

**Journeys With Journals:  
Supplemental Materials**  
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Figure 1. **Journeys with Journals: Authentic Tasks, Real Audiences, & Possible Prompts**

The figure consists of four distinct boxes, each containing a writing prompt. Two boxes are yellow with black borders, and two are light blue with white borders. The prompts are as follows:

- Yellow box (top left):** *Reasons to be Thankful*, by John Tierney, reminds us of all the things we should not take for granted. After you read the article, comment on his list. Then, add some ideas of your own.
- Blue box (top right):** *New Friends, New Worlds* is looking for host families for several exchange students from Europe. It would be a great experience to be a host family! Think of all the things you could learn and share with an international visitor. Write a letter to the company describing your family and what things you would show to an exchange student.
- Blue box (bottom left):** Eugepae! You've just sold your first start up business for over a million dollars! Not bad for someone so young. 😊 Now that you've pocketed a quick million, it's time to decide how to spend it! Will you buy a big house full of fast cars? Will you donate it for charity? Will you save it for the future? Write a short description of what you will do with all that money!
- Yellow box (bottom right):** Speaking at graduation is a privilege that many students dream of. If you were the speaker, what would you say? What memories would you share? What advice would you give to your classmates?

*Note. These sample prompts represent a variety of levels of skill, intended audience, and task. The tasks, though, are representative of situations in which students may find themselves or to which they can relate. These sample prompts were developed from suggestions by students.*

**Figure 2.**

<b>Questions to Consider While Writing...</b>	
	<ul style="list-style-type: none"> <li>➤ Do I understand what the prompt is asking me?</li> <li>➤ Have I answered all parts of the prompt?</li> <li>➤ Does my response make sense? Can others understand it?</li> <li>➤ Do all of my verb endings reflect the correct subject?</li> <li>➤ Does every sentence have a verb?</li> <li>➤ Do the vocabulary words I've chosen truly mean what I intended to say?               <ul style="list-style-type: none"> <li>○ If you looked up a word online, look it up in a paper dictionary to be certain it means what you originally searched for online.</li> </ul> </li> <li>➤ Do all of my nouns have the correct endings?</li> </ul>
<b>Writing Checklist</b>	
<p><i>Use this checklist to account for elements of your writing (grammatical and vocabulary) and the content of your response.</i></p>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Noun endings reflect the proper case for particular noun functions</li> <li><input type="checkbox"/> Verb endings reflect the proper tense, voice, mood and utilize the correct verb stem</li> <li><input type="checkbox"/> Adjectives/pronouns agree with the noun they modify/refer to</li> <li><input type="checkbox"/> Sentences are complete (subject-verb agreement)</li> <li><input type="checkbox"/> Word choice is accurate</li> <li><input type="checkbox"/> Response fully addresses the prompt</li> <li><input type="checkbox"/> Response makes sense and is comprehensible by others</li> </ul>

**Composition Rubric**

	0 pts.	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Grammar	No attempt at grammar use	Major errors with root concepts	Simple errors (choice of ending, adjective agreement, etc.)	Very few grammatical errors		
Clarity	Poor word choice, lack of vocabulary use, no point is made, thoughts are not expressed	Major word choice issues, point is hard to understand or not made, thoughts are expressed incoherently	Several word choice issues, point is understood with moderate difficulty, thoughts are expressed loosely	Few issues of word choice, point is understood with some difficulty, thoughts are expressed somewhat coherently	Good word choice, point made is mostly understood, thoughts are expressed coherently	Excellent word choice, clear point is made, coherent thoughts are expressed

*Note. These 3 items are examples of different ways to provide checklists for students to use while writing. The question-based list is more useful for beginner students, while the criterion-based checklist is better suited for intermediate or advanced students. The third version more closely resembles a grading rubric, which advanced students could use for peer review.*