English. It is the culture where you have more than just some knowledge of English in general. I'm not aware of my spot in the culture just yet. I have a lot to learn about "academic culture". It will take me a while to complete this full circle. It will probably be complete when I finish college and feel as though I accomplished something. I think the only problem I will have is keeping interested and focused on learning more about the culture. Some of the literature that might be thrown before me might be boring. Even though I will probably learn a lot about the "academy", it will be hard to focus due to its lack of "umph". I hope I keep my interest and become an official member of the "academy".

Subject: ch 5

311. To me cultural of academy are styles of learning that you are not familiar with. It makes you work harder that you have never worked before to understand something. Take for instance *A Portrait*. I don't know about anyone else in the class, but this has been the hardest book I have ever read. I was not used to the way Joyce wrote at all. But I had to keep reading over and over and eventually I got it. Well I think I did. I know I understand a lot more than I first did when I started reading this book. I think we are all part of this culture. Some people struggle with things more than others. Seeing as we are all college students, we are all learning something new in order to get to where we want to end up.

## Appendix B Research Diary

Posted by **Rae Strickland** (30251104302) on Monday, August 30, 2004 1:53pm

312. Subject Aug 30--the first day!

The first day of class is always both nerve-wracking and exciting. I always wonder what— if any impression I'm making. Am I being too "nice"? Too scary? Too confusing? Do the students have a better idea of what English 101 is after class than they did before class? Standing at the front trying to read expressions, it's difficult to know. I thought the students today seemed a little wary or cautious but that probably shows that they're smart! After all, any thinking person "looks before he (or she) leaps"!

Today, in addition to doing the routine first day stuff of going over the syllabus and starting (just barely!) to learn a few names, I wanted to introduce the idea of the culture of the academy and how it is just one of a "web" of cultures we exist in. I'm not sure how this went yet, but I noticed that almost all of the students copied down my cultural "diagram." I am thinking of ways to use the same diagram as we discuss the reading, and I hope it will all begin to make sense to everyone.

I thought doing the "artifact" exercise was fun, and I was glad that people began to talk to each other a little bit. It was still very quiet in class though— I'm not sure if people were feeling shy, or if the heat in the classroom was making them sleepy! I was especially pleased that everyone seemed pretty comfortable "making up" possible uses for the artifact based on the feature they observed. I was worried that students would worry about "right" and "wrong" answers, but that didn't seem to be the case, after all.

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Subject Re: Aug 30--the first day!

313. I don't know if you noticed it or not, but I just wanted to apologize for my sleepiness and my split-second nap. I've been sleeping in all summer, so waking up at 6 is very new and very hard for me. It wasn't because you were boring or anything like that, just a combination of the humidity and not enough sleep. You seem like a nice teacher, and I look forward to classes.  
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Posted by **Rae Strickland** (30251104302) on Wednesday, September 1, 2004 1:53pm

314. Subject Sept 1

Today was a fun day for me because I learned most of the students' names and a little bit about each of them. I am setting a goal of being perfect on names by September 15. No, I better make that the 22<sup>nd</sup>—there's no class on Monday so that will be a setback!

The students did a Google search of James Joyce and *A Portrait of the Artist as a Young Man*. In past semesters I've "hovered" more and tried to guide the students, but this year I tried just letting them dive in for themselves. I wanted them to see that there are a whole lot of resources out there and a lot of interest, worldwide, in James Joyce and the novel. (I'm also hoping that they realize that I make it my business to be familiar with all the resources available, so they should use them well and not attempt to cheat!)

I wonder if it just seemed pointless to them, because I didn't tell them what kind of information to look for? Could I have made it clearer that I just wanted them to see "the ocean" (of information), and not to find a specific "wave" in it?

I also talked about stream-of-consciousness a little bit and we started reading the book. This is the hardest part for me—figuring out how much I should “explain” or interpret. I don’t want to bore people, and I don’t want it to seem either too hard (because I don’t do enough interpreting) or too easy (because I do too much.) I was glad when Cremilda asked me how I knew something, because it reminded me that I have to show the students how I go about making sense of the text.

Next week I am going to stress that there are no “right” or “wrong” answers, but only “good” or “less good” answers. Then I will have to show them how I find an answer that I think is “good” and why I think it’s good.

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Posted by **Rae Strickland** (30251104302) on Thursday, September 9, 2004 11:14am

315. Subject Sept. 8

Today we talked about primary socialization. We read a short excerpt from a sociology text and talked about how your “birth situation” helps to create who you are/will be. Then we looked at Stephen’s birth situation in the first couple of pages of Portrait. I’m looking forward now to looking at Stephen’s “culture shock” when he goes to school and hearing everyone’s reactions.

We also started using WebCt and almost everyone seems pretty comfortable—lots of people are using WebCT in their other classes as well. Of course, that makes the people who aren’t familiar with WebCT feel more anxious, because they feel they’re “behind.” But we’ll practice a few more times in class and I’m sure everyone will get the hang of it.

I’m wondering how comfortable the students are with the reading???

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Posted by **Rae Strickland** (30251104302) on Monday, September 13, 2004 12:48pm

316. Subject Sept. 13

Things are not going well!

Okay, there are a few people in class who wish class was easy. I don’t think there’s much I can do for them. It’s not easy! It takes work. There’s a lot I can do to make sure that the work is rewarding, but the students have to do the work themselves - the reading, the thinking, the re-reading and re-thinking.

But that’s just a few people. I think there are a lot of people who are working, but they’re still not sure HOW to work best.

Am I going too fast? Should I take the book page-by-page (or almost page-by-page?) If you’re reading this, I’d love your feedback! thanks!

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317. Subject Re: Sept. 13

Hello Rae, i was just reading your insert on the class as far as reading the book. i think the main problem; why people are having some trouble is because, its not an easy book to read and the wording is a little confusing. i think the way your teaching it though is good. when we get to class you usually always go over everything and when you do it is very helpful. as we read it at home its one thing but when we come to class and have it explained, it all makes sense. with time I think everyone will come around, for right now i think we should just keep taking it slow, not tooo slow but just enough, so everyone walks out of class with a strong under

standing.

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Posted by **Rae Strickland** (30251104302) on Wednesday, September 15, 2004 1:53pm

318. Subject Sept. 15

I wanted to give everyone time to work on their journal entries in class today, but I underestimated how much time I'd need to talk about connotations and making connections to Daedalus. I still want to have some time with each student individually so I can answer any questions, whether they're about what makes a good journal entry, the reading, using WebCT or whatever. So I extended the due date on the first journal entry until Monday night, so that we can use Monday class time. Really, I think everyone is doing great and is probably ready to just go ahead and start posting, but I'll feel better if I'm with everyone the first time!

Today we practiced what I call "boiling down" reading and "adding up" reading. I think "boiling down" is easier because we're used to doing that for most of what we read—although Joyce definitely makes it tricky! The "adding up" reading may take more practice, but everyone seemed to get the hang of connotations. Now we'll see how we do making connections through connotations as we read! I was looking at people's faces as we were going back to the text and finding some of those "way out" connections to Daedalus based on Joyce's word choice, and I have to say, I was pretty pleased with what I saw! To me, it looked like people were feeling something like, "Hmmm...I don't know about this; it's kind of crazy, but maybe???" So, if you're reading this, can you tell me how it actually feels to you?

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 Posted by **Rae Strickland** (30251104302) on Monday, September 20, 2004 1:02pm

319. Subject Sept. 20

We used most of our class period today to work on journal entries. I was pleased to see everyone starting to think about how to answer "how you know" and "why is this" important questions, and to look not only at what happens in the chapter for evidence, but to how the words and connotations used create evidence.

This class seems to be catching on pretty quickly!

We also started talking about the first formal paper— if you missed class, you can print out the instructions for the paper by going to the "Drop Box" icon on the class home page. Just keep clicking on "Paper #1" until you get something you can read!

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 Posted by **Rae Strickland** (30251104302) on Wednesday, September 22, 2004 3:05pm

320. Subject Sept. 22

Today we worked through the Xmas Dinner scene in pages 16-26 by having the students work in groups of 4. Each member of the group chose a role and then "acted" that role as the group read through the assigned pages.

In past years, I used to make each group responsible for a few pages and then have them act out their section for the entire class (with props and everything!) Tackling the reading that way was definitely more fun (especially when Mr. D. starts slamming the table, etc.!), but it also made some students really nervous. I know some students don't like to read aloud, and even having to read aloud in a group of 4 is uncomfortable for them. So this year I tried a more "private" approach. This was harder for me because I couldn't be everywhere at once, so I wasn't sure where people were having problems with the text. Everyone was reading away,

but were they just words? One group told me that having different voices reading for the different characters made it much clearer to them, so I'm glad of that, but on the other hand, some groups seemed to just read the words without really understanding them.

It seems like a trade-off to me—

when I make the whole class work together, I can control the results more and provide "over all" explanations of the text, and I can also make it more entertaining for the class. When I have small groups work together, the situation is more comfortable for students who don't like to read aloud, and I can answer some individual questions (although I can't be with every group all the time.)

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Posted by **Rae Strickland** (30251104302) on Monday, September 27, 2004 4:24pm

321. Subject: Sept. 27

Today I did all the talking...

First, we looked at the first few pages of the reading section. I wanted to make sure that everyone saw the reasons for the "discipline crackdown" at Clongowes that lead to Stephen's unfair punishment later in the chapter. ("unfair punishment"- anyone hear Daedalus calling?) Besides, I think the whole thing about the "smuggling" is kind of interesting!

I spent the rest of the class period reviewing what goes into a formal paper and my expectations for the first draft (the draft is due on Oct. 8!) If you missed it, check out the "helpful hints" section on the Home page.

I expect everyone feels a little confused and "at sea" about the paper right now—it's hard to imagine how you can possibly get 1,500 words out of a single idea in Chapter 1 until you actually start writing. Would time to work on writing drafts in class be helpful? (Or would you just be distracted by all the other students and get nothing done?) Give me your feedback, please!

322. Subject: Re: Sept. 27

Time in class would be good. If we could possibly get the paper started in class, then we could ask you questions to see if we are going in the right direction.

323. Subject: Re: Sept. 27

yes i think that would help greatly not only to get your help but we could brainstorm with classmates help each other out with our ideas

324. Subject: Re: Sept. 27

Having time during class to work on our papers is a good idea. I was wondering where the list of ideas were in webCT? Email me at \_\_\_\_\_ thanks

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Posted by **Rae Strickland** (30251104302) on Monday, October 4, 2004 1:08pm

325. Subject: Sept. 29

I am cheating...I am really writing this on Oct. 4! Now I have to think back and hope that I remember the class correctly...

Hmmm...well I know for sure that we talked about the very end of Chapter One. We watched a little bit of the movie and talked about things the movie left out (or made up!) compared to the text. Then we looked for some more connections to Daedalus in this part of the chapter. I wanted to stress the importance of looking at connotations without making it seem like the connotations I see are the only ones that exist!

I also talked a tiny bit about Chapter 2 to prepare the class for some of the changes they'll find—  
Chapter 2 is quite different from Chapter 1! On the other hand, I think the "shape" of Chapter 2 is the same as the shape of Chapter 1. We talked about how we can expect Stephen to struggle and "go down" until an event leads him to a discovery. We talked about the big discovery Stephen makes in Chapter One, and came up with several similar ideas—  
some people said he discovers how to stand up for himself, others that he learns self-reliance or independence or how to be "a man"—  
but everyone agreed that he is no longer the same shy little boy he appears to be at the beginning of the chapter!

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Posted by **Rae Strickland** (30251104302) on Monday, October 4, 2004 1:09pm

326. Subject Oct. 4

The truth is I was in a pretty bad mood when I got up this morning—  
just feeling a little overwhelmed by Monday and the start of the week and all the stuff I have to do. But my two 101 classes today really cheered me up! I saw a lot of good work and cheerful people (even though it's Monday for them, too—  
and they have to write an English paper!)

So I had a very enjoyable class period looking at students' drafts and trying to help each student to keep making progress. When it comes to writing, I always feel that being able to spend a few minutes talking to a student individually is worth an hour or more talking to the class as a whole.

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Message no. 114

327. Posted by **Rae Strickland** (30251104302) on Wednesday, October 6, 2004 12:59pm  
Subject Oct. 6

I didn't do so hot today...I basically took "the easy way out" and just went through the reading and pointed things out. I'm never really happy when I do this...On the one hand, I know that the text can just seem like one big muddle and it really helps the students to have me pull out individual "threads" for them; on the other hand, I don't feel I really taught anything that can be used in any other situation. So they know what happens in the beginning of Chapter 2--what can they really do with THAT?! I know my job is really to show them how to find "threads" for themselves and how to follow those threads and make something of them. I didn't do that today.

Don't feel you have to respond to this—  
it's my honest record of what I did (and didn't do) today. But if you do, I'd like to know if you think you can use what we're doing in other situations, and if so, what? how?

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Message no. 135

328. Posted by **Rae Strickland** (30251104302) on Wednesday, October 13, 2004 3:03pm

Subject Oct. 13

Well, today was the sex class. It's interesting to think about what our culture (or cultures, since we're all part of so many!) tells us about sex. In Stephen's case, he is basically getting on a message about sex—"it's BAD!" Of course that causes him a lot of guilt and a lot of self-hatred because he feels he's abnormal. The messages we get about sex today are probably a lot different than the message Stephen gets—  
 in fact, I don't think we get just one message any more, especially if you look at the messages popular culture (TV, movies, pop music etc.) create. On the other hand, I wouldn't be surprised if people (especially teenagers) still experience a lot of guilt and self-hatred over the messages they do get. So maybe we can identify with Stephen's emotional state, even if the causes of his state are different from what we might experience.

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 Posted by **Rae Strickland** (30251104302) on Monday, November 1, 2004 12:53pm

329. Subject Nov. 1

Boy, it's been almost 2 weeks since I'm written in my diary. It's amazing how quickly you can fall behind...

I had hoped to finish grading all the first formal papers over the weekend, but it's taking me longer than I thought (it always does!) So I gave everyone his/her grade at this point in the semester before the paper grade, and went over ways that students can earn extra credit. I see that some students are already starting to post extra credit responses, so I guess that part of today's class was a "hit"! If you missed class and you want to know your grade or how you can earn extra credit, see me!

We also took a brief look at the first part of Chapter 4-- this part of the book doesn't really "wow" me, so I'm probably not giving it enough attention. However, my favorite part of the book is the next part of Chapter 4!

Going through midterm grades always makes it obvious which people have dropped out. I'm glad that not TOO many students have dropped out, but I wonder why the ones who aren't here anymore left. If you're reading this, I hope you're not tempted to drop out of English 101, but if you WERE tempted, what would be your reason(s)?

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 Subject Re: Nov. 1

Thanks for giving out grades, it really helped me realize where I stood. These group activities are working well and it's gonna be a whopper paper!

330. Subject Re: Nov. 1

Personally I like the group idea, it gives everyone a chance to talk to other people that normally you wouldn't. I've never written a paper with 4 other points of view. So far, it's an interesting experience.

Also I'm glad we are studying Portrait. I've had a lot of terrible books in other English classes, books that I can't relate to at all. Sometimes I can't appreciate a book because the teacher won't cover enough of it, or pour his personal opinion too much into the lesson that you can't distinguish the author's point or the teacher's. But none of that is the case here, I like Joyce, especially the second time around, and having someone so enthusiastic about teaching Portrait is fun too.

Oh, and I was never tempted to drop out of class. English 101 is a required class for just about everything so I don't know why anyone would want to leave, they will probably have to take it again somewhere else.

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Posted by Rae Strickland (30251104302) on Monday, November 8, 2004 2:50pm

331. Subject Nov. 8

As usual, I wasn't able to cover everything that I hoped to cover in class today. Going over the requirements for a research paper is pretty time-consuming (and pretty boring, sometimes!) Still, it's important to know, especially since other professors will expect students to know how the academic culture works and to be able to "act normal" for that culture. It's important to me that I don't send "abnormal" students out into the academic world!

I was only able to touch on a little of the end of Chapter 4. We have to spend more time on Stephen's epiphany—  
it is the key moment of the book! Also, students will want to discuss this scene in their papers

—  
if not in the research paper, then certainly in their final paper, so it's only fair that I give the key scene a little more attention. That means I am going to have to steal a little time from the groups on Wednesday, which of course means extending the due date on the group plans. We will still have time on Wednesday to get a lot of work done, and then groups can email a nd/or post to each other to finish up. Does an extension until Friday make sense?

At this rate, I'm going to have to postpone the final exam to Christmas Eve...(yes, that's a joke!)

332. Subject Re: Nov. 8

Yes, I think we need an extension on our research plans because this part of the book is a little confusing and I don't get the journal question. I need a translation on this question.

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Message no. 394[Branch from no. 242]

333. Posted by (00963090) on Monday, December 6, 2004 10:48am

Subject Re: Nov. 8

I believe that at the rate we are moving in class is just fine. Eventhough this section of the book is a little confusing I think I can get past that, but as for the projects, it will be a little (just a little) more difficult to concentrate on both.

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Message no. 284

334. Posted by **Rae Strickland** (30251104302) on Monday, November 15, 2004 12:43pm

Subject Nov. 15

Today was a pretty "normal" class—we looked at the beginning of Chapter 5 and started talking about some of the ways that Stephen is changing, and I asked the groups to think about how the sections we looked at applied to their research papers.

I THINK the group papers are going well—  
I will feel better when more postings appear in the group discussion boards and I can do my part by responding and helping the groups to really shape their papers. I'd like some feedback

ck on the group process. How's it feel? Do you, as an individual, feel that you know what's expected of you? Or are you "at sea"? How can I help?

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 Message no. 285[Branch from no. 284]

Posted by (01100878) on Monday, November 15, 2004 3:11pm

335. Subject Re: Nov. 15

i think the group papers are going good too... i know my group and i finished the outline of our paper today in class. Each person has a part of the outline that they were responsible for writing and posting by (we decided) next monday, the 22<sup>nd</sup>. If we can get all of our postings done by then, we can organize it into the form of a real essay and finish the works cited page with everyone elses articles. We were also thinking of showing it to you early so that you could point out any areas of weakness and help us improve it, kind of like a rough draft. Also, we want to make sure we get the MLA style format correct :) other than that, our group is pretty self sufficect and the experience has been enjoyable.

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 Message no. 291[Branch from no. 284]

Posted by (01056553) on Monday, November 15, 2004 6:08pm

336. Subject Re: Nov. 15

I feel a little stressed by this project because I don't really like having to depend on others to complete there part of the project. I understand my part of the paper which is the conclusion, which gives me even more anxiety because I have to wait for everyone else to complete the paper to get the feel of how they wrote it and then I have to end it. I try to lead the group because they seem so shy (even though I'm not the leader). I think this is a good project, but I have a feeling everyone is going to write so differently from each other. I don't know I think I'm just thinking about the worst possibilities that can happen. Thanks for listening!!!!

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 Message no. 293[Branch from no. 284]

Posted by (01027105) on Monday, November 15, 2004 11:07pm

337. Subject Re: Nov. 15

Well, in the blue group, we divide and conquer to get this paper done. For the rest of the week each of us will do our part for the paper. On monday we will edit what we have done and work on the conclusion. So by Nov. 29<sup>th</sup> we will be ready to work on our third paper.

338.-----  
 Subject Re: Nov. 15

I think that I'm a bad leader. I have thought a lot of things about group project before discussing what our group will do. however, when we discuss about the project, I feel that I screw up all of my idea and just follow what other group member are going to do.

actually, I feel that I owe other members apology not to be good leader for this project.

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339. Subject Re: Nov. 15

Harry what are you thinking? If it wasn't for your help in the group i doubt we'd as far as we are. If you have a point to bring to the table bring it. We won't judge, we'll just see how it'll fit to what we have to do. You don't owe any apologies at least I don't think you do. Being a leader is a pain in the ass but take it slow.

