

Writing the Learning Analysis Journal

Overview:

One of the requirements of this course is that all students write a Learning Analysis Journal. For our purposes, a Learning Analysis Journal is defined as a brief review of a specific event or activity followed by an analysis of that event or activity using a Human Relations course concept. You will write 6 journal entries during the term. Each entry is approximately 1-2 pages long and must display college-level writing mechanics. Poorly written journal entries will be rejected.

How to write your Learning Analysis Journal:

You should write each entry in two parts, clearly labeling each part and specifying the date and time you are writing. (An exemplary journal can be found on the other side of this page.)

Experience Section:

- This section should very briefly describe the experience or activity of your choosing. The emphasis is on clearly describing the event and emphasizing the salient themes, values, and feelings this situation elicits from you. There may be instances in which you want to respond emotionally to something from this class. Such responses are quite acceptable, for whether or not the paper is satisfactory does not depend upon whether you agree with or like everything that occurred in class.
- Avoid reiterating directions and formats for exercises used in class.

Analysis Section:

- After writing the experience section, wait a while before writing the analysis section. This analysis should be an application or illustration of concepts presented in this class. After reading your analysis, I should see evidence that you (the writer) are indeed enrolled in this class and that you can link the course concepts and ideas to your life (in particular, the experience you described). The analysis section is not the place for emotional reactions—it should be more *cognitive* or *objective*.
- One of the goals of this course is to help you think critically (which is *not* the same as negatively) about your own prejudices, biases, life beliefs, etc. These papers reflect not only what you think but also *how* you think.
- Clearly state what topics from the lecture or readings are being linked to your experience. Restate or paraphrase what the lecturer or author has stated about the topic, being sure to cite your source (e.g., lecture topic, pages in text).
- Elaborate on the connections you wish to make. How might your analysis relate to other situations beyond the one described in the experience section (e.g., a professional teaching situation)?

Finally, it is important that your Learning Analysis Journal reflect your thoughts throughout the course, not just the time before they are due. Please don't procrastinate—keep your journal up-to-date.

SAMPLE LEARNING ANALYSIS JOURNAL ENTRY

Name
Human Relations, EDU 388
Journal Entry #1

Experience Section

Saturday, October 19th, 1991-11:30 p.m.

First game of the World Series and the Twins are awesome! I was trying to understand what the big deal is about the Tomahawk Chop. At first I thought of it like everyone else as no more than a sign of support for the Braves and I couldn't understand why it was derogatory. I had asked my friend at work who is a quarter Native American if he thought it was derogatory. He said that personally he felt there were better thing to be protesting like the S & L scandal. He said the same things about the Whites protesting spear fishing in Wisconsin. (I thought I'd mention it because we had discussed it in class). I know that I don't understand the offense that is being made because I don't have the same cultural background. I think it would be great if we could teach cultural diversity to everyone. I think so many misunderstandings of this type could be eliminated if people were better informed and educated. Then if people wanted to protest something it would be about something better than racial differences.(I know this is just one of those "wish" things.)

Analysis Section

Monday, October 21st, 1991-8:30 p.m.

By comparing the problem the Native Americans have with the Atlanta Braves' organization with the lecture in class and the Robert Terry articles and lecture it could be said the Atlanta Braves' organization has an authenticity problem. In the handout "The Negative Impact on White Values" on page 124 it states that racism is a "denial of authenticity." I think the Braves' organization has an unclear mission concerning how they want the name of the organization associated with Native Americans and they do not want to discuss any type of changes (refuses to share power and creates a structure that is inaccessible to the Native Americans). The Braves' organization does not recognize a problem and instead blame the Native Americans for creating a problem. The Native American group feels it is in a power struggle with the Braves' organization and has tried to talk with them about changing their name but the solution the Native American group offer is fixing the

problem one level below where the actual problem is. They want to change part of the structure of the Braves' organization when instead they should be trying to change the mission of the Braves' organization. In order to do this the Braves would have to recognize the nature of the problem and define what message do they want their organization to send. Even though the racism towards the Native American groups may be unintentional, the Braves' organization has an authenticity problem and has therefore created conflict in their relationship with the Native American groups.