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I know you worry, almost obsessively, about your writing and it makes me nervous to say anything. Not that I don't think you can handle it—I know you'd be perfectly happy if I gave you pages and pages of suggestions. But my worry is more that you will spread your revision energy too thin and not focus on the things that I think will move this paper forward. I want to locate your revision in two places. First, I think you need to seriously consider if you need all the writing/sentences that you have hear. For me, many of them simply say the exact same thing in a marginally different way. You'll see where I say this in the paper. Consider this. You have a number of paragraphs that really are just one paragraph—your point will be less diffuse that way. And that's really my larger point. While this paper is ostensibly about reading, there comes a place about half way through where you are actually talking about teaching. You had an extraordinary and passionate teacher who modeled a kind of enthusiasm for you as a student, and that, it seems, is what made you want to read. That is your point, it seems. So make sure that this is clear in the entire paper. Look at the first half of your paper. Edit down to eliminate repetition. Keep the idea that you are going to make this turn to talk about teaching as you write that first half—you don't have to give it all away, but the back half of the paper should feel more connected to the opening. And then name the second half for what it is: how teaching reading is kind of modeling what it means to be a reader. That's where I would suggest focusing your revision energy. I think this will be an excellent and strong revision/start to a philosophy of teaching.

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As I read your draft, I feel like three key ideas come through: you never really liked school reading. You didn't identify with the subject matter. Once you found a novel you loved, you found you enjoyed reading. This all speaks to choice. Then you talk about feeling something different, pride at having completed the book. Those are two notes that I'd like you to actually say very clearly in a revision. But the place I think needs the most attention in a revision is your ending. You clearly identify what worked for you in terms of making you call yourself a reader: choice and pride. So the question is how will you make those two things possible in a classroom? Your last paragraph should address that but doesn't at all. I think that another sticking point for me in terms of the logic of your paper is that you don't really talk much about ever liking to read except in the first part of the first sentence so when you say you rediscovered reading I'm confused. Finally, you never really deal with the issue of school reading. How does your experience of reading a book you picked help you to be a better reader in school? And, again about your conclusion, how does choice and pride help you teach "school" books? If you can think about how you might answer these questions, I think that will move this paper forward. That's where I would suggest focusing your revision energy. I think this will be an excellent and strong revision/start to a philosophy of teaching.

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I don't even feel like I have to write these end notes because they mirror almost exactly what you said in your own reflection on this paper. I love the opening paragraph, and I like the single focus on one text. I feel like you speak more to how the text made you feel emotionally rather than talking about how you did all the interpreting, analyzing, writing, responding to the text that you realized you enjoyed so much. It's fine to have the paragraph about the emotional pull of the text, but I would like a paragraph that deals with the academic/intellectual pleasures more. Then the paragraph where you talk about pride would make more sense. The back half of the essay feels like a different paper. We lose sight of P&P altogether and you talk about leaving school and then coming back. What is the relationship? There

must be one. I would like to see the back half of the essay come back to reading P&P and what the lessons learned then help you to know now and what it will help you to know in your future classroom. That's where I would suggest focusing your revision energy. I think this will be an excellent and strong revision/start to a philosophy of teaching.

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I think you did a good job of reading your own paper. You talk about how you feel like the organization is not quite where it should be, and I agree. That is actually where I think you need to spend your revision energy. I'm just going to suggest an organization for your paper. Put all of the stories about you reading *The Doll People* together. Talk about why you enjoyed the book so much, etc. You don't say as much about that part of it as you could. Then talk about making the choice to go into Elementary Education, of not being sure what your second major should be, and then how you choose English. I think here you need to talk more about re-discovering reading as an adult—talk some about *Gone Girl*, etc. What still needs to be written is your relationship with reading since deciding to be an English major. That's missing. In fact, at a certain point, your connection to reading drops from the essay entirely. I think that your paragraph about audience can be cut. Of course a children's book is written for children and deals with children's ideas and a book for an adult is written for adults on adult ideas. You can bring in your classroom observation at the end, and then bring everything together—your own experience as a reader and your experience observing a class articulating what you want your own class to be. I think that a stronger organization will eliminate any question about thesis. I think this will be an excellent and strong revision/start to a philosophy of teaching.

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Reading your paper, I'm reminded of who you are in real life—you've got a lot to say, a lot of ideas. And that's great and I don't want to say anything that would discourage that energy for thinking. In this paper, however, we need to figure out a way to organize all that intellectual energy and idea-creation a little more so that it is a focused read for your audience. As a reader, I felt like we jumped around a lot and then you made some claims at the end that I wasn't expecting. So, to that end: my first suggestion is to look at your opening paragraph. There is a lot going on and I'm not sure what I should be following. About half way down the paragraph is where I feel like you actually get started talking about what you are talking about. Your section on the *Outsiders* is the strongest for me (though, yes, include a bit of summary and consider breaking the section into two paragraphs). I would like for you to give some summative observations about the experience. The *Hate You Give* section, though interesting, doesn't seem to be about your and your reading except for that opening line. I'd prefer for the whole paragraph to be about your experience of reading it. Where I struggle, and I'm sorry to say this, is that I don't see how either of these experiences is about healing through literature. Perhaps for society with *The Hate You Give*, but I don't see it in *The Outsiders*. And I don't see it for in either instance for you as a reader. So you need to think about how you'll write about this so that comes through more strongly. Finally, I am not clear the connection between all of that and being a "professional student." Again, I believe you know, but it's not coming through for a reader. That's where I would suggest focusing your revision energy. I think this will be an excellent and strong revision/start to a philosophy of teaching.

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I don't really know what to make of this paper. It's like you cut and pasted material from three different book reports in to this paper. The opening line is a good one, but the rest of the first paragraph is a

series of sentences that seem not to be connected. I just have no idea what to make of this and it makes it difficult for me to comment on your paper. I feel like you need to write this paper for the assignment that I gave you. That's the most useful thing I can write at this moment.

I want to take this opportunity to say that I have some concern about your student behavior. You come to class with ear buds in and your computer on. You are not taking notes on class. You are often doing something with music. Your last reading journal was competent, but I have to say that prior to that, when you did turn them in, they did not meet the minimum requirements of the assignment. I don't understand your behavior in the class. It is not the behavior of someone who wants to do well and it concerns me that someone who wants to be a teacher would turn in this performance.