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Posted by (00963090) on Monday, December 6, 2004 10:52am

340. Subject Re: Nov. 15

Im in the blue group and my leader is a great one. He might not be the most outspoken man in the world but he gets the job DONE! Our group is a little tough to get on task, but once we all get focused and work we make a good team. I believe that a great leader with bad followers has little to no control of the final outcome

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Message no. 308[Branch from no. 284]

Posted by (01060356) on Thursday, November 18, 2004 11:02pm

341. Subject Re: Nov. 15

As a shy person, I feel a little bit uncomfortable when I have to work in group. On the other hand, as a slow person to think and write in English, working in group saves me time. I am very glad with my team. We have a good leader and Alex is a kind of co-leader who "accelerates" our ideas. If it is possible, I would like to receive a detailed commentary in my journal entries. For example, grammar, punctuation, sentence choice, mechanics, punctuation, etc. These corrections will help me to write and speak a better English.

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Message no. 335[Branch from no. 284]

Posted by (01051874) on Tuesday, November 23, 2004 9:29am

342. Subject Re: Nov. 15

I think that the papers are going really well too. We are almost finish with ours. I feel like that i am participated with the my group members a little more that i was before when we went into the group.

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Message no. 370

Posted by **Rae Strickland** (30251104302) on Monday, November 29, 2004 1:56pm

343. Subject Nov. 29

It's hard to believe that there are only 4 more classes until the end of the semester. The hardest part for me now is standing back and letting the students work independently. I know that

now it's time for me to let the students show me what they've learned, but it's still hard for me to back off.

Corny thought—

I was just thinking about how, throughout the semester, we talk about Daedalus and flying and Stephen's "wings"—now it's time for me to see if my students "wings" will hold them up!

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 Message no. 373[Branch from no. 370]

Posted by (01100878) on Monday, November 29, 2004 9:23pm

344. Subject Re: Nov. 29

im happy the semester is almost over, and im pretty sure alot of other people are too..

the best part about today was that our group (green) finished our paper and submitted it at the end of class. Everyone really came through and we were all pleased at the huge amount of progress we had made in such a short amount of time. Our final product surpassed even my expectations, to say the least.

also, id like to say that Portrait is definitely one of the best books ive read in an english class. I m glad that i finally found an english class that reads decent material. ive had some really terrible books in other previous classes. For example, Native Son, by Richard Wright, has to be the worst piece of literature ever written. i HATED this book. but Portrait is another story, both literally and figuratively... although ive had it before i think i really appreciate it for what its worth the second time around, especially in a better environment (high school sucks, period.) Joyce is a great author, and ive had a little experience with Dubliners although i dont think i fully understood some of the short stories.

The only thing i need to work out now is the last paper and what my group can do for the final exam :\

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 Message no. 375[Branch from no. 370]

Posted by (01060356) on Tuesday, November 30, 2004 10:29pm

345. Subject Re: Nov. 29

I am sure that I have learned so much by writing all these journals and papers, but I am still afraid to write paper without your observations. I confess that some journals I almost cry to have them done, but I am glad that you forced me to think, analyze and write them. I think that my "wings" will hold me, although my "flight" is low and slow.

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 Message no. 396

Posted by **Rae Strickland** (30251104302) on Monday, December 6, 2004 1:09pm

346. Subject Dec. 6

Well, today was less than a success. For some reason my energy was just not there, and class dragged because of it. I had planned to have the students work in their groups on outlined the 5 articles that I've provided to supplement their reading of Portrait, but at the start of class not all the groups were represented so I ditched that idea and just demonstrated how to outline the articles. I'm not sure that was the best idea. First of all, it was kind of dull, and second

d, watching someone else do outlining is probably more confusing (and less productive) than doing it yourself. Next time I do this lesson, I want to allow more time (two class periods rather than one), and have the students do the outlining themselves. I also want to spend more time emphasizing how the articles are models of "academic writing" appropriate to the academic "culture."

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 Message no. 397[Branch from no. 396]

Posted by (01056553) on Monday, December 6, 2004 5:08pm

347. Subject Re: Dec. 6

Class today was tiring but once in a while I would giggle inside because I'd look around and everyone looked dead. It's kind of hard for you to be energized when everytime you look up it looks like your talking to a bunch of mummies. I felt bad for you at times, well most of the time because we were a tough class today. Are you sure your coffee wasn't decaf!!!!( ha, ha, just kidding.) Wednesday will be a better day.

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 Message no. 401[Branch from no. 396]

Posted (01076227) on Tuesday, December 7, 2004 10:52am

348. Subject Re: Dec. 6

I definatly agree with you on that. i love how you really understand your students, im not just saying this becuae if you remember in the begining of this semester i hated english all thre w highschool all my teachers were so disorintated. i really believe you have helped me in many way make me see how to become a brighter and better writer. i dont know if it shows really but I feel more confident in what i do know and it helps to have a teacher that cares about your work rather than just giving you a passing or a failing grade. in the future that idea you had abouttaking more time with the articles is good, it was helpful what we did in class but very boring, wed class will be helpful too, so it will be fine. See you Wed.... Have a Good Day

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 Sp 05 Diary Class 2

Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:29pm

Subject Jan. 31

Today was the first "real" class, since we missed class due to snow on Wednesday. It was a little hard getting started again after a whole week off, but I was glad that I actually remembered a few names! I have to work on getting everyone's name as quickly as I can...

Today I talked about how we adapt our behavior to whatever "culture" we're in, and everytime we enter a new situation, we have to learn the rules of what's "normal" for that particular situation. Then I presented an "artifact" to the class (it was really a potato slicer from my cellar!) and asked the students to think about what it could be made of, what it could be used for, and what kind of people would need an "artifact" like that. I think the students enjoyed the chance to get to talk to one another for a few minutes...but no one seemed terribly mystified by the artifact— it seems like everyone realized it was pretty sure what it could be used for after a quick glance

e. I think I will have to find a "stranger" artifact for next semester because I'm really not interested in "right" answers but in "good" answers. I'd like to get some "wrong" answers and then demonstrate why they are still "good," but so far I've only gotten "right" answers (also good!)

Well, we moved on from the potato slicer to the first page and a half of Portrait. After we'd read through the

section together, I talked about stream-of-consciousness a bit and then we began to look at the pages paragraph-by-paragraph. To me, the students seemed neither alarmed by the difficulty nor bored by a feeling of "been there, done that." It seemed like this kind of reading was new to most of them, but not too daunting. So I'm pleased about that!

So as we went through the first page and a half, we mostly practiced "boiling down"—extracting the "facts" from the text. For homework, I asked everyone to tell me as much as they could about Stephen, his family and his living conditions. I hope that will naturally lead them to doing some "adding up" reading, too!

If you're reading this, your impressions of today's class would be very interesting to me and most appreciated—so go ahead and post a response!

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Message no. 106[Branch from no. 99]

349. Posted by (01048929) on Wednesday, March 2, 2005 1:18pm

Subject Re: Jan. 31

I think that the exercise we did in class today was cool. It required us to think of all aspects of what the item could possibly be.

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Message no. 127[Branch from no. 99]

Posted by (00994580) on Thursday, March 3, 2005 8:11pm

350. Subject Re: Jan. 31

I think that it was fun to start the class off with a little guessing game. It livened up the mood a little bit. Most classes just start right in with what is going to be done that day. It was nice to have the tie in with the artifact from your childhood to Daedalus.

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Message no. 197[Branch from no. 99]

Posted by (01063313) on Monday, March 28, 2005 8:11pm

351. Subject Re: Jan. 31

I think that for the first real class, the exercise we did was fun and interesting. I would have rather start off the semester that way than just a boring long lecture. I also found it very helpful going over the reading together in class.

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Message no. 230[Branch from no. 99]

Subject Re: Jan. 31

352. The first day of class was interesting for me. This was a new type of book for me and took me awhile to figure out the what the author was actually saying. I did get alot out of the first class.

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 Message no. 358[Branch from no. 99]

Subject Re: Jan. 31

353. I thought the first day was pretty cool. It was a nice change from all the other first days of any English class Ive ever had.

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 Message no. 429[Branch from no. 99]

Subject Re: Jan. 31

354. Well I can definately say I've never seen that kind of potato slicer before. We actually had a few guesses until we came up with that. I think it was a good exercise. It's kind of neat to be able to find out so much about someone or a group of people based on one object.

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 Posted (00094683) on Tuesday, February 1, 2005 12:00pm

Subject Re: Jan 31

355. Hi Rae, it was interesting talking about streams of consciousness. The first couple of pages of "A portrait" seemed to be easily understood. I like how you broke down the sentences and paragraphs it seemed to help me understand the story more. At first I didn't understand about Dante's brushes until you mentioned the Irish leaders of the time. But why a hair brush?

Thanks

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 Posted by (01124406) on Tuesday, February 1, 2005 6:27pm

Subject Re: Jan 31

356. Looking at a potato slicer for a bit was a good and surprisingly welcome departure to the Algebraic functions I was exposed to in my previous class! I can see what we have to do in class, not just look at things for what they are— but for what they mean. I struggled through Shakespeare in high school and I was amazed at the fact that the book was in english, but I couldn't understand it! I am sort of seeing the same issue with this book. But your definitions help greatly. Plus you keep the class awake! I wonder if when Portrait first came out, people felt the same as me. Funny how many classics are often abstract.

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 Posted by (01076661) on Tuesday, February 1, 2005 8:21pm

357. Subject Re: Jan 31

Hi Rae, I thought that class went well. I especially liked how you broke down the context of the book. It made it much easier for myself to understand. I liked how you used the potatoe slicer to show culture influences people in a society. I society people act differently, depending on who they are with and where they are. I have a feeling that Steven will act differently in different situations just from reading the first two pages.

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Posted by (01110307) on Thursday, February 3, 2005 10:37am

358. Subject Re: Jan 31

I really enjoyed learning about adaptation to our environments and how each culture has it's own exceptable behavior. I enjoy studying habits and behavior a lot. Last year I took AP psych and my favorite part was the section on conditioning, and behavior. I must say though, you put it in a way that was a little bit easier to understand and it was a great way for me to relate. I never really considered the primary and secondary learning. That does make a lot of sense though. I found myself considering the idea that without the primary conditioning done in the home/family, that in the "outside" world it would be hard to function. Even if a family instills their own culture into their children, a family also has the ability to teach positive social skills. The environment that I live in right now is very chaotic, and the kids there seem to lack the primary social skills that should have been enforced. I believe that their family lacks stability and structure which, in turn, conditioned their minds to think it's acceptable to not have the respect for themselves or those around them. I didn't really like the group activity. I am an extremely outgoing person and I enjoy meeting new people, but I thought that college was independent. I didn't think that I would have to interact or work with other students. To be honest, I don't really want to. I know that I can do the work on my own, and in past experiences I just get dragged down by others, especially when they know that I will do all of the work if necessary, I want the A+. I like the book you have selected very much, I find myself reading ahead, after I read the same page 5 times. There is so much symbolism in what Steven thinks, and says. The first two pages made me feel relieved. It's nice to know that someone thinks as random as I do. well thanks for the lesson. have a good day

Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:30pm

359. Subject Feb. 7

I'm cheating...I'm really writing this on Feb. 9! But I think that I remember class pretty well...

This is a nice class, but very, very quiet! So far I can't tell if they're shy, bored, scared or what— there are a few "snickery" boys in the back who I suppose just wish they were somewhere else. But the rest of the class seems to be attentive and even interested...just very quiet! But I guess I will get to know everyone a little bit better as we start writing.

Well, today in class we looked at the first part of the reading and I was pretty pleased by how the class pretty much stayed with me, even though it ended up with me talking an awful lot. When we get into the book a little more and the class is more comfortable with how it "works," I hope I won't have to talk so much—the students will! I'm a little nervous that the class will stay as quiet as they are now, but hopefully they'll get more comfortable as time goes on.

I also told the story of Daedalus to the class. I always enjoy that part of the semester—it's just fun to tell a story.

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Message no. 107[Branch from no. 100]

Subject Re: Feb. 7

360. I think that the class is quiet because we all don't know a lot of people in class. We probably do have some daydreamers and we do have a few people that like to talk or snicker. The book is still a little confusing but with time I'm sure we will start to understand it.

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 Message no. 113[Branch from no. 100]

Subject Re: Feb. 7

361. I just wanted to reply and say the story of Daedalus was very interesting.

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 Message no. 126[Branch from no. 100]

Subject Re: Feb. 7

362. I liked the story of Daedalus. I love mythology of any kind and it was nice to hear the Cliff's Notes version spoken in modern day English. I think that the reason the class was so quiet is because we don't really know how you will react to a little noise. Once we figure you out, we will be more talkative.

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 Message no. 198[Branch from no. 100]

Subject Re: Feb. 7

363. I think that class will if it has not already opened up to one another a lot more. At first when not a lot of people know anyone, it's going to be very quiet. I think also a lot of the reasoning why you were talking so much is because the book is confusing and hard to follow. I don't think many people knew exactly what was going on.

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 Message no. 231[Branch from no. 100]

Subject Re: Feb. 7

364. I am not sure about the rest of the class but when I do not know the people in my class I won't talk as much. Also most of the time I was trying to go back and try to understand what was going on.

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 Message no. 359[Branch from no. 100]

Subject Re: Feb. 7

365. I think that the class was quiet because we were not used to the way the book was written. I think it was good that you spoke a lot because it made everyone more comfortable and made it easier to know how you wanted us to think. I've heard the story of Daedalus before but it was always the PG version. That is a pretty cool story

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 Message no. 430[Branch from no. 100]

Subject Re: Feb. 7

366. Well I've never been one to talk a lot. I think the only classes I might talk in are either math classes or art classes. I am not very confident in reading novels or getting the subtle symbolism, so I don't think I had much to contribute anyways. For me, English 101 is just a course that is mandatory for me to take.

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 Message no. 101

Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:31pm

367. Subject Feb. 9

Today's class was a little more fun (for me, anyway!) because we spent most of the time working on journal entries. This gave me a chance to talk to students individually and get a little more sense of who everyone is and "where they're coming from." Generally speaking, I was really pleased by how much thought most of the students are putting into reading the book. Okay, there are a few who seem a little dismayed that the class isn't easy, and are kind of dragging their feet, hoping that they can get by with minimum effort, but most of the class is really doing good work. I'm so pleased! I know that taking apart a text like Portrait can be frustrating, but this class has a lot of "stout-hearted" types who won't give up just because the going is a little rough.

I'm trying to make the point that this kind of reading and writing is a little different because the culture of the academy has a different idea of what's "normal" reading and writing compared to the kind of reading and writing we do in everyday life. I'm hoping by the end of the semester, all my students will be able to switch from their usual culture, whatever that is, to academic culture whenever they want to "use" the academic culture, and then switch back to their "normal" culture. So far I think most of the class is willing to learn the rules of the new culture and try them out.

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 Posted by (01076661) on Wednesday, February 9, 2005 3:25pm

Subject Re: Feb. 7

368. yeah i liked the story of Daedalus. It is a great story to use to compare with stephen's life's journey. To the "snickery" boys in back of class, we like your jokes so we feel as though laughing and chuckling at them keeps us paying more attentive to the inclass discussions. I hope class continues to run smoothly. I think we as a class can discuss more openly about the book and Stephen's experiences.

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 369. Posted by (01110307) on Tuesday, February 15, 2005 12:04pm

Subject Re: Feb. 7

370. I think that we are so quiet because not enough people actually care, other people don't read, and to be honest some people just find you a little overwhelming. I really enjoy the books so far, I just wish that you would pose more objective questions. Are you looking for right answers or good answers? I don't think that asking a direct, one answer question can really allow us to use our own experiences and educated opinions to respond with a "good answer." But that is just my opinion! I will try to respond more.

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 Subject Re: Feb. 7

371. This is my first attempt back at school since I graduated high school in 1996. I am pleased that I waited since I got to experience life during that time, which offers the best schooling of all. I am 27, and was nervous about going to college with people ten years younger than me.

n average. A faculty member said it's good for colleges to have older students since they add maturity and diversity to the student body. It's a shame some people lack that mentality and maturity and are still trapped in high school life where you slack off at a part time job, stay awake for eight hours in school, and party until you pass out on weekends. Don't despair. In time, hopefully, people wake up. If they won't learn and get into the material, they will suffer with poor grades. That will not help them in the long run. I'm sure there are plenty in the class who still want to learn. This course is a lot of inferring. We aren't supposed to look at black and white, but at the grey mostly. I had trouble initially and the book does take some getting used to. Some people just refuse to learn what they don't understand.

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Subject Re: Feb. 9

372. I'm sure that some of us will learn to adapt to the new academic culture. I'm not so sure that we will all stick to it. We all have different academic views and how we do things. But it's always good to learn new things and keep them for the future in case we decide to try them out or need to try something different to see if it works.

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Subject Re: Feb. 9

373. I think that I am catching on to the academic culture of this English class a lot easier. The first week of class was very intimidating for me because when I found out that we were going to be learning and reading about Irish folklore I thought that I was done for the whole semester. I am starting to put myself in the shoes of the characters that I am writing about. This technique is helping me to understand the book a lot more easily. I imagine myself to be Stephen Dedalus on the playground with the fear of being crushed by the rough boys. I also try to imagine what it would be like to live in the dormitory at Clongowes College. Proving the how and the why something is important is something that I am constantly working on.

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Message no. 125[Branch from no. 101]

Subject Re: Feb. 9

374. I like to work on the Journal entries in class. I think that it is a great way to make sure we do them. If we get it half done in class, then there is no reason why we can't finish it. Plus, it's great to have you there to help us if we have any questions.

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Message no. 199[Branch from no. 101]

Subject Re: Feb. 9

375. The new culture that we are adapting to is definitely different from what I am normally used to. But I think as time goes on the class will learn to adapt to the new ways and maybe even find that this change does work a lot better for them, even though it seems to be a lot harder than the normal culture.

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Message no. 232[Branch from no. 101]

Subject Re: Feb. 9

376. Portrait is definitely a harder book to take apart and breakdown than others I have read. As we continue to go along into the text as you explain I pick up more and more tools to use in the future. This definitely will not be easy but I do know I will have received something out of it.

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 Message no. 360[Branch from no. 101]

Subject Re: Feb. 9

377. I think it's going to take a little time for the class to get used to the ways of the class. The first couple of weeks are always difficult to get used to. I think the reason people are doing good work is because this book requires you to think about what you are reading.

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 Message no. 431[Branch from no. 101]

Subject Re: Feb. 9

378. I think that for an English 101 course, it is pretty difficult. I am trying to grab all the symbolism in the book. I am not used to having a course that is basically all online (at least for the assignments). I definitely don't want to give up, but it is a lot to get used to and I'm trying.

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 Posted by (01076661) on Wednesday, February 9, 2005 3:28pm

Subject Re: Feb. 9

379. I also liked class, and how we were able to start on the journal entries. I like being able to talk with others including yourself about topics more specific. I know that others can help me as I can help them and that is what I liked best about today's class.

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 380. Posted by (01124818) on Friday, February 11, 2005 12:28pm

Subject Re: Feb. 9

381. I agree that this was a good class, I like working independently and enjoyed the opportunity to discuss my work and the book with you individually. You've mentioned the class being quiet, and I know for me that's because I'm shy and don't like to risk answering wrongly in front of the class. But I like that you don't really talk about "right" and "wrong" answers. You give our ideas some thought and credit, which I really appreciate. It's a nice breath of fresh air to be treated more like an equal after my high school English teachers, who acted as if their understanding of the book was the only correct one. After all, I understand that as teachers they can see more in the book than I can, but there is almost always more than one way to interpret literature. These teachers just taught us their way to interpret the book - they weren't very helpful in teaching us to interpret it ourselves and find our own opinions. (In fact, I personally found them rude. They acted like teenagers in that they would embarrass a student who gave the wrong answer.) I like the way you do it, where instead of embarrassing us when we don't give the best answer, you credit us for our effort and help us to look deeper into the text and see what we might not have noticed previously. Once I get a little more used to that, and to the "culture of the University," in your own words, I think I will open up more to discussion during class, because I usually understand exactly what you're talking about. Also, being new to the college environment and a little nervous about making the adjustment both academically and socially, I like how you phrase that you'll teach to be "normal" from the academic standpoint. Now if only someone would do exactly that from the social standpoint... Well I guess I'm doing fine anyway.

