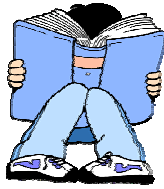


# Week Two: Process Journal—Reading

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gis 140 / sec. A / early fall quarter 2007-08 / chang



Some children feel  
rises ed bluw ji  
to read if you vent  
neve to sidt edil  
if youtotally reversed  
to noitserib edl  
every other line into  
rorrim llec ew tsdw  
writing. Some move  
their spax this way



Like your first short paper assignment on literacy, all of the images above are taken from Google's image search results if you look up the word "reading." Like literacy, the word *reading* also evokes many different definitions, ideas, and representations. Consider now how reading fits into your own definition of literacy, your own literacy narrative. Consider what reading means to you. Does reading have the same personal, political, cultural, and creative power and consequence of writing?

For this in-class writing, think about your own life, your own experiences, and your own education and write about what reading means to you. In other words, write a brief "reading narrative." Consider the following questions (but do not feel obligated to answer them all):

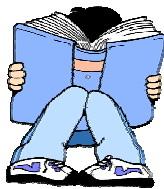
- How would you describe your relationship to reading? Do you enjoy reading?
- What struggles and what successes have you had as a reader? What are your strengths and weaknesses as a reader?
- How is reading different than writing? What is the purpose of reading as opposed to writing?
- What kind of reading to you do? Are there different kinds of reading? Why?
- What was your earliest reading experience? Did it encourage you to continue to read?

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