

Doing the RRJ's helped me to fully and more deeply comprehend what I was reading. I already enjoyed the book, but the RRJ's made it much more memorable and impactful because I got to really think about the characters and the story. I came to see illegal immigrants in a whole new light.

One character who stood out to me was Christian because he had a passion for something that seemed to be just kind of "in" him. I feel like that when it comes to sports and radio, because it was something I could really relate to.

Since coming to college, my reading has started to have a definite purpose. I'm not just filing things away in my brain that are funny or memorable, but I'm starting to file and remember things I can use in my life, or during a conversation or for a test.

I've developed an interest in being fully educated on a topic, and using a book on that specific subject to help me.

When something didn't make sense to me, the best source I found was actually the internet. It was very convenient for me to look up a word or object I online I didn't know because not only was there a description, but there were also links to websites with more information, and also pictures of what it was (if it was an object I wasn't familiar with).

I usually have felt like an insider reading for college because I love to place myself in the middle of a story. I normally don't see or feel myself as a character in the story, but I do feel like I am in the same world the characters are in. This has allowed me to connect with stories on a personal level, and really try to get something out of it that I would miss if I was trying to judge the book as opposed to "become apart of it".

These photos are examples of how my metacognition and critical response towards the book became more detailed as the semester went along. The first picture is from the 4th RRJ, the second is from the 7th RRJ.

4. An explanation of your reading process. How did this week's reading go for you? Discuss specific sections that made you confused or questions that you have about the text. Point out strategies that helped you overcome challenges in your reading. Choose one or two of the following prompts to develop your ideas:

While I was reading,  
I felt confused when ... so I  
I was distracted by... but then I...  
I started to think about...because...  
The time went quickly because...  
I figured out...by...  
I finally understood...  
I remembered that earlier in the book...  
I was reminded of...

I looked ahead to see the pictures for the first time and I was shocked to see what the robot actually looked like! The picture I had in my mind was very different from what the image was. I was expecting something at least covered in metal! It was quite shocking to see something that looked like a collection of kid's building pieces and wires.

The important thing was that it worked no matter what it looked like. It was just really wild to see.

4. An explanation of your reading process. How did this week's reading go for you? Discuss specific sections that made you confused or questions that you have about the text. Point out strategies that helped you overcome challenges in your reading. Choose one or two of the following prompts to develop your ideas:

While I was reading,  
I felt confused when ... so I  
I was distracted by... but then I...  
I started to think about...because...  
The time went quickly because...  
I figured out...by...  
I finally understood...  
I remembered that earlier in the book...  
I was reminded of...

I felt like toward the end of the book the author was going a little bit too far in making a point about the students. He started talking about the jobs other students from the robotics competition had gotten, and it came across as a little patronizing. It felt to me to be a little too much like, "See what they have, while the Carl Hayden students didn't have that".

I get why that was in the book and why he was doing that as the author, I just had to make sure that my mind was still thinking logically and rationally about both sides of the issues the book was bringing up instead of just blindly getting riled up about one side that the author was trying to highlight for effect.

We did not do much book-related reading in my other classes this semester, but here is an example of a project that involved both writing and reading. It is a news story that was supposed to be read “on air” in exactly 40 seconds. It was taken from a much larger story and was compressed to contain only the important information.

**(PCC News) PCC Gets Grant (Slug) :40**  
**West**  
**11/2/15**  
**11 am**  
(story 3)

In Lancer Radio PCC news...

The U.S. Department of Education has awarded Pasadena City College a \$2.6 million Title V grant, a grant given to select schools considered Hispanic serving institutions.

PCC was one of 96 colleges from across the country to receive the grant.

The school is considered a Hispanic serving institution because at least 25 percent of the full time enrolled students are hispanic

The exact percentage of hispanics enrolled in PCC is 49 percent as of the fall 2015 semester

The college will receive \$525,000 annually for the next five years and the money will go in part towards developing the pathways program.