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 Subject Re: Feb. 9

382. I think that maybe some of the kids in the class don't care. I'm majoring in fine arts and came into this class with a very frustrated attitude, simply because, I had to take an english class. I like the way you teach the material, so that way, even kids who don't want to learn the material can still get something out of it, even if they are a few better life skills.

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Subject Re: Feb. 9

383. Culture of the academy? It appears that it truly is tough to understand the workings of it. I remember trying to run through the works of Shakespeare during school and found that old english should be dead. I was such a pain to speak it! But I think they would say the same of us today if they could go forward in time. I guess the "culture" you speak of is a new way of writing and thinking. I was just picturing myself sitting in a library in England dressed all formal while being served tea and crumpets while some group of elderly Albert Einstein looking people asked me, "So Smith, what do you gather from the work of Joyce?" Is that the culture of the academy? Guess I just have a too active imagination! Still, a part inside of me says that this will be a long semester!

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Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:32pm

384. Subject Feb. 14

Valentine's Day!

It seems like a lot of people were absent today, so the class seemed a little subdued. Or maybe that was just because I started out by talking about the requirements for the first paper—maybe that just squashed any desire to be talkative!

Anyway, we began talking about the paper. One of the problems I always struggle with is "how much information is enough"? On the one hand, I don't want to overwhelm the class and make them feel that the task ahead is really daunting. On the other hand, I don't want anyone to feel like I'm springing critical information on her/him at the last minute! (By the way, if you missed the handout in class today, you can download it under "Handouts" on the class home page.)

After the paper, we began "scripting" pages 2-16. Hope the class will have fun with that...we'll continue on Wednesday.

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Subject Re: Feb. 14

385. Class went well once again. I am tentative about working on this script!! Are we going to be reforming it? Oh and by the way---- Isn't the script from page 16-26? Anyways I think that the paper part of class was clear and went well. However, do you just want us to start our papers and then eventually edit them till they are a final copy? I was unclear with the grading of the draft, but i will look on Webct and try to see if that clears up my questions, and if not i will ask.

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Subject Re: Feb. 14

386. Thank you for all of the information and examples of topic for the Essay you are MAKING us due. Just kidding. It sounds like a very interesting topic. I still do not like the idea of group projects. I guess that I will have to just suck it up and do all the work like usual. I find myself getting the idea of things a little faster, or maybe i'm just too outgoing... hm, I don't know I just want to do the best that I can. It was funny reading the dialogue from the book out loud. I never took notice to how different they spoke from present day english. It was a fun class for th

e most part, thanks!

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Subject Re: Feb. 14

387. I think you gave us just the right amount of information for the paper. As far as overwhelming us vs giving us critical information at the last minute, I'd rather have the information up front, and the further in advance that I know what I have to do, the less overwhelming I find it. I'm not looking forward to the paper, but once I figure out a topic and start realizing that I really can find evidence of it in the book, I think I'll do fine. I did a similar paper last year, and it was hard, but at least now I have a precedent for what to expect. "Scripting" the text seemed like a really weird thing to do at first, but now that I've started I realize that I'm understanding things that I didn't even know I didn't understand before. Did that sentence make sense? Oh, and forgetting about the lollipops - sounds just like something I'd do.

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Subject Re: Feb. 14

388. I'm still kind of confused on this paper we have to do. How are we supposed to write so much if we've only read a few pages? I believe you could never give too much information on a big paper that's due. The group project was fun. It was also really funny reading it out loud.

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Subject Re: Feb. 14

389. The group work was enjoyable since it gave me a chance to better meet my classmates. The notion of a paper does make me cringe a bit. But as long as I find a balance between my full time job and schoolwork as well as sleep (what's that?!) I should be able to put it together. I sort of felt like the first journal entry was a paper. It took me four hours to complete it but the grade I got was worth it in the long run. No one said college life would be easy! The obvious hurdle that some in the class must overcome: If you don't find the material interesting, you must force yourself to become interested! Don't worry too much about the class being quiet. I have seen in every class I've been in that in time the class develops ideas and personality all its own. You have your quiet thinkers, clowns, and kiss ups. So far, although I don't have eyes in the back of my head, I haven't seen anyone sleeping! If they do, it's their loss.

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Subject Re: Feb. 14

390. I don't know if there is such a thing as too much information. To all the kids that were absent it's their problem because they missed out on all the requirements for the paper. By you talking to us to me it sounds like you are giving us a heads up as to what to expect. And because I think it was Valentine's day people were thinking a little more about what they were going to do that night.

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Subject Re: Feb. 14

391. Well, it being Valentine's Day isn't really a reason to miss class, but that's their problem. I think that going over the requirements for the paper was actually a really good idea. Most teachers just tell you to write a paper and it has to be 5 pages, 12 pt. font and double spaced. Knowing exactly what is needed to be in the paper to get an A is actually a comfort. Now we know exactly what is expected of us and nobody can complain that they weren't sure what to do.

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Subject Re: Feb. 14

I guess students must have been planning for activities or gifts for Valentine's Day. I don't think that was a good reason to miss class, but other people have different priorities! I'm sure some people had legitimate reasons for missing class, but missing class means missing important information!

I personally like getting all the information I can get regarding what is expected for a good grade. While a checklist is great to have, that still doesn't guarantee I'm including the right information in my paper. But good judgment comes with trial and error, right?

I was slightly intimidated when hearing how strict you are with grading, but that may be because of my own personal concerns of getting good grades. After realizing how much I did NOT include in my first journal entries, I became nervous. I thought I explained how I knew! Also, what do you mean why is it important? Didn't I just tell you what happened?

Those were my first concerns about writing the actual paper. A couple of classes later I think I partially realized how to look deeper into the author's wording. But, wow! I have always just looked at the facts and, evidently, my idea of an author's point of view just skimmed across the obvious! Thankyou for teaching me how to look a bit deeper!

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Message no. 200[Branch from no. 102]

Subject Re: Feb. 14

392. I'm sure that there weren't a lot of people in class today because they felt it was a holiday. It's also a good thing that even though you missed the class and the handout on the requirements for the paper, you can just easily download it. I think that people who missed this class may not do as well on the paper as those who were there.

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Message no. 233[Branch from no. 102]

Subject Re: Feb. 14

393. When an English class starts to begin to get into the requirements about the first paper it is always a bit confusing. Different Professors like their papers to be in a certain way and style. I have had one English Professor help me with my paper for another English class before and have received negative comments. Not all Professors are the same and one may not take a paper that another one may. I think that's why there is always many questions and confusion.

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Message no. 361[Branch from no. 102]

Subject Re: Feb. 14

394. Papers always scare me and I was glad you went over the paper. It gave me a good idea of what you wanted us to accomplish.

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Message no. 432[Branch from no. 102]

Subject Re: Feb. 14

395. I think the hardest thing about the first paper is the fact that I had to rid myself of any high school techniques and learn the new one very quickly (that I really did not succeed in unfortunately). The reading is pretty difficult and different. I kind of like the new structure for writing papers better, even though I had a rather short time period to learn it. I better get my adaptation skills more developed!

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 Message no. 103

Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:34pm

396. Subject Feb. 23

The class is really starting to pick up speed. Today we finished chapter one—at last!-- and spent some time working in class on finding words that have connotations that remind us of Daedalus. I think the students liked walking out the door with a list of words that they could use to start their journal entries.

We also started working on first drafts of the first formal paper. I sense a lot of nervousness — students are really worried about grades. I have to work on being more reassuring that there's room to "mess up" on your first paper and not do unalterable damage to your grade for the whole semester; on the other hand, I don't want students to get the impression that the first paper doesn't count and that they don't have to be concerned about working hard and doing their best! The first paper does count, but I think of it as a learning experience and practice for the longer and more involved papers we do later on in the semester. That's why the first paper is only worth 100 points, compared to 200 points for the later papers. I guess I should remind everyone of this!

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 Subject Re: Feb. 23

397. I was prepared early on for college not to be easy. However, I must admit that the notion of a paper doesn't top my list of things to do. As the warmer weather sets in it will be tough to stay home and work on such a thing. I remember the now seemingly easier days of writing book reports in grade school. We all seemed to start off the report with, "The reason I liked this book was..." It seemed so agonizing then to put some resemblance of a page worth of info together. I never really liked Math, but at least in Math you could learn concepts of how to do things and there would be a right and wrong. Either the example would come out or it wouldn't. There was no in between. Here, in English, the challenge exists that you can type a paper for the better part of an afternoon and think it's finished. But you're plagued by what ifs. Is the paper long enough? Is there more I need to say? Have I been clear and concise enough? Or, worse yet, "Have I missed the entire point and concept of this completely?" I am sure I'm not alone in thinking this way and there are some in class who may feel the same. Helping to quell this anxiety and guide us as a class is where the professor comes in. It certainly must not be an easy job!

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 Posted by (01110307) on Monday, February 28, 2005 9:34am

Subject Re: Feb. 23

398. Dear Rae, I am looking forward to the first paper, and my rough draft came out very well I think. I am still waiting to find out what revisions I should make on it. I still don't like the inclass group projects, but that's just because I do it fast and by myself. I think that you are doing a great job in explaining the importance of the paper and how much weight it will have on our grade. It is a paper and so we should take it seriously, we are after all, paying for our education and so if we do not put in the effort and the work ethics that we should apply then our mo

ney is just going to waste.

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Subject Re: Feb. 23

399. I am happy that we finished Chapter 1 because that was confusing. The way Joyce uses those English words and the way he hints that that certain section was a past. As for the papers I think kids are not too worried because they have confidence they will do good. If they slack off it's their fault because you gave us all the info that we needed.

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Subject Re: Feb. 23

Yes, I am concerned about messing up on any assignment, especially an actual paper that counts for a large part of our grades! I was concerned about the first paper, but now I have double and triple the concern!

Finding the connotations in class was a great help! I have never analyzed a piece of literature in this way. Of course, looking at adjectives or adverbs is necessary in trying to understand what an author is describing. However, I have never gone through an entire chapter just picking them out randomly.

I see how adjectives or adverbs relate to the topic which is described in a particular sentence or paragraph. I don't quite understand how one adjective/adverb (or similar adjectives/adverbs) can mean one thing if it is (or they are) describing completely separate items, people, places, or circumstances.

In comparison between Joyce's writing about Stephen Dedalus and the myth of Daedalus, I see the links. The connotations Joyce uses in relation to the labyrinth or the minotaur are interesting. It's amazing to see how many different facts can be discovered through one fictional book!

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Posted by (01063313) on Monday, March 28, 2005 8:53pm

Subject Re: Feb. 23

400. I was happy to finish chapter 1 because it was confusing. I think that we all are relieved. Also I think that it was good that you helped us start off our paper because some were struggling. I like the fact that you give us class time and help us on our papers during our class time.

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Subject Re: Feb. 23

401. I was happy to finish chapter one. This chapter was not bad but it was also not the most interesting either. I was glad that we did receive time during class to work on getting some words for our entries. It also showed me another way to read through the text and to find connections between things.

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Subject Re: Feb. 23

402. I don't know but I thought that all those random words we found in the text didn't have to be tied in with Daedalus. It seems to me that if the author took every word and made it somehow tie in to Daedalus, it would have taken forever to write! (or maybe it did!). Some of the connotations seemed a bit of a stretch, but there were definitely enough ideas for the journal entry.

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Posted by Rae Strickland (10695105102) on Tuesday, March 1, 2005 2:54pm

403. Subject Feb. 28

Most of today was devoted to going over my expectations for the formal paper. I also returned drafts to students...

The class was pretty quiet, so it's hard for me to judge how people are feeling about the papers...confident? confused? scared? A few people asked for appointments to review their drafts, so that encourages me to think that, even if they don't like to speak up in class, they're willing to speak to me in private! (By the way, if you're reading this and would like to see me about your draft, please let me know and I'll find a time to meet with you!)

I am interested to see how these first papers turn out. I think writing the first paper is a big learning experience, especially if the student hasn't done much close reading before. So far, the biggest resistance seems to be the idea of having to write the paper with the book open, thinking closely about the exact wording of a passage, rather than writing from memory in sort of general terms. Over the next couple of class periods, my job is to figure out which students aren't examining the book closely because they're not sure how, and which students aren't examining the book closely simply because they don't want to. (In case you're wondering, my plan is to really help the ones who are confused and spend as little time as possible with the ones who are lazy!)

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Message no. 136[Branch from no. 135]

Subject Re: Feb. 28

404. As I mentioned before, the idea of writing a paper in depth gives me a little trepidation at best. But my appointment for extra help should clear things up a bit. The professor makes it look so easy, but it mysteriously doesn't seem that way to me. The due date of the 11<sup>th</sup> looms on the soon to be not so distant horizon. I know this isn't something I can just dash out the night before and expect a good quality product. I have to just budget my time to think about this stuff while also handling new reading assignments, journal entries, my work from other classes, my full time job. Is there room for free time? No wonder college students party to the extreme! They always seem so busy on their schoolwork! I can only imagine what the other papers will bring! A part of me wants to say that it will pass, that learning a new way of writing and thinking will be easier eventually. Dali didn't become a master surrealist overnight, after all! But if we are to use this book for the duration of the course...I'm not so sure the difficulty of understanding Joyce's words will relent! But if I can grasp this book, I can read anything!

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Posted by (01110307) on Thursday, March 17, 2005 6:26pm

Subject Re: Feb. 28

405. HAHHAHA I like the idea that you are going to put the effort into those of us who want to learn and understand both your style of teaching and the book itself.

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Posted by **Rae Strickland** (10850105102) on Tuesday, March 1, 2005 2:43pm

406. Subject Feb. 28

I had an exhausting day today...culminating in me making a big mistake...

I hate to admit this, but I was "cleaning up" the discussion board (moving postings that had been posted to the wrong discussion board), and I managed to delete ALL the postings instead of just the few that were misplaced.

So now I am in the process of rebuilding everything that I lost, but I only have copies of what I've written, not what the class has written. This is seriously bumming me out! Fortunately I

had recorded all the grades for the first journal entry on pages 2-16, so although those entries are lost, at least I have the grades. But I "blew up" all the entries for the next two journal

entries that I had not yet graded. I think the only fair thing to do is to just not count those grades at all—so the final grade will be based on 950 points instead of 1000. And I'll give extra credit to anyone who can produce copies of the work they did for those entries that I lost.

I'm hoping anyone who had already responded to the Cultural journal can reproduce his/her posting...

Oh, what a day!

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Message no. 105[Branch from no. 104]

Subject Re: Feb. 28

407. Oh dear. What can I say to make you feel better? We all make mistakes. It's no big deal really. I mean, no one should really be angry about it because all the work we posted should have been saved on a disc right? So, it's more like an easy extra credit opportunity that everyone should partake in.

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Message no. 111[Branch from no. 104]

Subject Re: Feb. 28

408. We all have those types of days. But saying that if we can reproduce those entries for extra credit sounds great to me. It makes me motivated to go and look to see if I still have it.

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Message no. 123[Branch from no. 104]

Subject Re: Feb. 28

409. It's okay to make mistakes, everyone does. But the idea to reproduce them for extra credit is awesome!

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Message no. 134[Branch from no. 104]

Subject Re: Feb. 28

410. Not a big deal. It's a good opportunity for everyone to get extra credit. Also, when we do things over, for me anyway, it comes out better the second time around.

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Message no. 138[Branch from no. 104]

Subject Re: Feb. 28

411. That might explain why you didn't get my rough draft on the 25<sup>th</sup>. After leaving class today I was looking through my book bag, and low and behold I found a printed copy of my draft. I had sent it to you via my yahoo mail account on friday, february 25<sup>th</sup>. I will provide that copy to you on wednesday, if necessary. However, I did resend the draft to you today again as an e

mail attachment with this email through web ct. This web ct thing is not very reliable I must say, the server is down quite often. I cannot believe it is time for spring break already. The time we have is so short. I must say this is probably the most thorough reading I have done in some time, and I already took this class before at my previous college. I am a little older than some of the students in our class, so I really expected the class to be a lot simpler. Just goes to show, there is always more to learn. Thanks, for the lesson. See you wednesday.

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 Message no. 182[Branch from no. 104]

Subject Re: Feb. 28

Mistakes happen, right? I saved journal entries on my disc and in "my documents". I did not, however, save my "Rae's diary" entries". I'm writing more of them, now, but saving them this time! I started further down the list. Do you have points recorded for the first ones I did?

This is also a lesson to me. I have every college paper or Brief that I've ever written saved in "my documents". Now all journals will be saved there as well!

WebCt is a handy tool, but there have been problems with the MCC web site. It seems to be "down" quite often. One of the MCC computer tech.s gave me a direct web address for Web Ct after I complained about my first paper being late due to MCC's web site! I don't have it on me right now, but I can bring it to class.

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 Message no. 202[Branch from no. 104]

Posted (01063313)

412. I think that its not that big of a deal that you lost some of the work we did. I actually like the fact of having extra credit because it will help me out and im sure it will also end up helping a lot of the other students too.

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 Message no. 235[Branch from no. 104]

Subject Re: Feb. 28

413. I did forget to to save a copy of my postings just in case..Guess I am going to learn from that one. You erasing everything was not such a big deal to us considering you are the one who has to rebuild it.

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 Message no. 363[Branch from no. 104]

414. Subject Re: Feb. 28

415. we all learn from mistakes. Now that its in the past forget about it.

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 Message no. 434[Branch from no. 104]

Subject Re: Feb. 28

416. This is pretty much what many of us fear in keeping our work online. Throughout the semester I've had trouble sending documents without it being either lost or corrupt. I think that if WebCT makes it that easy to "Blow up" a thread, than I think there should be some updating of the WebCT interface, and not entirely the fault of the instructor.

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 Posted by **Rae Strickland** (10695105102) on Wednesday, March 2, 2005 4:53pm

417. Subject March 2

Let's see...today we looked at pages 40-60. I feel very rushed these days...I'd love to have more time to let the class really examine the text on their own, rather than just having to "force feed" certain sections to the class. But I know people are often confused about the text and I want to help direct their attention to certain parts of the texts—especially the parts that are going to help them with their writing assignments! I thought things picked up a little when we looked at the "snapshots" and the students worked in groups. Group work is one of those tough calls...some students hate it; a few (not in this class, of course!) use it as an excuse to goof off; but I think the class really can benefit from having to do the "work" rather than just listening to me "explain." Plus, it breaks things up a little!

If you're reading this, I'd love to hear some of your ideas and feelings about group work—not just whether you like it or not, but whether you feel you learn in groups or not. Thanks!

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Subject Re: March 2

418. Overall today's class went well. I always like going over the readings as a class since there are some things I miss in the reading at times and it clears things up a bit. The group work is fine and I don't mind the change from the usual teacher-student learning method. I get to know who I work with better and over time you get to know the thinkers from the class from the ones who don't want to contribute as much. I still find most of the people in class mature and willing to at least listen to the instruction. But hearing and understanding are two different things. It takes lots of patience to understand this stuff! I still get the "vibe" that most of the class is either unsure of the material or is apathetic and just choose not to contribute. It appears a few people contribute day after day and unofficially "lead" the class. This still must place a challenge on the professor that has to teach the material while still making sure we don't fall asleep! In time, as has been in my other classes, this class will take on a group personality. Hell, we're in this room until late May!!! We may as well break the ice! I'm still getting used to the desks though. I always seem to get the only one in the room with the arm thing that doesn't fold back! Is this a conspiracy or what? When asked what I remember of college I will say "James Joyce and broken desks!"

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Subject Re: March 2

419. To answer your question about group work, I can't say I love it. But that's just because I'm shy and prefer to do things on my own. It's also because I don't really know anyone in the class. I do think I learn from the group work in class, though. When we go through and pick apart the book ourselves, it helps me to understand it, and doing it in groups lets us hear what each other think is happening, which can help us see things we might not have noticed before, and also opens up new ideas for what things in the text might mean. Even if we disagree on what something means, hearing each other's ideas can help us think further about our own ideas.

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Subject Re: March 2

420. THANK YOU for discussing group work! Yes I do learn from it, it actually makes me learn more, because we have to find the answer to the problem, not just listen to the final answer. pages 40-60 have a LOT of information in them, it's almost as though Stephen takes a huge step into reality and leaves behind a lot of his childhood ideas. I think that the timing of the paper was good because it is a new phase of his life, in chapter 2. I am interested to find out how him and his brother get along.

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421. Subject Re: March 2

I cannot say that I really like group work that much because I rather do things on my own. It is

s always good to do something you don't like every once in a while though because after college doing group work is going to be the least of anyone of are concerns. It is a good way to get to hear other people's opinions though because someone who is shy in class might have a little bit more input in a smaller group discussion rather than a big class discussion. Group work is just another way of learning and with a book that is hard to grasp every little bit does count.

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422. Subject Re: March 2

When it comes to group work, I think that it can go from one extreme to the next. It is hard to learn something from every group activity for several reasons. When I am in group with people who are shy and not very up front about their opinions, I am not really learning anything new because all I really have is my own opinions still. The success of a group activity also depends on how many people in the group wish to participate one hundred percent. I know that if I am in group where more people don't care than people who do care to be productive, I am easily influenced to just do the same. I enjoy participating, but I am not a leader from the activity. I also really value other people's opinions, especially during this particular piece of literature because it is very difficult to understand on my own. Maybe a class discussion is more effective for me. The leader type students are never in my group, but during a class discussion they make points I may have missed.

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423. Posted by **Rae Strickland** (10850105102) on Wednesday, March 2, 2005 5:00pm  
Subject March 2

I was really dreading today because I had to confess my big mistake to the class. I guess it wasn't as bad as it could have been! I was really embarrassed that I screwed up so badly, but the class was pretty nice about it and I guess we even kind of laughed about it a little. Oh my god! I still can't believe I did that!

Well...let's see...after I got through admitting my mistake, we looked at pages 40-60. I feel very rushed these days...I'd love to have more time to let the class really examine the text on their own, rather than just having to "force feed" certain sections to the class. But I know people are often confused about the text and I want to help direct their attention to certain parts of the texts—

especially the parts that are going to help them with their writing assignments! I had planned to do some group work with the "snapshots," but when we got to that point, I sensed the class really wasn't in to it and I'd better just keep plowing on myself. I'm not sure if I made the right decision...in my previous class (the one I teach right before I come to this

class) I did group work with them and it seemed to not only go well in terms of covering the material, but it broke up the class and let the students be "in charge" for awhile. Group work is one of those tough calls...some students hate it; a few(not in this class, of course!) use it as an excuse to goof off; but I think a class really can benefit from having to do the "work"

rather than just listening to me "explain." Plus, it breaks things up a little!

If you're reading this, I'd love to hear some of your ideas and feelings about group work—not just whether you like it or not, but whether you feel you learn in groups or not. Thanks!

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Subject Re: March 2

424. How are you doing Miss I feel that group work is very important in any class for a number of reasons. Let me start group work is very good because it allows people to interact with one another which would probably not happen that often and this makes participation in the class happen more often I feel because people are more comfortable with the students around them. The biggest part that I feel group work allows for the education is that it helps students put their ideas together and it makes the learning process better because they get to see it from all of the points of view. So all together I think that group work is very important in the learning environment.

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Subject Re: March 2

425. In my opinion I do think that group work helps students. It lets them take some time to think about what they think the text really means. Plus doing it in groups also helps us learn what the other people in our group are thinking. Personally I like doing group work. Plus it gives you

a chance to go around the room and hear what we the students think about the text. That way when we come back as a group we can compare what we thought it meant to the actual meaning. And about the lost mail don't worry about it. We all make mistakes. Hopefully some other students will take up your offer on the extra credit if we pull back up the 2 lost reading journals that you didn't get to correct. I know I did take advantage.

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Subject Re: March 2

426. I think that group work can be very useful in some points. The first chapter was really hard to understand, but when we went over the material in groups or with you, it was a lot easier to understand. I personally like to do group work, but only if we get to pick the groups ourselves. Some of the people in the class have already bonded with others, and it is easier for us to work with those people. Group work does break up some of the monotony in the class, which is great. I also agree that some people take the group time to goof off, but a majority of the class actually uses the time effectively.

And also, don't worry about deleting our hard work, everyone had one of those moments sometimes.

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Subject Re: March 2

427. Working in groups may be useful at times, but if we're learning about the text, you know it best! I know there are different ways of interpreting literature. But, since you've been working with this book for some time now, your thoughts are probably more accurate!

I am glad you brought in other articles, movies, and photos which relate to our reading. Those are helpful in making connections and also an example of you knowing more before we do! This is not to imply that none of us have a clue, but since you already have this knowledge, we can learn more from you and possibly expand more through writing entries.

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Subject Re: March 2

428. I would rather work in groups than work alone. I think that when we get to hear everyone's voice in the groups it helps me understand it more. You get to see everyone's point of views and explanations of the text. Not everyone feels comfortable speaking in front of the whole class. I prefer to work in groups.

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Subject Re: March 2

429. I actually do enjoy group work. The only thing is I do better if I am in a group with people I am familiar with. I am able to open up and ask questions. When I am in a group with people I am unfamiliar with I tend to be a bit more withdrawn and cautious on what questions to ask. Overall I do think that getting into groups does allow student not only to get further useful information but also get to know each other a bit more and talk about the text in a more laid back manner.

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Subject Re: March 2

430. I think that group work is fun to do. The down side of the group work is that some people do a lot of work and others don't do anywork. If we have group work we should get individual grades.

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Subject Re: March 2

Well this is just one reason why I am annoyed at myself. I think that group work is important, but I just can't

stand it. I understand that peer to peer learning is quite powerful, but I just can't get over that anxiety when a group assignment is announced. I kind of like it better when groups are assigned.

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Posted by **Rae Strickland** (10850105102) on Monday, March 7, 2005 1:34pm

431. Subject March 7

Well, today was the "sex" class. It's interesting to think about what our culture (or cultures, since we're all part of so many!) tells us about sex. In Stephen's case, he is basically getting one message about sex—"it's BAD!"—and it's SO bad that he can't even get any reliable information about it. Of course that causes him a lot of guilt and a lot of self-hatred because he feels he's abnormal. I don't think we get just one message any more, especially if you look at the messages popular culture (TV, movies, pop music etc.) create. There's definitely a lot more information about sex nowadays, but I think the messages can be just as confused. For example, at the same time that we're focusing on "abstinence" messages and getting out information about sexually transmitted diseases to kids, sex is glamorized and sort of "encouraged" in the media, on the one hand, but also portrayed as bad behavior that gets punished on the other hand! So I wouldn't be surprised if people still experience a lot of guilt and self-hatred over the messages they get about sex—regardless of what your sexual feelings may be, popular culture is chock-full of messages that you could be doing better! The only variables are whether you're getting your messages from something like "Desperate Housewives" or from a show like "The 700 Club," and how those messages either confirm or conflict with what you've learned in your primary socialization.

Hmmm...maybe we can identify with Stephen's emotional state, even if the causes of his state are different from what we might experience!

The rest of the class period was devoted to working on our papers—due Friday!

Subject Re: March 7

432. I haven't seen a video in class for as long as I can remember! It's amazing how graphic the history channel has gotten over time! I guess there is a correlation between a person's primary socialization and their knowledge of sex—whether it's good or bad knowledge! Today's generation certainly has more to deal with as far as sexual consequences than the past generations. The notion of A.I.D.S. certainly is a scary one. I've seen that disease destroy people. People in their 40's that contracted HIV and converted to full-blown A.I.D.S. during the 1980's are on their last days now, most likely. I have had to bring many to hospice units around the state. They become human skeletons. They rival the pictures of concentration camp survivors from the Second World War that I have seen. The stakes are higher now. The consequences of std's should not be taken lightly. However, if we aren't taught all sides of sex, we face the same fate as Steven. The only way to prevent the spread of std's is to properly educate people. Otherwise, ignorance can lead to something far worse than bliss! It would be a dangerous result of a one-sided belief. But at any rate, class was interesting. It's revealing to see how social practices (including sex) are influenced by the values and morals ingrained by the culture at the time.

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Subject Re: March 7

I liked the video that you showed on sex. It was interesting to see the history of sex during Stephen's lifetime. I can understand why Stephen feels so abnormal, it was only thought of to be used for procreation, when in reality people just wanted to, and did it for fun. I bet more people back then had their first sexual experience with a partner of the same sex, than nowadays, and yet maybe not. Maybe more guys

did. Girls still kiss their friends... Kids are getting exposed to sex at a lot earlier of an age than when Stephen was growing up. The media is showing it, but also kids are doing it. I have a younger sister who just entered highschool (freshman year) and she has friends who are having sex all the time, they have no concern of pregnancy, or STDS it's very SCARY. Maybe scaring your children when they are young of the dangers of sex would be a better solution considering the how many children are having children, completely unready for the responsibility, but fully aware of their actions

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433. It is always nice to watch a video in class every once in a while. When it gets to be all the time it gets repetitive because I've had classes like that. Especially if they are really bad movies from the 80s with bad actors. But this movie was from the history channel making it more factual but a little more exciting. I think there is no one message we can send to the "youth of America", kids will be kids. Some will listen and some will not. Some will even just do the opposite of what you tell them to do on purpose. But, with sex it is all out of decision and we have to give our message and whatever they do they will do. Some might learn the hard way but that will give us more researchers about the subject because without making mistakes no one will know what is right or wrong and we will all be confused.

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Subject Re: March 7

434. I must admit that although I have read many Victorian romance novels and seen many Victorian themes in the media, I never imagined that men really experience those same feelings of guilt and repression that women do. Growing up in a home full of women, sex was a very taboo subject and was never brought up. Now that me and my sisters are all adults and moved away from home, my mother speaks to us very openly about sex, but I remember a time when the most I could get out of her was "keep your legs closed", "don't let them touch you anywhere below your neck", ("them" and "they" being boys) and finally "don't believe anything they say, because they are all after the same thing". If I questioned what they wanted she would simply say "to ruin you, and then you will never be able to marry". Thankfully, I grew up in America, so it didn't take long to figure out what she was trying to prevent. However, I do recall feeling guilty when I held hands with a boy for the first time. I recall my grandmother speaking of women who got divorces and had boyfriends with total and utter disgust, referring to them as whores. I recall feeling confusion and nervousness, and fear at the thought that these types of behavior could somehow lead up to the point where I would be "ruined". As I got older, however, the media portrayed sex in a completely different manner. I used to watch a television show, "Dawson's Creek" and I was so obsessed with the characters because they were so perfectly modeled to be just like me and my friends. Naturally, what I saw them do unconsciously affected the way I looked at the things we all did. There was one particular character that was portrayed as being the "experienced" New York girl, who would be hated and envied by girls for knowing too much, and revered by the boys for knowing about what they dreamt of every night. Watching her, I couldn't decide which I wanted to be, the "good" girl or the "bad" one. Over time, I think the media has removed the guilt and shame from the boys, but continue to give girls mixed messages about what is "appropriate" behavior. You have shows now like "Sex in the City" that promote promiscuous behavior in women and at the other end of the spectrum you've got "Seventh Heaven" An adult viewer is astute enough to know that this is all about money, they don't really care about how these messages affect the individual, and what sells goes. An adolescent, however cannot make those types of distinctions. Life is too confusing at that time, and you've got so many influences around you that it's really hard to decipher which message is the right one. It's really sad to know of the sick contraptions these doctors came up with back in Joyce's time to prevent what is natural human behavior. We have complicated an act that in my opinion should have no rules or boundaries. Every individual is different, and you cannot expect everyone to be repressed. People are just too preoccupied with what others around them are doing. I am just glad we don't live in those times. Women had it ten times worse than any man. Granted, men were supposed to be discreet and maybe a little conservative, but to tell women to "close their eyes and think of England" when trying to discover what goes on between a man and a woman is preposterous. How could a

nyone ever think of teaching a human being to be so unaffected by such a huge act?

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Subject Re: March 7

435. That is true about the way pop culture portrays sex. I personally don't watch tv so i don't get to see all those shows or anything. (we don't have cable and my son has the tv with the bunny ears in his room for pbs, so that's why i miss out on the shows). But just from watching movies and listening to the radio, i am shocked the way sex is out there. With V.D. and AIDS out there, and new strains of them, it is scary. Samantha from sex and the city never got any sexual related diseases. And on the flip side...deeply religious indivs that i have heard of (I'm referring to the ones with sexual issues not all or even deeply religious people in general) who have issues with sex. I have heard of some people who have been taught in their deeply religious homes that sex is bad blah blah blah. Now that is a bit extreme. Some people end up with wacky issues with that too. Probably similar to what Stephen and/or other from his culture may feel. Anyway....i felt class was definatly pretty interesting and entertaining . I was also very happy to get more feedback on my paper. I can really see my paper coming along and with all the feedback I hope that it ends up being an A, yippy!!!!!!!

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Subject Re: March 7

436. I thought that it was funny that none of us left class for the movie. I think that it was a good movie to show because it shows how they viewed sex back then, and how it's portrayed now a days. The media shows it as it's something really special to do and that when you do have sex you are bad after that. I think that especially for girls after they have sex, depending on how many guys they have had sex with in a certain amount of time can be portrayed as sluts or names like that. Sex back then was hidden and even then the clothing wasn't that revealing as oppose to today's clothing. And when people did have sex it was a huge deal. It was cruel that young boys had to have some sort of contraption put on them so that they couldn't masturbate. In my opinion I think that little boys should have been able to at least know what sex was and masturbation. And if they tried to masturbate they should have received punishment instead of having a contraption put on them until they were old enough to know about sex and masturbation.

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Subject Re: March 7

437. I think that the video was extremely interesting. It's funny when you think about how far we have come since then, yet only in some aspects. Women are still seen as terrible women if they try to show their more sexual side. A woman is called a whore, slut and other names if she acts the same way as most men in our society do. Men are called pimps, players and thought of as being more masculine and great people. However, I guess living in the double-standard society that we live in is going to have to be something that women will have to get used to. While women do have more freedom here in America than women in other cultures, there is still a long way to go before women are seen as equals to men, and not people of less worth. The fact that Stephen uses women the way he does wasn't as shocking to me as I thought it was going to be. The shocking part was that he felt no remorse about using a woman that way, but felt sorry for himself because he wasn't as shiny and pure as he led others to think.

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Subject Re: March 7

438. This class was a little different, I would have never thought that people viewed sex and sex relations as they did back then until we watched the movie. Even today women still get looked down upon if they have sex. You often hear a girl get called a slut or a whore, but when you think about it men get praised more than get put down. Sex is a very serious issue today just like it was then, just that it's different in some points. I thought that it was a good idea to show that movie because now i have a real look on how people then felt about the issue and i c

an compare it to the way people are today.

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Subject Re: March 7

439. Sex has always been an issue that has always been around and will continue to be. There are messages everywhere that deal with sex. The media does largely have a lot to do with this. There have always been different views for sex for each male and female. Men have continuously remained in the back when it comes to sex. Women have always been on the front when it comes to sex. Females are supposed to be proper and not give into such temptations. A man can have sex whenever he wants and nothing is said. This issue will continue on for years I believe.

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Subject Re: March 7

440. Today was an interesting class. I had no idea that Victorian views on sex were that extreme. It was very surprising to see some of the thoughts and ideas that came from that era. I can see how men and women could get so frustrated with the thoughts of that day. I'm glad that the subject of sex isn't as taboo as it used to be. Kids need people to talk to about sex when they reach that part of their life. If their parents were scared to death of it how were the kids supposed to learn healthy views about it.

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Subject Re: March 7

I think his extreme guilt is just based on his cultural norm thinking combined with his personality that strives to "fit in." The Victorians I learned were very ignorant about sex and all they knew is that it was "bad"

I think that back then, all they taught was the punishments and none of the content, if it was even really known at all.

Today is a bit different. Today we are taught the anatomy and consequences. I don't think it is a punishable thing, but we are taught about these diseases, and it might discourage some. For some, these lessons don't mean anything to them, but they are the type to learn something a LOT better when it happens to them.

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Message no. 151

Posted by **Rae Strickland** (10850105102) on Monday, March 21, 2005 1:14pm

441. Subject March 21

Today is officially midterm—half way done!

I returned all the first papers and spoke individually with students about them. In general, I'm optimistic about how things are going, even though I know that sometimes students are a little disappointed in their grades. I hope after speaking with me, they're not discouraged, even if they're still a little disappointed.

Not everyone wanted to speak with me... Hmmm...either they were so mad they didn't even want to see me, or my comments were so-o-o-o complete they understood me completely and didn't have any questions!

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Subject Re: March 21

442. Midterm? Surprising! Most classes I have been in have had an evil exam to commemorate the event. Spring is here I guess and that does signify it I guess. I'm still used to going to the same class every day and I guess that is why it doesn't seem like it is midterm – since we meet only twice per week. I was pleased with the grade I got on my first formal paper. I know that writing, writing, and more writing obtain a good grade in this class! Hard work is the payment; good grades are the reward. It took me three days to assemble the final product of my paper, and I was hoping for nothing less than a C. Since it was my first time out in writing a paper I was admittedly not placing my goals that high! Meeting twice a week until the end of May, it seems like a lot of work before the end. A few more papers precede the final project! Looks like there is still lots more swimming for us to do! Still, the pencil is closer than it was in January! Sounds like the class in general is not that ecstatic about writing yet another paper. I must admit it is not on my top ten list of things to do in my free time. Still, it is a necessary part of college learning, I guess. It is still a skill we can bring to our other classes. Papers are always written in the science field as a part of journals and explaining findings. You can look like an idiot if you can not report findings in a clear and concise fashion. I guess that is what we are leading up to in this class. Reporting findings- not looking like idiots, I mean!

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Subject Re: March 21

443. I was so done with my paper that I just didn't want to harp on it any longer I was disappointed but I feel I can bring my grade up to where I want it to be. I just need to take more time and maybe even go to the writing centers to help me explore different writing styles. My problem is that I can only work so long on something especially English before I just have to put it away for another day unfortunately I have very limited time. (only when the kids are at their father's house can I work on school work.)

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Subject Re: March 21

444. I thank you for giving me insight on how I am doing in the class I hope that I am starting to catch on a little bit. I am still having a little trouble putting bits and pieces of evidence together, but I THINK THAT I WILL MASTER THIS BY the end of the semester

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Subject Re: March 21

445. I have to thank you for being patient with me this semester I AM STILL TRYING TO BREAK BAD HABITS OF MY WRITING STYLE. I realize that I have to take more time to be patient when I am explaining the how and why something is important in the story.

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Subject Re: March 21

446. I thought class was good. I worked very hard on my paper and I think my grade reflected that. It wasn't as high as I wanted but I am satisfied with what I have for now. I handed my paper in more than a few times to get feedback and I think that definitely increased my grade by maybe 2 letter grades. I am glad my persistence paid off and I hope to improve on the next paper.

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Subject Re: March 21

447. I was happy with my grade on my paper, although I feel that I could have done better. I should have spent more time on it and I did have a little trouble making it as long as it should have been. Over all, I didn't have a problem with my grade and just hope to do better on the next

xt one.

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Subject Re: March 21

448. When I received my paper with my comments I was pretty happy with the grade I received. After reading the comments I do see where I can improve on my work for further papers to achieve a higher grade. There will be things that may take me a bit of time to get the hang of but I do think that my papers will improve as we go along. I did not take this as a disappointment but as it merely was, a learning experience.

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Subject Re: March 21

449. I don't agree with the Victorian philosophy of how women were viewed. I believe that a woman has the right to choose if she wants to be a housewife, or a working woman. I don't care for wild women or prostitutes. I like traditional women that know how to take care of their families and know how to behave in social gatherings. Stephens father was a dork for not talking to him about the birds and the bees.

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Subject Re: March 21

450. Well I didn't do so great on my first paper. My own fault I didn't take enough time to correct my mistakes or go over the paper well enough.

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Subject Re: March 21

451. Well I was one of those who left before being talked to. Honestly, it wasn't that I was angry at you, but that I was angry at myself for not understanding, or trying to understand more of the format. I know I understood the subject of the paper and the book, but I was just disappointed that I didn't record that on paper well enough. I just didn't see any point in staying when I had an essay written to me of what I did wrong.

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Posted by **Rae Strickland** (10850105102) on Wednesday, March 23, 2005 1:06pm

452. Subject March 23

I'm doing something different with paper #2 this semester. Usually I have the students read tons of articles about Victorian times, and then have them develop their own topic that connects Victorian ideas or issues to Stephen. But I've been thinking about what I really want students to get out of this assignment, and the answer is: I want students to 1) learn to sift out information that is important to their thesis and to ignore information that doesn't fit with their thesis 2) to apply information from texts from disciplines other than English (we have history and art texts to work with) to interpreting another text (Portrait!) So if that's what I want them to do, it seems like I should focus them on learning to extract useful information and to apply that information, rather than making them look for the information to begin with. (Besides, we have English 200 to learn research methods! This is only English 101.) So I chose some articles that have some useful information (and even more NOT useful information—that's where the "sifting" will come in!) and I assigned a topic—are Stephen's attitudes towards women typical of Victorian attitudes toward women? Generally speaking, I don't like to assign topics—I sort of have a feeling the students will write better if they've chosen the topic to write about

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that they'll be more inspired to write about something that interests them. But I think that's my own little dream world! The reality is that I've already "stuck" them with Portrait, so they have to find a way to get interested in and motivated by the text, and reading lots of research to

find an "interesting" topic that relates to Portrait might be more confusing and/or frustrating than a motivating.

So here's hoping the topic I've chosen proves to be at least a little interesting to most of the class, if not everyone. Well, there's lots of stuff about love and sex, and I think everyone is at least a little interested in love and sex!

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Subject Re: March 23

453. Sometimes students work better with a chosen topic. Sometimes it is hard to come up with your own topic on a particular subject. Sometimes it is even hard to pick a topic about anything cause there are just too many things you don't know what exactly to narrow it down to. And then there are times where you are not creative and it's hard to think of things or even lazy and rather have an idea and then look up what you need to look up. Writing is a big process and with not a lot of time it does make it easier I think when a topic is chosen so you are thinking more about your paper and how to structure it and reading over your research rather than spending a quarter of your time thinking what am I going to write about and then half way through decide that's not even what you want to do.

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454. Subject Re: March 23

Hmmm...I agree that writing on a pre-chosen topic can be easier than looking for one to write about. I had a sort of rough time looking for one for the last paper. You have already given us the sources we can work with as well. That makes it easier already! Going out and looking for the sources is sometimes the roughest part of a paper. There is still no replacement or shortcut for reading and finding applicable information, as you explained. Still this will take some time out of my schedule to do, but this June, when I am on vacation, it will seem like a memory. Funny how the short-term stuff can seem so challenging but is so trivial after it is in the past! I wish my Algebra test on Monday were in the past! Soon, it will be. Time waits for no one. Okay, enough of me waxing philosophical! I have noticed college professors seem to enjoy raising the bar, constantly pushing students to do more – to be their best. In high school, all I had to do was understand the material. Here I must apply it. I thought initially it was impossible to get an A in anything in college! But hard work and the occasional loss of sleep bring it about. I still appreciate the reassurance I got when I was seen individually about my paper – and the progress I am making so far in this class. I am no Robert Frost, but I hope to at least better communicate as a result of being in this class.

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Subject Re: March 23

455. I think the topic you choose is extremely interesting and I look forward to finding out more information on Victorian Time period and the way women were treated and or viewed. I think it was nice of you to already have the articles that we need it saves the class a lot of time, but can we also do some outside research if we choose?

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Subject Re: March 23

456. I thought class was good today. At first I was a little nervous about writing another paper because we just finished the other one. But...here we go again. I am getting a little excited to get it going. It seems like it will be a fun paper to write.

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Subject Re: March 23

457. I think it's a good idea to choose a topic for us. We can help each other understand the finer points this way. Learning about researching is important, but like you said, this is English 10 1. This paper will most likely be difficult to get started on, but once the ball starts rolling on it,

we should be fine.

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Subject Re: March 23

458. I agree with the last part that you posted. We are all young adults and the thought of love and sex will be on our minds. As far as the essay goes I am not sure that we will all enjoy it. As long as you tell us how to "sift" through information to obtain the right stuff then I think we will do better. I also think that comparing things will come a little easier than having to write about what something means. Well at least for me. I hope that I do better on this paper because I want to advance onto the next level of english.

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Subject Re: March 23

459. Miss I think that the topic that you have chosen is interesting and I will be prepared to write this paper because the last paper I feel that I could have done a lot better so in a way the paper is a good wake up call FOR ME. So for this paper I feel that the topic is interesting so I'm going to write best as possible.

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Subject Re: March 23

460. This topic is different from a lot of all my other topics, but I think that it is interesting. When you are interested in something or the topic it does make it easier to write about. Hopefully this is the case for me. Other than that the topic you chose was a good choice and is very different as well as interesting.

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Subject Re: March 23

461. This topic is interesting to most people I would assume. The majority of people have no problem when there is a topic about sex. Sex is usually a topic that catches people's attention. In this case I think it was great because this should make it a bit more interesting and people will get into it further.

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Subject Re: March 23

462. I would have a very hard time growing up in Victorian England and Ireland. This is because I don't believe that a woman should be subjugated to staying home washing cooking, and being negligent toward her sexuality. This does not mean that I like wild women who only love the street. I think that women should have the choice on what roles in society that they want to portray. A woman should not try to have masculine characteristics of men because it takes away from their femininity and their true beauty as people.

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Subject Re: March 23

463. I did better on this paper but I got a warning about connotations. I liked the article we got to use with the article. It helped me write a more complete paper. Paper 3 is going to be very good.

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Subject Re: March 23

464. I think this is sometimes pretty overwhelming. Because the papers have to be pretty long, I don't do as much "sifting" as I do "adding". I usually like to go for quality rather than quantity (or atleast put quality priority to quantity), but the length of the paper is worth so much that I am forced to kind of "throw in" some facts or thoughts that eventually tie into my paper.

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Posted by **Rae Strickland** (10850105102) on Monday, March 28, 2005 1:38pm

465. Subject March 28

Today we worked on writing summaries in class. These summaries will contribute evidence to Paper #2, so I hope it will be time well spent.

I am trying to emphasize the importance of giving proper credit for ideas and language—this is one of the crucial skills in academic writing. Even though the different tribes (academics prefer to say "discourse communities" instead of "tribes") have slightly different ways of giving proper credit, they are all united in the belief that it must be given, and that writers who do not give proper credit should be punished.

Community colleges are often criticized (by various "discourse communities") for keeping students away from what is called "privileged knowledge"—in other words, the things that people who get the best jobs and have the most power in society know. They say we do this by not teaching community college students what they REALLY need to know in order to do well in college and get access to that "privileged knowledge," which will lead them to better jobs and more power. The thing is, community college students may get all the "right" facts from a class, but unless community colleges students know how to apply the facts (explain "why they're important") and "display" their ideas AND the facts that support them in the way that the discourse community approves of, the community college student's work "doesn't count" to that discourse community—

and the student ends up failing (and often not knowing why) when he/she transfers out of the community college to a university. Well, I am determined that that is not going to happen to any of MY students! So in addition to learning the content of English 101 (which to me means learning to coming up with your own answer to "why is this important" after you read something, students really have to learn how to present their ideas in ways that match what the academy thinks of as "normal." That is why I'm always harping on "this is the way 'WE' want you to write"—

not that it's the only way to write or even the best way to write, but just so they know to do academic writing for those times when they want or have to use it. I feel that if I don't teach this skill, I'm just fooling my students that English 101 means something. It only means something if it gives them the tools to get to that "privileged knowledge" and have control over where they want to go in life. Some may

decide that they don't want to pursue "privileged knowledge," but they should be able to decide that for themselves, and not because their English teachers didn't show them how to go after it!

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Posted by (01088091) on Monday, March 28, 2005 7:28pm

Subject Re: March 28

466. Today's class was a good one with a good message. I know that not all students put their best attempt at success as they should and that is their own choice. But why not work hard to achieve something, isn't that what pretty much everything in this world is about.

Going through a few classes here at MCC I have also seen what you are talking about. Where not everyone teaches "everything" they do teach us what to look for and how to do it. Sometimes they don't show us how to properly put our ideas and feelings about it on in a college paper correctly. Then sometimes using others works without the proper citation comes up. I remember in my first english class here, our teacher was pretty good at helping us finding all the important parts of what we were reading but assumed that everyone knew the "normal" w

ay to illustrate it in a good paper. I got to read the paper and it was pretty good but he didn't cite everything correctly and forgot to cite some of the things. He ended up plagiarizing which he didn't do it that much, but because he didn't learn before college how to do it right he ended up getting a bad grade because of what he did and maybe it was not all of his fault. I'm glad to see you really want to make sure things like that don't happen to us and mean it, some teachers say that but don't really care. They just say it to sound good!

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Subject Re: March 28

467. I think anywhere students can be kept from "privileged knowledge". It just all depends on the teacher. Even at a four year college if the teacher isn't the best at explaining things students could be not told this so called "privileged knowledge". This is also true on the other side that community colleges do teach, though as you said, "often criticized", this "privileged knowledge". As I said before it depends on the teacher the students gets. I often see where teachers expect you to know some things you might not because it all depends on what you were taught, every school since there are different teachers you don't always learn the same context of things. So I don't think it is the community colleges' fault but rather some of the teachers or even some of the teachers the authority allow.

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Subject Re: March 28

468. "Privileged knowledge?" It seems to me a student gets that from two places, a formal education and going through life. Both require time for fruition. How else would the "discourse communities" have all the answers? It is unfortunate that while they may have identified the problem, they are unable (or unwilling?) to find a solution. I do not think lazy professors or a poorly planned curriculum are to blame. From what I have seen due to affordability as well as many other reasons, community college enrollment is on the rise. Who can say a Bachelor in Liberal Arts from a community college is less than worthy when compared to the same credentials from an Ivy League school? This is my first semester at Manchester and I have yet to see anything wrong with this school or its faculty. To simplify things a bit, I am learning creative writing here. If anything, the public school system is to blame. Not that I did not learn anything there, but many of the methods that were taught and emphasized there (especially in English) just do not seem to work in the "culture of the academy." Styles of writing papers are just one example. Is it that the people planning the curriculum think people are stupid at high school level

and below? Do they think students can not retain complex methods? I have heard from people that attended private schools that the learning experience there is much different – and better with regard to learning quality. I spent most of my high school experience getting propaganda drilled into my head. SAT scores were important. Why did we get grades for our work in our regular classes? I also was introduced into the corrupt first year of the C.A.P.T. test. Apparently SATs were not enough of an assessment tool so the state had to make a mind-numbing test of its own to plague student's minds with. They did not count it when I graduated; I was one of many guinea pigs around the state then to "evaluate" it. I thought the Connecticut Mastery Test was enough of a tool. Oddly enough, none of these test results ever mattered when I was considered for acceptance into Manchester. I just had to take, guess what, a placement test! See the pattern of test after test after test? No child left behind? How about no tree left behind? At this rate we will quickly run out of trees to make paper for all these test booklets! It is an enigma in a sense. Who decides on what is the "culture of the academy" and what should be "privileged knowledge?" The toughest test of all is just that... putting a generic value and scope on what is to many an individual talent: learned knowledge. I feel that "privileged knowledge" within the "culture of the academy" is far from concrete.

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Subject Re: March 28

469. I think that people don't give enough credit to community colleges. What is the point of going to Harvard for like 7 years when you can go to MCC for 2 or 3 and then go onto Harvard and save yourself some money. I had the opportunity to go to a college out of state that wasn't a community college, and to be honest, I like MCC a lot more. The classes are smaller and all of my teacher's know my name.

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Subject Re: March 28

470. I think that going to a community college doesn't mean that we don't get the "right" education to get a good job. We go to a community college because we are not that fortunate enough to get into a university. I think that we do get the right education to get a good job, and teachers teach how they want to teach. There is no right or wrong way to teach. I think that by you "harping" us to do the work the way you would like us to gives us a chance to see what you see. So when people say "your going to a community college"? I say yes and I am happy to here and I am doing good. Community colleges are no more lenient than a university.

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Subject Re: March 28

471. I think that we as students must be versatile in the way that we present our techniques and knowledge in writing. I know that sometimes I will write a paper based on my opinions and not in the context of the academic culture of the school. There are a lot of people that work in privileged jobs that don't know what they are doing. This is because they have learned what they know from repetition. They cannot prove how they know what they know, and they cannot teach what they know to anyone.

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Subject Re: March 28

472. I think that MCC is comparable to many of the state schools. I had a friend bragging to me about UConn the other day.

PERSON A: "Why do you think people don't want to go to MCC... you don't even get that great of an education..."

ME: How much do you pay??

PERSON A: about 16000 a year

ME: yea I pay about 2600 a year and 3 out of my 4

teachers teach at UConn.

PERSON A:.....

I love the fact that I get a great education for a fraction of the price. Everyone is more personal here and you're not just an ID number.

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Subject Re: March 28

473. I've got to say, it's really nice to see a teacher who actually cares about a student's future and isn't afraid to say it. I know that there are a lot of teachers at this school who care about us and want to see us go far in life, but they don't really want to take the extra step to help. It feels good to be in a class with a professor who really wants to see all of her students succeed. I know you are always there when any of us need your help. Thanks Rae!

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Subject Re: March 28

474. I somewhat agree with the Privilege Knowledge argument, but I am not using this college alone to get a better job. I am only using this college to (1) get used to the college culture and (2) as a springboard to get into a better university. I think this college is doing this pretty well for me. I don't think it is the community colleges that are completely at fault. I see a lot of people that haven't really graduated from highschool yet (maturity wise) and don't take this school seriously enough to be able to use this college at its fullest potential. Just because it is a Community college doesn't mean it is an extremely valuable tool to do well in life.

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Posted by **Rae Strickland** (10850105102) on Wednesday, March 30, 2005 1:36pm

475. Subject March 30

I was really pleased with the progress the class made working in groups to write their "super" summaries. I have posted all the super summaries in a "file folder" on the home page. Now the class can go to the summaries to get information for their papers, instead of having to sift important information out of each of the articles. I hope this will save everyone a lot of time and frustration.

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Subject Re: March 30

476. Thanks, I think it will help out everyone because I know that writing a paper is a challenge in itself. I will most definitely use the "super" summaries because they tell the main points rather than reading what seems like millions of paragraphs.

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Subject Re: March 30

477. It's a shame that I was out sick on Monday when the group work started. But seeing the end result the following class it must have been impressive. The group summaries should streamline things a little, however I may have to look back to the articles to find what they mean to me in the whole context of Stephen or to cite a particular quote. The class seems to have gotten over that anti-social quiet bug that plagued it a bit during its first days. I saw many around the room working well. I still think Portrait will be the primary source for my paper. But extra sources never hurt! It's interesting to see elements of the class looking more scholarly each day. On the first week we seemed to groan at the very idea of reading this book. Now we seem to be easily able to read and take apart the text. I wonder if this is motivated at this point by grades, genuine interest, or both?

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Subject Re: March 30

478. Doing the super summaries was pretty easy and fun. I do also think having these will save a lot of us the time/frustration of going through each article. When you have all the resources broken down into the main ideas and points it becomes easier to find points and write about them.

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479. Subject Re: March 30

I think it will definitely help all of us when we are writing our papers. Working in groups is usually very helpful for some students who don't always understand what is going on. Sometimes asking your peers helps.

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480. Subject Re: March 30

The super summaries will be really helpful to all of us. They take out the important stuff that we need to know in each article and state it plain and simple. Working in groups together was very helpful also, because we didn't have just our summary to go on, but like 5 other people

e's to make sure we got all of the key parts.

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481. Subject Re: March 30

I think that us doing the super summaries will help us alot. It not only breaks down what the articles are about, but we get to see what everybody else in the group percieved of the article. In the end I really do think that the summaries will help us make our essays better. And if we needs quotes then we can go back.

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482. Subject Re: March 30

I enjoyed working on the super summeries so much. My group and I worked together so well . I had a great experience and I wish that I could have their help writing the paper as well, th at's how great they were! Breaking down the articles and rewriting them in our own words wa s a challenge but it will help out a whole lot when it comes to paraphrasing in paper # 2.

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483. Subject Re: March 30

The supersumaries allowed me to cut through a lot of the red tape of trying to break down th e articles. I still need to read the articles to get the hard facts to represent key points in my p aper. I now realize the importance of comparing evidence to prove an intense argument to b e true.

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484. Subject Re: March 30

Doing the super summaries was really cool. I got to hear other ideas form people and hopef ully ill be able to work them into my report.

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485. Subject Re: March 30

I really enjoyed getting the perspective and interpretations out of other people. I think this hel ped me to try and look at the article at another angle and that helps me find new ideas for m y paper.

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486. Posted by **Rae Strickland** (10850105102) on Wednesday, April 6, 2005 3:14pm

Subject April 4 & 6

On Monday we read Stephen's epiphany. This is my favorite part of the book— I think many authors can write about sad things and make you feel sad, but few authors writ e about happy things and make you feel happy! Whenever I read the epiphany, I always feel some of Stephen's joy and excitement, too. I guess that's why it's my favorite part!

We're working on the second paper, and I noticed a lot of students are having trouble organi zing the information from the articles and their ideas about Portrait, so on Wednesday I revie wed how to organize comparison/contrast essays. That actually seemed to hold everyone's attention for the few moments it took to discuss!

On both days I gave students time to work on their papers in class...I've been a little "underw helmed" by the effort and dedication shown by most of the class. (A few people are working hard, and I know who you are, so you don't have to email me!) But I would say about 3/4s of the class just isn't really putting much effort into it yet. It's frustrating for me because there's nothing I can do to help someone who isn't trying in the first place.

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Posted by Robert Scholtz (01088091) on Friday, April 8, 2005 10:48am

Subject Re: April 4 & 6

487. It really is great that you give us the chance to work on papers and work for class during clas s time. Not many teachers do that for students, give them that opportunity to have the teach er right there so that if you have anything you need help about you can get that help right the n and there. I think, personally I never really had that chance before here at MCC so I don't t hink I know what to do or how to use that help effectively. I have always just been like "I'll do it when I get home, when I'm by myself so I can concentrate." That's how I have always don e it, I try to do as much as I can while I am in class to get some of the work out of the way. I also see what you are saying when not all of us are working to the full potential. I'll be honest and say I am not working as hard as I probably could. I'm not trying to make excuses either, it's just that I think that so many of us have so many things going on that it's hard to manage our time the right way. There are only a few weeks left in the semester and I can say that I will try and put my best effort to do the best I can in the course because it would be the worst thing to work so hard and come up short.

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488. Subject Re: April 4 & 6

I always thought good literature is that which causes you to get into the book mentally. So far, it has been difficult with A Portrait since it takes a great deal just to understand some parts of it, let alone get into it. So far. The only part of it I seem to relate to is Stephen's fumbling with romance (which I'm sure I'm not alone in feeling). I appreciate the time in class that I had to work on the paper, but it still seems a bit overwhelming. There are multiple sources this time, which should make it easier. Interpreting and drawing parallels to Stephen as well as getting specific examples from a sort of abstract book is the hellish part! Meeting twice a week with the semester ending in late May doesn't give us that much time. But there still seems to be so much work to do! I remember getting my last paper back on a Monday and getting the next one assigned that same Wednesday. I know college life is fast-paced, but I could sense the agony in the air from the class, as there was no appreciable break between papers! I'm not sure if the class is "papered out" or if Spring fever is adding to the troubles. Focus, focus, focus...the goal isn't that far away, is it? Still, I've heard many other books, such as Vanity Fair, are a much more difficult read. I just can't understand how a book written in English (not old English) can give people so much trouble. Just have to find a balance between work, school, and homework for some relaxing (sanity) time!

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489. Subject Re: April 4 & 6

While reading that passage in "Portrait" I enjoyed it to Stephen was excited about finding out what he wants out of life and making decisions for the future and being excited about that. That happened to me when I said I wanted to go back to school I finally had a path to follow along with my heart.

I am also happy that you went over how to organize the paper, I was deeply confused. I feel now that I have it under my belt and I look forward to meeting with you on Monday to get some pointers about what I written so far.

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490. Subject Re: April 4 & 6

I liked the part about Stephen discovering the girl on the beach with bare legs. When I saw how excited he was it got me all excited. As far as the papers go, I am feeling more confident now after you gave us those ways we could organize our papers. And I do have to thank for extending our papers to the following Monday. That made me have some stress/weight lifted off my shoulders because I have a 8-10 minute speech I have to give this coming week and I wasn't feeling prepared because of the paper. But now that it's extended I am going to take my time to write the paper to make a sure its good. That last thing I want to do is fail the class and have to take it over again. I don't know if I would be able to survive another semester of Portrait (no offense). So you pushing the paper back has helped me greatly and I will do the paper to the best that I can do.

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491. Subject Re: April 4 & 6

I think a lot of students are getting bogged down by the second-half-of-the-semester blues. It is hard to concentrate on the book sometimes because we have been reading it for so long. I don't know if I could read this book any faster though. It is difficult to motivate myself sometimes, so I can't imagine what it is like to have to try to motivate an entire class. Now that we have nice weather, I'll bet people start getting more serious about their work. It can be hard when the seasons change, especially after such a long winter. It definitely brought me down. I feel bad about leaving class early sometimes when we are working on the computers, but it is almost impossible for me to get work done in an environment with so much going on. I have trouble concentrating when it's quiet, throw in a few college students discussing James Joyce out loud and I'm completely useless. I'm going to try harder and stay longer in those situations.

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492. Subject Re: April 4 & 6

Stephans Epifany was really neat to read about. I had an experience like that that once but it wasn't really life altering like Stephans. And I know I should have worked on my paper harder than I did.

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493. Subject Re: April 4 & 6

I may have given the impression that I wasn't trying. Actually I work much better at home and I get a lot from class discussions. I do take quite a bit of notes and it does help. It is still pretty difficult and still wonder how on earth you pulled out those details from the book like you do, but I think I'm getting there. The part that I am having difficulty is just getting the length requirement down without having meaningless and repetitive babble in it.

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494. Posted by **Rae Strickland** (10850105102) on Monday, April 11, 2005 2:57pm  
Subject April 11

Today was one of those days when I just hit the ground running— wrote a lot of stuff on the board and pulled a lot of stuff out of the book. To be honest, I don't like classes like this when I do most of "the work," but sometimes there just isn't time to do much else! By lecturing today, I gained some time to use for working on papers in Wednesday's class.

The students were really passive— which is to be expected if I'm just "dishing it out" to them— but I hope they'll wake up on Wednesday when it's time to write!

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495. Subject Re: April 11

Monday's class seemed to go as many of the lecturing classes go. Few people spoke to contribute. This seems to be the usual manner of the class though. I'm not sure if it's apathy or boredom with the material. I know there are fewer people in the class than there were in January. Fewer seem to be writing— and writing on time! It's past the time to drop a class without penalty. There's no turning back now! There's less than a month's worth of classes left so time is short. Can't believe there is yet ANOTHER paper to do before all is said and done. It seems like class started slowly with us learning the expectations and syllabus. Now we seem to be running with the throttle wide open with no way to even slow down slightly! I know to pass this class I must write. I just never knew I would have to write at this rate! Time is drawing near for the due date of this paper. I hope I can turn in something well-written and not just rambling!

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496. Subject Re: April 11

Monday was a class that was not the most fun for students. Usually people get bored quickly with a class that is just a lecture. A teacher at the front of the class and talking the entire class. It was a Monday which is usually a slow one anyways. This semester has really flown by and with only a month or so left with a lot of work still to do we all need to work hard to get that pencil for "surviving" Portrait. Not a lot of people are still left to even get the chance to get the pencil. I hope everyone can gut it out and try the hardest that they can to get that pencil!

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497. Subject Re: April 11

I think that the information that you wrote on the board will better help us understand what is going on in Chapter 5. I know that you don't like lecturing to the class for most of the class period but I think that we the students get a better understanding of what we read. I know that when you talk about what we read I understand it better. I think that part of the reason why most of us didn't get the journal entry is because it was confusing to us what Joyce meant. Most of us looked at that part of the reading and saw that from previous sections that when Stephen saw the girl by the water and she was exposing more skin than was accepted, we saw it as oh my god, the times are changing and more skin is being exposed. Most of us missed that when he saw that he ran because that inspired him to want to paint or draw. I know that on Wednesday I am going to take the time you are giving us, and I am going to work on my paper. Some of us will wake up on Wednesday and take the opportunity to get your help, and then there will be the students who will sit at the computer and talk instead of taking advantage of your help. By the way I really like this diary that you have. It gives us the chance to express what we felt about the class and what we want to do in the future.

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498. Subject Re: April 11

I was hoping to get a little time to work on my paper in class but everything that you went over in class helped me for the journal that is due on Friday. Plus breaking down the characters in chapter five helps us when we are reading further to what Stephen is hoping to find the answers to, "to tie up his loose ends"

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499. Subject Re: April 11

I think that the reasons a lot of people in the class are so passive is because we just can't get into the book. I personally don't enjoy the book because it has nothing to do with anything that interests me. The Victorian era to me wasn't anything special. It is nice when you go over parts in the book, and it makes it a little easier to understand. And it is nice to get more time to work on the papers in class, but I have a very hard time keeping my shoulder in the position to type and move the mouse, so the time doesn't really help. It is very painful for me to have

e to sit at the computer and type everything without taking a lot of breaks just to let the arm calm down.

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500. Subject Re: April 11

Sometimes you have to do what you have to do. The stuff that you talked about helped me with some of the aspects on my paper. Lecturing is boring but sometimes it's the best way to get information out.

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501. Subject Re: April 11

I think we all expect to have classes like this. It's just one of those things we're all used to. It gives us a chance to listen to what you think about what's going on in the book and to really focus in on parts that we should pay attention to. I can understand how it must be frustrating for you to stand up there and lecture, but it ends up helping us in the long run.

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502. Subject Re: April 11

you may not like those types of classes...but I love them! Not because I don't get to say anything, but because I get to try and learn how you pull out that information. Sometimes I don't see the subtle details, but it later makes sense to me, and when you "dish it out" to us, it really helps me to practice doing that.

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503. Posted by **Rae Strickland** (10850105102) on Monday, April 18, 2005 1:14pm

Subject April 18

I actually let the class go early today! That must have been a bit of a shock!

I'm getting in the second papers today. I am interested to see how the students did with applying ideas from the articles to what they've read in Portrait. Being able to apply ideas from one text to problems presented in another text is one of those key abilities the "culture of the academy" looks for. Even if the students have done it imperfectly this time, it will give them practice for future encounters with "academic culture"!

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504.

Posted (01124406) on Sunday, May 1, 2005 6:03pm

Subject Re: April 18

The class time outside was an interesting departure from the usual. I was happy to finally turn in the paper. It not only signifies another assignment completed, but a step closer to the end of the class. I must admit, I'm trying to fight spring fever! It seems like every paper I have had to write thus far has been a challenging one. I have to not only look at all materials presented as sources, but also translate them into what I can understand in order to make a paper that has a good, solid thesis that I can prove. This is the skill I feel separates students from scholars. I still, until I get back the paper, have the anxiety of whether or not what I wrote made any sense. My grade is influenced by it accordingly, of course. I will still look back on this course nevertheless with a sense of accomplishment.

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Subject Re: April 18

505. I think that for some of us it may have been a challenge. But I think for other students it wasn't a problem. I know that for myself I had a little bit of a problem in the beginning. But after I wrote my first body paragraph I had an idea of what to do and how to do it. Plus I think that this paper was a little more interesting to do. It had to do with sex and sexuality of women back in the Victorian days. And the majority of us were very interested in the movie that we watched to see how sex was perceived back in those days. Also some of the students do better with comparing and others have some problems doing that. But in general I liked doing this paper better than the first one. That is because it had to do with a topic that interested me. Also about the class being let out early. We all enjoyed that because it was such a nice day out and we didn't want to be stuck inside. The movie that we watched that day was interesting. At some points it confused me because it didn't completely correspond with the book. But other than that I enjoyed it.

---

506. Subject Re: April 18

It's always nice to get out of class a little early, especially for those of us who don't have another class that day. I found the second paper to be more challenging than the first, but at the same time, I learned a lot about comparing and contrasting in the form of a "real college" paper.

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507. Subject Re: April 18

This comparing of text is so much different from High School writing, and I think that's a real shame. I wish High School prepared me for college like it's supposed to. All we did was do those classic 5 paragraph essays and (at least in my school) they didn't really enforce different styles of writing. I'm glad I was taught this style of writing, and I think this will allow me to be a little more flexible for future courses.

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Fa 2005 Research Diary

Subject: Aug 29 Author: <b>Strickland, Rae</b>
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508. First day! My first impressions of the class are all very positive—

there seemed to be nice energy in the classroom. Sometimes the first day seems tense to me and I can't tell if the students are bored, intimidated or overwhelmed, but today's class seemed relaxed but alert. Nice start!

I really only had time to go over the syllabus and try to explain my expectations and requirements for the class. One thing I want to remember to do (note to self!) is to bring up some of the things I went over today as they come up during the semester. I think it's really important to go over the syllabus on the first day so that students know what they're "in for," but probably it doesn't really click until you're actually involved in the class. In the past I've assumed that students would remember to refer to the syllabus, but this semester I'm going to actively try to remind them. I think doing so will help to foster a more intercultural environment (by intercultural, I mean developing an understanding that bridges "academic" culture and "regular" culture).

I talked about myself as a person a little bit today, too, and told the class that I'm an MCC alumna and how I ended up at MCC sort of by mistake, but it turned out to be the greatest thing that ever happened to me. And then I tried to learn names...hoo boy! I have a way to go on that!

509. -----

But learning names can be so fun! Then you can make up your own little nicknames without your students realizing it haha. I did like your stories, though, and I definitely look forward to your class.

510. -----

You did well this morning by remembering everyone's name after the first class. I honestly didn't think that you'd remember everyone .... I'm looking forward to many more stories throughout the semester.

511. -----

I have to agree with you when you say that the class's energy was alert and relaxed. You have an aura of energy that keeps the class awake and into your discussion. I really like the first class because me as your student got to know you a little bit better rather than just your name on my schedule. Telling me a little bit about yourself helped, but just by the way you teach the class shows even more how you are as a person. I think that we get a long great during the semester.

I like the way you took the whole class to talk about the syllabus not many teachers would take a class period to discuss the syllabus. I look forward to learning about the intercultural idea you mention. I interact with a wide variety of cultures and want to learn more about them. And with your help I will learn the understanding of "academic" and "regular" culture.

512. -----

Hi Professor Rae,

I think the first day in your class was a little intimidating at first but then I was relaxed because this is my second year and I took a Public Speaking class (paid off). I think what broke the ice was when you told us your life stories, they added a little comfort to the environment.

Overall I think the first day went well. I also learned a few names, usually I'm terrible at names. I also think this class is going to be challenging, but workable.

Nice way to break the ice on the first day.

513.-----

I like the class. I expect to have a good time writing and reading the good academic english.

514.-----

Well, since you don't have too many students this semester, it shouldn't take you too long to know our names. You will start to notice our individual traits soon. That will make it much easier.

515.-----

Hi Rae ! I liked first day of class and I know that the rest of the semester is going to be fun. I like that you like to laugh and make happy atmosphere in this class. I am usually happy person and I like the way you are.

516.-----

the first day was fine. i really like the class alot i hope its not like the other english classes i had b/c they were very boring and hard. You seem like a very nice teacher and i really look forward to being in that class. I think its going to change my views on english classes in general.

517.-----

This is M-  
from your Tuesday class, i kind of agree with what you had to say regarding the class. Everyone looked very positive in class, kind of like if they were waiting for school to start. (i kind of did, long story) Everyone looked so focused to what you had to say, specially when you were talking about yourself. All i can say is that i hope for the best, and i also hope to pass the class. Thank You

518.-----

Topic: Rae's Diary Date: August 31, 2005 12:14 PM

**Subject: Aug. 31 Author: Strickland, Rae**

Well, today's class quickly dissolved into chaos as we all tried to log on to the lab computers and then onto Vista. Why does IT have to set it up so that everyone has to have TWO usernames and TWO Pins? It just doubles the opportunities for problems, as far as I'm concerned! Not to mention that my brain is FULL at this point and I just can't remember one more password! Oh well, I'm sure it will all work out, bound to be bugs in the system at first, etc., etc., etc.

By the way, if you were one of those people who can log in from home but can't log into a computer in the lab, please contact the registrar's office and see if they can help you. I have put in a call to the IT Help Desk about the "locked out" message as well. We need for everyone to be able to get onto the lab computers so we can work in the classroom during class time. And of course you'll need to be able to get into Vista to do your homework, etc. I know it's a pain in the butt but we need to get these things fixed now so the rest of the semester goes smoothly.

If you're reading this, thanks for listening while I blow off steam! Once we get past the frustrating bits, I really like using the online system. I feel like I get to know everyone even better and it's a convenient way to communicate.

Okay, so about today...in addition to fiddling with the computers, we talked about academic language and what makes it different from "regular" language:

use of evidence from texts

providing proper credit for that evidence

explaining the connection between the evidence and the point you're making (not just assuming the connection is obvious)

Then we talked just a little bit about culture and how we're all in bunches of them and we learn to be intercultural—moving between cultures—

every time we interact with a new culture. So the task for this semester is to learn to be inter cultural so you can appear "normal" (snicker snicker) when you're asked to use academic cul ture. You don't want to be the one standing there with your lunch tray in front of the whole mi ddle school cafeteria with no place to sit! (Not literally, of course!)

I had planned to do an exercise to help develop our intercultural abilities for the academic cul ture, but that will have to wait till Wednesday. Day two and I'm already behind!

I assigned pages 1-

2 (just as far as the "stars") for Wednesday. Remember to check the "Chapter One" icon on t he home page for help!

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519. Technology can be a pain in the butt. I'd had problems with this system from the very beginni ng when I first set up my assement test schedule. Hopefully these things change. On the syll abus wheren't we supposed to read up untill p. 16 for Wendsday? Don't get me wrong... 2 p ages is fine by me... I just want to make sure though.

---

520. I see why Mr. Kosinski recommended this class to me. I think it will be fun but I am really pre tty much a computer idiot. We didn't have these things when I went to high school.

---

521. Hey Rae, is M- time again. I could have not said it better myself. Technology can be a pain in the butt. And computer are supposed to make our lives easier, right? well guess what i don't think so. I w asted almost 25 to 30 minutes of my time trying to log into the system. i could have done so mething usefull with that time. Thank you again

---

522. Hello Rae! I tried to log on vista from my home computer right after class but I couldn't , and I tried today and here I am. I read your diary and other people's answers but I am not sure h ow I suppose to answer back to my classmates and when? I like tohe topic that you're teachi ng us about "academic language" since I am not born in this country and English is not my fir st language this would be great oppportunity for me to learn more for my future writing.

---

523. I think once everything is situated as far as the entire class being able to log on, the class wil l get a lot smoother. I think you are doing a great job so far. Hopefully Wednesday this mess will be cleared up. I was one of those who got locked out of the system I just hope it doesn't happen again. Have a great day!

---

524. Hi Rae, i think wednesday was fine. it was a little rediculous with the whole computer thing. How some people can go on and some cant it gets really frustrating b/c i have no problem a nd never have but i guess thats a good thing. I get the whole language thing we were talking about and thats a good thing. See you soon.

---

525. I got on fine at home but, can not in the class. Will write to the help desk and see what transf orms.

---

526. glad to see you are not scared to vent. it is a healthy thing to do. don't hold back on those IT guys. remember, the squeaky wheel gets the grease. see you soon.

---

527. Wow, what chaos it was in class when everyone was trying to get onto Vista. When we did we were more interested in the letter that Steven wrote to his wife, we even printed it out. It was a good way to start the class I guess, because we laughed and had fun.

-----  
 Author: **Strickland, Rae**

528. We began today by examining the "artifact" from my cellar. This is practice for developing intercultural skills...the first step is to observe, and the next step is to draw conclusions based on what you observe. The trick is to remember that it's a two-step process, and you have to observe first. You can't rush straight to the conclusions, nor can you stop after making the observations. And THEN you have to get comfortable with the idea that you don't know for certain if your ideas are absolutely "right"—you can only know that your ideas make good sense based on what you've observed. If you observe something different later, or somebody points out something you missed, you have to see if the evidence still fits your conclusion, or if you need to come up with a new conclusion. So even as you're drawing conclusions and thinking about why your conclusions make sense, you're still staying open-minded.

This kind of thinking is pretty simple and even fun when you're looking at something from somebody's cellar. Now we have to apply that kind of thinking to another artifact—Portrait of the Artist.

I notice lots of people are logging on and checking their mail and reading my diary. That's great! But not many people are looking at the study guide. I have to find out why—can't find it? Don't need it? Not interested?

-----  
 529. I think today was fun with the thing from your cellar. It got me really mad that you didn't know what it was b/c I really wanted to know. But the exercise was good and I met some kids. See ya Monday -

-----  
 530. I liked the last class it was very interesting and challenging. We had an opportunity to come up in groups and discuss about "artifacts". We learned that there are important steps toward conclusion. Same as in crime scene in order to come up with conclusion what happened we have to observe different things and collect as much as possible information and evidence to conclude what could be.

-----  
 531. Hi! It took me forever to try and print the glossary from my home pc that I gave up and starting writing it out! The study guide is helpful and I guess I needed some time to find out how to get into it! Things will go smoother as time goes on!

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 532. I quite enjoyed the artifact, actually haha. It was interesting, and it was sort of fun trying to figure out what it could possibly be! Those kinds of activities make class interesting.

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 533. Class went good today. I got a chance to interact with a few of my classmates with the 'Artifact' exercise. What I didn't like is how everyone went berserk over the letter they pulled up on the internet. It was like grammar school all over again.

-----  
 534. Describing the artifact in class was fun, we got to work in groups which was very helpful in getting to know the student a little better. I liked it because it was different from the long boring lecture and it was a way to wake me up. We should do more group work in this class.

535. -----  
 While describing the artifact we learned to pay attention to a lot of details, even some details that other groups picked out that we didn't see.
- 

**536. Subject: Sept. 12 Author: Strickland, Rae**

I didn't feel like the class was really "with me" today...I'm not sure if it's just the effects of Monday morning—it's always a little hard to get back into work after the weekend— or if it's the class material. Also, today I had to do a lot of lecturing in order to cover the material on primary socialization and demonstrate how to annotate a text, so that meant the class was mostly about ME talking anyway...

Well, after we finished talking about primary socialization we went back to pages 1-2 and looked at them in terms of what they tell us about Stephen's primary socialization. I am trying to make the skills that students need to "switch" to academic culture clear. So, for example, rather than just asking students to apply the information on primary socialization to Stephen, I showed them how to apply it using academic language— providing evidence and credit and explaining why the evidence matters. It's hard to know whether the "underneath" lesson of HOW to approach texts is getting through. I guess I'll find out when I get some writing assignments!

-----

537. Hello Rae!! I agree with you, it was quiet today. I liked the discussion in class about primary socialization. I have to go back and read those 16 pages again because I was confused. I thought Stephen was already grown up and in college and he was playing some sport so I had a different picture. I hope I will understand better when I read a second time.
- 

538. I see what you mean. No one was really saying much at all today. I was trying to just sit back and not give an answer everytime, but not too many others were volunteering and I don't want to come across as a no-it-all to my fellow students. I do understand analytical reading though as I have been doing it for a good portion of my life. I do not by any means do it all. I do not also know how well annotating will work for me. I basically retain what I read in my noggin and annotating, to me, seems like overkill. Anyway, have a good one (to anyone reading this) and see you on Wednesday.
- 

539. I agree. Mondays are a hard day to get back into the swing of things and being a class in the morning it is hard too. I also feel that no one really participated although I think that you did a good job teaching it to us. I really understood and it helped me understand the text a lot more and comprehend it better. See you tomorrow in class!!
- 

540. The atmosphere in the class on Monday was a little different than the day. I think the reality of the workload has set in and students are getting frustrated with the whole Vista thing.

541. -----  
 I'm going to have to confess to being a little out of it during that class. Not trying to make excuses for myself, but I act in a renaissance faire on weekends and we have been rehearsing a lot for the upcoming shows. In the process I got sunburned on stage. These are no excuse for my inability to pay enough attention. So I'm going to apologize. Hopefully I can make it up with a decent paper. I'll see you Monday.
-

542. The class was fine just that we get or I get really bored when we don't do anything and you have to talk the whole time. But at the same time it was good b/c now we all know better how to annotate text and that will help me learn better and how to understand what I am reading better.

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**Subject: Sept. 14 Author: Strickland, Rae**

543. Today we worked on the "practice" reading journal assignment. I am excited to see how everyone does with it. I will get an idea whether we're all talking the same "language" when I see the postings on Friday. One thing I'm interested in is seeing what "essay" means to students. M...asked if that meant it had to be 5 paragraphs (the answer is "no," by the way!), but that was interesting to me because it tells me what his previous English classes have taught him about writing. Anyway, this assignment will start to show me where everyone is coming from. I'm eager to find out!

I also told the class the story of Daedalus, the great artificer. (If you missed the story or want to read it again, there is a link to the story in the Chapter One study guide.) I don't know why, but I always look forward to this class period when I get to tell the story...I guess stories are just one of life's simple pleasures! Anyway, we'll talk more about the story of Daedalus on Monday and start to think about why Joyce gave Stephen the last name Dedalus (sounds the same but spelled a little differently.) But for now, we can just enjoy it as a good tale!

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544. I remember reading about Icarus in my younger days but don't remember Daedalus for the life of me (I always liked Greek Mythology). Anyway, this ought to be interesting.

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545. I did enjoy that story, actually. I'm a mythology freak haha so it was enjoyable for me, and hopefully I'll be able to incorporate it in future essays...

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546. How are you? I enjoyed class on Wednesday. I liked the Daedalus story it was very interesting. I will try to write essay best I can. It's kind of small topic to write about but I'll see what I can do.

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547. Today was sort of interesting because I was wondering why on earth would this teacher tell a story like that. Well now I know and I'll write about it in my "essay." I'd like to think of an essay as an organized free writing. Oh wait, as I read this book I was wondering what it meant when Stephen said that Father Arnall was in a "wax." Did it mean that he was angry because they weren't doing the work? I'd love an answer to understand this part of the book. Anyway, I liked the story in class because it also reminded me of the story about the flying horse named Pegasus, who was tamed by the son of a God (but wasn't sure) and wanted to live among the other Gods and Goddesses in the forbidden world of Olympia. I guess they had the flying in common. Anyway, I think the story spiced up that class.

---

**Subject: Sept. 19 Author: Strickland, Rae**

548. We're really beginning to pick up speed now. It was kind of funny looking around the classroom— I'd say about 1/3 of the class looked intrigued, a third had that "deer in the headlights" look, and 1/3 looked like they thought I'd lost my mind!

Anyway, we went back to the story of Daedalus and thought about some of the connotations that we connect to significant words in the Daedalus story (like "wings" and "Labyrinth," for example.) Then we looked at part of the text and saw words that connected to Daedalus through the connotations—  
for example, we found "air," "bird," and "flew" when Stephen was pretending to play football with the other boys—  
and we talked about why those connections made sense for what was happening in the story at that moment.

So this is more practice in what I call intercultural thinking. I think that in our "normal" cultures we read thinking something like, "what does this have to do with me?" The answer might be that the reading is entertaining, or maybe it's stuff you have to memorize for a specific reason (like a test), or maybe it "connects" to things you've experienced in your life. But when you're in the academic culture, you have to look for all the evidence that shows "how you know" and think about "why is this important?" It's a different way of looking at reading, and it takes some time to figure out how to do it and when to do it. But once you get the hang of it, you'll find it's a very handy skill. Plus, it makes you feel SO-O-O smart!

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549. Hi Rae! I liked class today it was very interesting. We discussed more about the book and got some more ideas about it. I liked Daedalus story and connotations that we connected to the words.

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**550. Subject: Sept. 21 Author: Strickland, Rae**

I was kind of expecting a lot of complaints about the grades on practice postings today, but no one brought it up. Not that I'm complaining about no complaints! Anyway, I'm hoping that the comments I provided and all the stuff we've discussed in class this week will give everyone the "tools" to do a good job with Friday's assignment.

I was just thinking about what I wrote...about "tools," and it kind of hit me that that's really my job, to hand out the "tools" and show students what they can do with them. Then it's up to the students to actually use them. If you think about real tools, like hammers and power saws and stuff, you know that using a tool you've never used before doesn't always work out quite right the first few times. And having to use a tool you're not real comfortable with can make you kind of nervous. But after you use it a few times (and maybe screw up a few times!) you become comfortable and get better and better at using it. You may never become a master carpenter, but on the other hand you stop bending nails and splitting boards. (and at least in English class there's little chance of accidents involving blood or severed fingers!)

Well, that's my philosophical musing for today. I'm looking forward to reading everyone's journal postings on Chapter One on Friday. Don't be afraid of bending a nail or splintering a board. Pick up your tools and hammer away!

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551. Class was really fun today. The quiz was easy but I didn't have time to finish. The pandybat question I didn't get because I thought you wanted a physical description. I read too much into the question.

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552. Hi Rae! I did not want to complain about my grade because you said it's just a practice and other people did the same thing so I hope I will do better on the next assignment. I hope that I am on right track with this new assignment.

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553. i think class went pretty well today. i agree with what you say about our writing especially since you said alot of people didnt do well on them. i feel that by people asking questions it will help alot in accomplishing better grades and take your time doing their papers. college isnt easy and it takes alot of work to get through it but everyone needs to stay strong and focused and will do fine.

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Yeah you are right. We have to test the waters with what you give us. It is our jobs to make it work for us.

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Topic: Rae's Diary Date: September 26, 2005 1:10 PM

**554. Subject: Sept. 26 Author: Strickland, Rae**

September is all most over. This is week 5 of the semester already! But even though time is rushing by, I realized over the weekend that I needed to slow down just a little bit and make sure that I'm "making sense" to most of the class. My goal is to explain what I'm looking for as best I can without actually DOING the assignments for the class. I think that everyone will understand eventually, but I know it can be frustrating for students when they're trying to understand and not quite grasping what I'm asking. It's one of those intercultural situations—we're all saying the same words, but not yet truly communicating!

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555. i know. i cant belive this semester is flying by. i think that it is a good idea about slowing down. it seems like alot of the class is lost from what you have been telling us and that you have been going to fast. i feel that by you describing things a little better and making sure no one has questions will really help people be able to understand better. i also think that people need to take advantage of their resources and get help if needed. i hope you have a great week

-----  
556. yes i agree with you that we had to slow down. The time you gave us was in my opinion very much needed. i personally was not grasping the concept at all. the one on one talk i had with you made everything alot more clear, but there still are a few grey areas in what you want. i think that because i havent done enough assignments. i hope ill fully grasp the concept as the class goes on.

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557. I agree I think we need to spend some more time on explaining before we start doing any writing. It's good that you gave us some feedback so we know what should we need to be working on.

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558. You have a good point. Honestly, I still have trouble figuring out that how do you know part. Well maybe I'll figure it out eventually.....

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Subject: Oct 3 Author: **Strickland, Rae**

It's good to have my computer back! It's amazing how quickly you become dependent on the se things! Anyway, now that I can log into Vista again, I'm relieved to see that almost everyone did complete the assignment after all. All weekend I was thinking that only 5 students had done it, and I was really worried!

So I've been spending the last couple of hours quickly reading through the postings—I think everyone has something that can now be developed into a draft. I'm going to spend this afternoon and tonight (and tomorrow if need be) working through each posting to see how

I can help you develop it into a draft. I'll send them back as soon as I can— Wednesday for sure, but I'll try to get them back via Vista Email tomorrow, if at all possible.

It was good to get everyone's feedback on the assignment, too— the overall feeling I get is the class thought it was confusing at first, but got more ideas after we talked in class and as they worked on it. So I'm starting to feel better— I thought everyone was still totally confused, but now I see that everyone is just partially confused!

The last two classes I've done the "typical" teacher thing and just talked about the upcoming formal paper and what "she" wants in it. I know some of the students are getting restless, but it's important information for those who want to do well! I'm trying to be as clear about my expectations as I can be—

I get the impression that my expectations seem a bit overwhelming! But I have a lot more confidence now (more than I had on Friday night, for sure!) that the class can handle everything I'm throwing at them.

559.-----

I, for one, cannot figure out what you are wanting us to write about. I know that I talked to you on wednesday of last week and thought I knew what was up. Then I ended up not being able to do the assignment. I feel bad when things like this happen. I do not want to come across as a slacker or any such thing. I have missed a few classes (hopefully that will not happen again) but I don't think that is what I'm missing this for. The paper you presented to the class was a little more elaborate than what I had written, but I thought it was similar. I hope things will become a little more clear when I meet with you after class this wednesday. I also have been told by every other teacher that the word count is just a 'gimmick' ,if you will, to get more effort out of the student. If you can say what you need to in fewer words it is better. Asking for 1250 words will make people elaborate with more words and more overkill, will it not? Why boil things down just to build them up again? I'm not sure, hopefully my questions will be answered on wednesday.

560. Hi Rae! I completed my assignment but I didn't send on your email I sent it on Vista I hope you got everything. I guess I am going to continue to work on my draft that is due on Friday.

561. Subject: Oct. 5 Author: **Strickland, Rae**

562. Well, today we had the "sex" video. We'll talk about it more next week (no class on Monday

— Columbus Day!!) but I hope that the video makes Stephen's feelings about sex a little more understandable. Actually, as much as things have changed since Stephen's day, I still think some things are the same—

we still have different standards of what's "okay" sexual behavior for men and women, and we still get a lot of conflicting messages about sex from the culture around us. The one big difference is that in Stephen's time, no one openly talked about sex. Nowadays, you can't get people to stop talking about it!

I'm really pleased with the progress the class is making in writing about Chapter One. (Don't forget—

drafts due Friday!) My favorite part of class is when we're writing and I'm just helping people individually. I feel most "useful" then! One thing that worries me, though, is I can't be everywhere with everyone, and I hope I'm not overlooking anyone. If you need or want more of my attention, please ask for an appointment! I'd be very happy to give you more time outside of class.

563. I agree with you on the sex part. Now days you can't stop people from talking about sex. Nowadays even in middle school they are already talking about sex, just so they can't prevent teenagers from having sex or for the girls to end up pregnant at a young age. Some families are st

ill raising their children the old fashion way. No sex before marriage. This for some families work, but for a good amount of families it don't

564. Hi Rae! I really liked the class on wednesday and video about "sex" in 1800's. I think I will understand better Stephen's behavior when I read chapter two. I am still confused for the first draft I am not sure what I suppose to write, about Stephen's last name or about Stephen and his behavior and some words in general? I will talk to you on wednesday... Have a good weekend

Topic: Rae's Diary Date: October 12, 2005 12:06 PM

565. Subject: Oct. 12 Author: **Strickland, Rae**

I felt a bit ragged around the edges in class today...with the holiday on Monday, I had to compress my lesson plans for this week. But at least we were able to talk a little bit about Chapter Two and to do a little bit of group work, albeit brief. One of the many things I like about this class is that I feel I can use group work productively—people will actually talk to each other and address the issue I've asked them to think about. Sometimes I have classes in which 1) they won't talk to each other at all—they just sit there staring at each other in sullen silence, or 2) they won't STOP talking to each other—about anything and everything except what I want them to talk about! I like to use group work when I can because it breaks the class up a bit and gives the students a chance to dig into the book for themselves instead of being forced to hear what I think all the time. I wish we had had more time today to make the group work more worthwhile...

If you are reading this, I would love to hear your feelings about doing group work!

I spent a lot of time reading drafts this weekend—the holiday really helped because I had time to go through all of them really, really thoroughly. I'm really pleased with how the papers look so far. I don't want to "count my chickens," but I have a feeling that this class might produce a really bumper crop of papers! I'm looking forward to workshoping drafts in class next week.

566. Group work was fun today. We had a short and brief talk on what his mother meant to Stephen and it wasn't much! Sometimes it is good to see how others see the passages about the book and to bang heads.

567. Group work is good when it is presented to us. I guess it's just the dynamics of the group that makes it work.

Hello Rae! I just got surprised every time when I come to check your diary there was no new writings so I thought you stopped writing but I forgot to check the second page. I like group work and then when we all discuss in the class what is going on. I also like when you explain us reading because sometimes I got confused and I don't get it all so when you tell us I understand better what is about.

568. Topic: Rae's Diary 11:36 AM Subject: Oct. 17 Author: **Strickland, Rae**

I had a frustrating day today, but not because of the class. The students were great! I'm sure I spent more time dealing with Vista problems than with writing issues. I know from previous

experience with other classes that using the online stuff is really worth it, and I keep reminding myself that it will all be fine. Still, I feel like the character of "Bones" on the original Star Trek. When Captain Kirk would say something like "Bones, can we use the tricorder to power the dilithium crystals in the warp drive?" he'd get all aggravated and flustered and say, "Damn it, Jim, I'm a doctor!" That's how I feel sometimes when I'm dealing with Vista problems—"Damn it, Vista, I'm an English teacher!" Oh well—I just made myself smile, so I guess if I can keep my sense of humor it'll be all right.

And of course, Vista's working just great NOW, when class is over! S..., I opened your draft in about 5 seconds. Arghhh!

Well, for those of you reading this, I really appreciate your patience with Vista and with me as I'm getting the hang of it.

569. I'm glad I didn't have any problems with Vista. I just met one guy who works on Vista from Central. My uncle paints his house I told him I go to MCC and he asked if I use Vista and he said you'll have some problems in a few days but I guess they solved that problem.

570. I really don't understand the advantage of using computers other than it's easier to get the assignment to you. (know that you've explained the copy & past thing) I feel as if it is more of a hinderance for someone who gets a unique idea or thinks of a title someone else likes. If they post it too early someone could just snag it and use it as their own which isn't fair. I like the class but I am not that big on computers. When I was in high school in the early eighties, they were just coming out. I took a computer course and failed big time. Ever since then I use them sparingly.

Topic: Rae's Diary Date: October 19, 2005 4:14 PM

Subject: Oct. 19 Author: **Strickland, Rae**

571. I'm pleased with the progress I'm seeing in the drafts. I have seen some very good ideas and a lot of serious effort being put into making those ideas clear and well-supported and expressed in ways that are appropriate to what I so lovingly call "academic culture." I am actually looking forward to getting the papers on Friday, though it will put just a little bit of a damper on my weekend because after I read them (the fun part!), I'll have to grade them, and that's hard work. Oh well, I guess I have to earn my pay!

572. I think there is a lot of progress in drafts and I try to do my best but there is always something missing I can't complete all criteria. Sometimes I feel I mentioned everything and there is nothing else to write.

Topic: Rae's Diary Date: October 26, 2005 11:09 AM

Subject: Oct. 26 Author: **Strickland, Rae**

573. I didn't make an entry on Monday—I was a little discouraged by the students' attitudes and general lack of maturity, so I didn't feel like recording my perceptions—they were all negative. I was hoping that Monday's lack of focus was just the class "blowing off steam" after completing the first paper, but unfortunately, today wasn't much better. There are certainly a few people who are taking the work seriously, but they're being "drowned out"

ut" by the students who just want to goof off. I hope midterm grades on Monday will have a sobering effect. I think some students think that because I'm generally an easy-going person, I will pass them even if they haven't produced good quality work. This isn't true—

I may be "nice," but I'm not a fool. No one who hands in substandard work, or no work at all, will pass my class.

574. Hi Rae! I enjoy your class! You are a nice person and did not deserve the treatment you got today! There was a lack of respect from students and that was uncalled for! But if they have no respect for you, just think of what they think of themselves. Remember, what goes around will come around!

575. I agree with you, there are students who just come to class because they think if they attend the class they will pass. I think you have to put effort to earn a good grade. I really respect you as a teacher and as a person because you really deserve to be treated with respect. You being really good to us you trying to explain us best as you can and you respect us and I think you should be respected from student's side too.

Topic: Rae's Diary Date: October 31, 2005 12:44 PM

Subject: Oct. 31 Author: **Strickland, Rae**

576. I just finished creating all the discussion boards for the group project, so Wednesday we can really start building papers. I hope the group idea is successful— class seemed a little subdued today, but that is probably because of getting back papers and midterm grades. Everyone seemed focused on his or her individual progress, and the group didn't seem to "click." I'm hoping for more chemistry on Wednesday! I think I've found some interesting information for the class— after all, it's all about love and sex, and everyone's interested at least a little bit in love and sex!

One of the key skills for survival in the culture of the academy is the ability to sort and categorize information, so this assignment will certainly give everyone a good opportunity to learn and practice that skill. Not to mention more reading, writing, "how do you know," "why is this important" ...my, my—

what a wealth of opportunities! I'm sure you're all thinking, "how very fortunate I am to have this assignment!" (snicker snicker.) Speaking of Snickers (the candy bar), happy Halloween!

577. I think it is good idea to work in groups. We have a lot to read and it would be too much to do everything individually. I like my group and we divided reading assignment for each of us. On wednesday we will be ready for new disccusion.

Topic: Rae's Diary Date: November 2, 2005 11:24 AM

Subject: Nov. 2 Author: **Strickland, Rae**

578. A lot of people were absent today. I hope they were just seduced by the nice weather and decided to take a day off (though what could be better than reading Portrait with me!), and not that they were discouraged by their midterm grades. I guess I'll find out on Monday!

With the high absenteeism, group work was a bit spotty today. I'm really glad the class voted to just do the research portion together, because I think writing group papers might be a total bust! But this way, each person still maintains responsibility for his/her own paper.

We are going to be so busy over the next few weeks! The semester will just fly by—I'll be handing out pencils before I know it!

579. I like how you are giving us time to work on this paper in class although I feel that my group isn't going to get anywhere. The people I am with don't seem to be positive about doing it and seem to not want to participate and be in class. But I will do my best and get it done. I think that it is hard though when a lot of people are gone. I think that the semester is coming to an end very quickly and it is going to be tough. We'll have a great weekend.

580. I think working in groups is a great idea and it would be good if we all can work together and then put it together all information and write one final paper. I don't have problems working by myself but since we're reading articles in groups it would be good if we can write one paper for the whole group.

581. I couldn't believe when you showed us those pencils. Group work can always be hectic. It really is good that we are doing these papers on our own. Everyone has different schedules so it is tough to get everything done.

Topic: Rae's Diary Date: November 7, 2005 11:16 AM

Subject: Nov. 7 Author: Strickland, Rae

One more class down, nine to go! It's actually kind of scary how fast the semester wraps up. You would think I'd be used to it by now, but every semester I find myself amazed to have reached this point. We've done so much—and there's still so much to do!

Anyway, we reached my favorite part of the book today. I think lots of writers can write about sad things and make you feel sad, but this is one of the few passages I can think of that makes me feel happy when I read it—

I guess that's why it's my favorite part. We also worked on paper #2, mostly as groups (a few groups of one, I think!) The connections between the articles and Portrait are starting to happen. I'm not sure if I can say I'm "looking forward" to getting the drafts on Friday—I'm a little nervous about how things are going. The class seems unfocused.

Actually, I was just thinking about that again, and I realize that about half the class IS focused. I'm just stressing about the other half, I guess!

J... told me today that his advisor said that I am "one of the toughest English teachers." That kind of shocked me! It's weird to think I have a reputation at all, and then to be known for toughness, of all things. I do think my classes are challenging, but on the other hand, I know my colleagues run really challenging classes, too! The thing is, I really try to anticipate what's going to be challenging for my students and to provide as many "boosts" as I can to get them over the hurdles. So I don't think of myself as "tough" at all—

in fact, I usually worry that I'm too soft! Anyway, it wasn't quite an epiphany to hear myself described as "tough," but it was surprising!

582. I liked today's class I'm kinds of stressed for friday and worry how I'm going to write my paper I hope I will be just fine. I am not sure what exactly I need to include in my paper but on wednesday I will get exact answer when I get my first draft checked.

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583. class went pretty good i feel but i do worry about this paper. i feel that my group isnt putting in the effort and that i am going to have to do all this reading for myself and everything else but it is ok. i think for our last paper we should do it individually because i think everyone then deserves the grade they get. but all in all i think that it is good that you are.

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584. It seems our group, "The Greens" are doing fairly well. So far, we got the notes, and we're starting to get the ideas together. I know that my ideas about what is going on with Stephen at this time caused a few of my members to give me the "deer in headlights" look, but I will be able to explain why I think that way.

As for you being a "hard" teacher, I think your fair, and see everyone's point of view. I definatley had some hard English teachers in my high school years, one which I could never do anything right with her. However, those teachers that were very hard have prepared me to what to expect. I know at the time I hated having a 74 average in that class, but looking back, it prepared me for doing well, and working a little bit harder than everyone else to do good. So far, it has paid off, almost all of my classes I am doing well in, (had a little shakey start in Psyc 111, but I'm looking alright in that class now.) It is my superstition to not brag about how well I am doing until after the semester, because a lot could happen in the next five weeks.

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585. Today went very well for me. I am very worried about this paper, and my performance on it. This paper is worth alot and i hope i do well. I thought i did well on the last one but did not do as well as i had thought, but i did try very hard on it. we'll just have to wait and see. As for the tough teaching, i would have to say you do put us to the test, but thats just part of the teaching. I personally think that you are fair, but i will say that this course is by far my toughest, but i try my hardest.

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586. I just read through some of the entries from the recent days that I missed. I notice how there are a few individuals who are constantly goofing off and it really is p\*\*\*ing me off. I am there to learn and I'm sure most of the people there are trying to get their money's worth. Next time I am not able to hear what you are saying can I say something to the individuals acting up?! I haven't because I don't want to disrupt the class any further but the main person (and I'm sure you know who that main person is) is showing you no respect at all. As far as you being a tough grader, I don't see it. For the most part you seem fair (although looking at my last paper I don't understand some of the corrections). Like I had stated before, Mr. Kosinski recommended this class and told me you were a really good teacher and the class would be fun. I agree with him fully.

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587. Ya I have really been annoyed by a few of those individuals who are being annoying. I want to tell them to f@%k off but I don't have what it takes to say it. If you would tell those individual(s) off during class, I won't have a problem with it at all! Hopefully I'm not the one though!

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588. I think that you are just fair. You give us assignments and help us with them. You are the typical stereotype of what a good teacher is supposed to be. I was worried myself about this paper but my group today finally pieced it together.

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589. Hi Toughy! It's not that you are tough. I have to read the chapters at least twice to see what's really happening! You give us Rae's helpful hints and go over the chapters what more to people want? You to do the papers! Ha Ha! If people would read and do what is expected of them it should be easier. It all takes time and it seems that some do not want to devote the time that is needed in this course. I don't want to get down on Jake because I don't know where he's coming from but I do notice who's read the assignments or not by their responses.

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Topic: Rae's Diary Date: November 14, 2005 11:53 AM

Subject: Nov. 14 Author: **Strickland, Rae**

590. We talked about the end of the semester and the best way to get the most value out of our remaining classes. We are putting off the due date for Paper #2 until Dec. 7 (instead of Nov. 18), and I am going to assign a less complex paper for the third and final paper. I think this will give those students who really want to produce something they can be proud of the time they need to do so; it will also give me the time I need to give every student some individual assistance and encouragement. Of course, a few students will just use the extension to put everything off till the last minute, but those people would do the the assignment at the last minute no matter what. That's human nature for you!

Anywa, now I'm going to make up the revised schedule for the end of the semester. I'll hand it out in class on Wednesday and post it on Vista.

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591. i am really happy about the revivions you are making for the end of the semester. i think that it will help alot of people out and make our papers even better. i also think that by you giving us one-on-one time will help improve everyones papers as well. i do need some help because i dont really know how to expand my paper and what to do with it but hopefully you will be able to help me out with that. well have a good night

-----

592. The new schedule is going to help out alot. This takes alot of stress of the shoulders to produce a paper worth grading in such a short period. This will definately benefit the class as a whole.

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593. I think it is good idea that u extended due dates, because we're going to have weekends to write more. I'm kind of confused about those two papers and i will talk to you to get more explanation.

594. -----

595. It was a great idea to make this paper due at a latter date. It will give us more time to utilize the resources that you have given us to make our paper better. Thank you for your help!

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Topic: Rae's Diary Date: November 16, 2005 12:16 PM

Subject: Nov. 16 Author: **Strickland, Rae**

596. Lots of absentees today, but since we were workshopping, it gave me more time to concentrate on people who really wanted/needed my help...

I'm behind on grading journal entries again! Must catch up!

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597. Yea, i was absent again, but i am continueing to work on my paper, and i will email you it at some point so that you can look at it. Glad you got to work with people on an individual level more, atleast my absence helped somewhat??? haha well talk to you later.

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598. yeah i was in class today but you never made it around to me but i am working on my paper. i am thinking of sending you a copy of it so i can get a little feedback before i come and meet with you . but overall the few comments you gave me on my paper so far i am working on and we will see how that went. have a great night

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599. No pressure. I liked that there wasn't alot of people today because you got to focus on people who needed the help. It's awesome that there is a new schedule because I have more time to focus on my other classes

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600. I am behind in math something's not clicking and I need to find out what it is. I would rather have english then math any day! So, don't feel bad I think everyone is trying to catch up. Thanks for the help!

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Topic: Rae's Diary Date: November 21, 2005 11:38 AM

**Subject:** Nov. 21 Author: **Strickland, Rae**

601. Today I handed out the guidelines for the 3<sup>rd</sup> and final paper and for the final "exam"—got almost no reaction from the class—I think they're all shell-shocked by end-of-the-semester pressure! I hope know about our "final" takes some of the pressure off, anyway.

We watched part of the movie version of Chapter 5—  
I have to say that the movie doesn't improve with repeated watching. I must have seen it 30 or 40 times by now, and it just doesn't get any better...

I'm looking forward to conferences next week. Have a great Thanksgiving break, everyone!

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602. Hello! I think I'm going to start on all papers right now. My biggest concern is this paper "big one". I had good thanksgiving it could be better but it was okay. And I hope you had great one too.

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Topic: Rae's Diary Date: December 5, 2005 11:39 AM

**Subject:** Dec. 5 Author: **Strickland, Rae**

603. I went to class today with a lesson plan that covered quite a bit of Chapter 5, but we started out by working on the Reference page and citations for the paper that is due on Wednesday and never got beyond that! I am a little nervous because I feel that there is so much to talk about before the end of the semester, but I guess it's better to talk about a few things complet

ely rather than talking about everything at once and making everyone confused! Also, it's good for the students to have to take responsibility for the material themselves and not just rely on me. Well, one way or another, it's all coming to an end soon—only two more classes and the final exam period!

One thing that's very different for me is using the APA style— I'm very used to using MLA, but I have to look up how to use APA just like the students do! I'm hoping that this shows them that the important thing is to know how to look it up and apply the information you find to your own paper. I'm hoping they also see the basic similarity that underlies every type of citation system— no matter what system you use, you HAVE to give credit to the sources of your information!

604. i thought that class went pretty good today. i like how you gave us time to work on our reference page and get that done. i wish that you did go over chapter 5 though so it would help us on our third and final paper since it is coming up so soon. the different formats for writing are a little tricky to follow since they are different but i think that it is a good idea to show us how to use both because all classes aren't the same. knowing how to use MLA and APA i think will help everyone in the long run. i also think that by letting us work on our papers and reference pages today it gave a lot of people the chance to ask questions and get more answers than maybe they didn't get in their individual meetings.

605. i thought you should have gone over chapter five and i think that it would have helped out a lot more when it comes time to write this third paper. i don't see why it took people so long to do the reference page. i didn't even get to do it in class cause i didn't have the articles and it only took me 15 minutes at home. well i think that it was good for the other people though because it looked like they didn't really know what they were doing.

606. Hi Rae! I just tried to open where it says Record but there is just some music so I could see anything else...

Topic: Rae's Diary Date: December 7, 2005 12:02 PM

**Subject:** Dec. 7 Author: **Strickland, Rae**

607. Since we're at the end of the semester, I'm thinking about how it went as a whole and what I liked and what I'll do differently next time...

I bet the class won't believe it, but I actually gave many fewer writing assignments than I have in the past, and I devoted much more class time to writing than I have in previous semesters. On the other hand, I spent much less time on the book and left a lot of reading and interpreting up to the students. I think I'm still too close to the semester and the class to have an objective view...right now I'm just kind of disappointed that not a lot of students took responsibility for doing the work themselves, so I feel that I failed. Probably in a few weeks I'll be more inclined to remember the ones who did take responsibility, and I'll feel that I was successful—I tend to be an optimist!

I think incorporating both APA and MLA into the class is a good idea and expands my ideas about teaching "academic culture" in a useful way, so that is something I will keep for future semesters. I am wondering if I should even teach more basics of "academic culture"—be on time, don't talk when I'm talking, take notes, don't come and go like the tide... Is it that people don't know the culture, or are they just rude? I'm inclined to think it's the latter—after all, the "how to be polite" part of academic culture isn't so different than elementary and high school. What's different is that academics don't usually enforce it—they expect a "scholarly mind" to be engaged enough in the class material that talking about

how to behave politely is just irrelevant. Maturity may be an issue too— some students just can't handle the greater freedom that academic culture gives them. But, as always, with freedom comes responsibility! The penalty for not taking responsibility comes in the grades...

Anyway, I'm not sure if I'll keep the class the same next time, or if I'll go back to putting more time and emphasis on reading and interpretation and having the students do the writing on their own time. Or if I'll find some middle ground between the two!

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608. Hi Rae! I personally do not like to write in class. I need my alone time with my computer and silence. That's just me. I did find going over the chapters to be very helpful. Your handouts were also of great assistance. I also liked going over my rough drafts with you. You did help me alot! I think I would of liked to have gone over the book more and had less writing in class. I don't think you failed me! I am glad I had such a informative teacher! You inspired me to open up my mind more and see things more clearly! I've talked to other students and we all agree that some people are just down right rude! One of my friends told me that her teacher locks the door at whatever time and will not let anyone in after that point. I think it's kind of sad that it has to go that far but I can see why. You will always have a few who will try anything to get out of doing what they are suppose to. But I think you have a few to many this semester. Out of the four of us sitting down to talk about Stephen's Hell, there was me and maybe one other who read the chapter. It's hard to have a discussion with people who haven't read the book. Personally I liked having you for a teacher if I could of changed some of my classmates I would of!

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609. I think that you are an excellent teacher. You have done more than enough (from the few classes I was able to attend) in helping with the comprehension of the book. I wish I was able to have been there a little more. Hopefully you'll be teaching Eng 110 in the Fall so I can prove that I do really like to show up for class. I agree with Regina on having less "writing time" in class and more discussion. I have to admit that I don't have the same 'chutzpah' about this book as you do and I still have trouble figuring some of the things you are teaching out but it's probably just me. An example is the part you read in class today about the woman "her breasts and her shoulder's were bared" and I assumed that she was naked and this makes me ask "how do you know" that she wasn't? Perhaps she was bold and brazen and saw something she wanted and went for it.

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610. hi rea, i think that your class is very good. i am not a big english person and dont really care about reading but i thought that you made it pretty interesting. i think that you should have more discussion time though and have us work on our papers on our own time. i feel that if people have questions about what we had to write about that they could bring them to you and ask about it at the end of class or make an appointment with you. i think that you are a good teacher and helped me out alot. writing this second paper was a challenge for me though. i got confused quite a bit but i think by having that conference with you really helped me. i also wasnt very into the book and it was hard for me to understand so i think that was part of it. well have a nice weekend.

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611. hello I think this assigment was really hard but we had alot of time to finish it. We're almost at the end of the semester and we need to get our work done as soon as possible. I think the final exam is going to be fun and I'm looking forward to it.

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Topic: Rae's Diary Date: December 12, 2005 11:50 AM

Subject: Dec. 12 Author: Strickland, Rae
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612. It was really interesting and helpful to read the responses to my last entry ... I definitely will go back to more intense reading/discussion of the book in future semesters. But I'm glad that the people who responded didn't mind being my "guinea pigs" while I tried shifting emphasis!

So today we talked a little bit about the end of the movie and watched a little more of the terrible movie (I bought that about 10 years ago, when videos were still pretty expensive—I paid \$49.95 for it, so I've been showing a little bit of it every semester so I can get my money's worth out of it!) At least the part we watched isn't so-o-o bad in terms of sticking to the book. It leaves some stuff out, but at least this part doesn't include stuff that doesn't happen in the book!

I always get a little sentimental at the end of the semester, especially this semester because I'm not teaching next semester (I have to finish writing my dissertation so I can be "doctor" Rae!) It's funny to think about NOT teaching and especially about NOT teaching 101 and Portrait. It really has come to feel like part of who I am—boy, I bet that's a really scary idea for some of you!

Good luck with the exams in your other classes! See you on the 19<sup>th</sup>

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613. i thought today's class was pretty good. i like seeing the movie even though it totally doesn't match up because it helps me picture the book better. i am sorry to hear that you won't be teaching next semester. i think that you are a good teacher and make it pretty interesting. i also like the idea with how you are having us take our final. i am looking forward to doing that. well good luck with getting your doctorate.

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614. I really don't have anything to say here. I'm just writing to possibly get an extra 5 credit points because I am worrying a little over my final grade. I did enjoy the classes that I attended and wish you luck on your doctoral thesis.

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615. Hello Rae! The movie was okay, it wasn't that bad. At least we had an idea of Victorian Age and people. I am really happy for you in becoming a "doctor" best wishes from me... Too bad you don't teach anymore because I recommended you to some of my friends but now I guess they have to take 101 with someone else.. Good luck.. and see you on Monday..

-----

616. Hi Dr. Rae! Well my computer crashed! It figures! Thanks for the best wishes for the exams! I'll be handing in my paper. I don't trust these computers anymore! Congratulations on your big accomplishment! "Dr. Rae" it has a nice ring! Got to go and write! Have a nice weekend!

## Appendix C

Table 1

## Responses to Exit Survey

Question	Statement	Strongly Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly Disagree (1)	No Response
1	For as long as I can remember, my family has stressed the importance of going to college	26	12	5	3	1	0
2	I have always thought of myself as the type of person who belongs in college	16	19	6	4	2	0
3	Doing well in my college classes is very important to me, and I am willing to make changes or sacrifices in my personal life in order to do the best I can	24	15	8	0	0	0
4	I would rather not go to college, but my family would be so disappointed in me if I quit.	1	5	1	15	25	0
5	I would rather not go to college, but I believe that a degree is necessary to survive in our economy.	6	10	6	9	14	2
6	I like going to college	14	22	6	4	1	0
7	Most of the adults I know in my community have college degrees	9	10	19	6	2	1
8	It is very common for young people in my community to go to college	13	11	10	6	3	4
9	When you are in college, the way you speak, read and write has an effect on how well you will do in your classes	21	17	4	1	1	3
10	I speak, read and write differently for my college classes than I do when I'm relaxing at home	11	14	6	8	5	3

## Appendix C

Table 2

## Exit Survey Results by Agreement Scores

Statement Order on survey	Statement	Agreement Score	Notes
3	Doing well in my college classes is very important to me, and I am willing to make changes or sacrifices in my personal life in order to do the best I can	86.8%	This question was answered by all 47 respondents and none ranked it lower than 3 ("neither agree nor disagree"). 39 chose "agree" or "strongly agree"
1	For as long as I can remember, my family has stressed the importance of going to college	85.1%	All respondents answered; 4 chose "disagree" or "strongly disagree"; 38 chose "strongly agree"
9	When you are in college, the way you speak, read and write has an effect on how well you will do in your classes	80.0%	Three respondents left this question blank; 3 chose "disagree" or "strongly disagree"; 38 chose "agree" or "strongly agree"
6	I like going to college	78.7%	All respondents answered; 5 chose "disagree" or "strongly disagree"; 36 chose "agree" or "strongly agree"
2	I have always thought of myself as the type of person who belongs in college	78.2%	2 respondents left this question blank; 6 chose "disagree" or "strongly disagree"; 35 chose "agree" or "strongly agree"
7	Most of the adults I know in my community have college degrees	66.4%	1 respondent left the question blank; 8 chose "disagree" or "strongly disagree"; 19 chose "agree" or "strongly agree." This question received the highest number of "neither agree or disagree" responses—19.
8	It is very common for young people in my community to go to college	65.5%	3 respondents left this question blank; 9 chose "disagree" or "strongly disagree"; 24 chose "agree" or "strongly agree"
10	I speak, read and write differently for my college classes than I do when I'm relaxing at home	63.8%	Three respondents left this question blank; 13 chose "disagree" or "strongly disagree"; 25 chose agree or "strongly agree"
5	I would rather not go to college, but I believe that a degree is necessary to survive in our economy.	51.1%	2 respondents left the question blank; 23 chose "disagree" or "strongly disagree"; 16 chose "agree" or "strongly agree"
4	I would rather not go to college, but my family would be so disappointed in me if I quit.	35.3%	All respondents answered; 40 chose "disagree" or "strongly disagree"; 6 chose "agree" or "strongly agree"

