**Reflective Journal Entry 2 Template**

**Due: 24 hours before Class 4 in-person meeting—50 points maximum**

Theme: Principles and values

* Use the Reflective Journal Entry 2 Template in the Toolbox.
* This entry should be between 400–500 words.
* Double-spaced lines.
* Incorporate the readings, discussions, and class materials pertinent to principles and values.
* Address the following prompts:
  + Think about a personal experience in the work or school setting that illustrates how you apply your principles and values.
    - What was happening in the situation?
    - What assumptions were you making about the situation?
    - How did your principles and values influence your response(s) in the situation?
    - What actions did you take?
    - Would you do anything differently? If so, what? If not, why?
  + Consider how the profession understands, practices, and supports intellectual freedom. In what type(s) of library situation might it be difficult for you to support intellectual freedom?

Name: Leanna Carroll

Journal Entry:

I was a member of the marching band for all four years of high school. My senior year, our band director was retiring, and a new director was hired to replace him. Before the year began, our old band director left suggestions as to which students should be selected for section leader, a student leadership position within each instrument section. For my section, the saxophones, he had selected another senior, one of my classmates, for the position. I did like this student as a person, but I was concerned about this choice, as the student was not, in my opinion, very responsible or well-suited to be in a of leadership position. Then, in talking to my classmates, I discovered that all but one leadership position in the band had been given to male students, the one outlier being the color guard, the only section with only girls. Being aware that our previous band director was an elderly man who had typically traditional values, I reasoned that there may have been some gender bias in his student leadership selections. So, before the semester began, I wrote an email to the new director, explaining my concern. In response, the new director made a respectfully impartial decision to make the other student and myself co-leaders of the saxophone section, and thereafter I noticed a few other changes in other band leadership, as well.

The principle in my reasoning in this situation was the importance of social equality and not discriminating any person based on their race, gender identity, religion, disability, etc. This aligns with my personal value of promoting acceptance, shared by many others. In fairness, I did make an assumption about the methods or motives of the previous band director in his selections, though this thought was shared by many other students, so I felt that I should take some sort of action against this discrimination. In retrospect, I think it might have been more prudent to propose the reselection of all the leadership positions based on skill and commitment as judged by the new director; the suggestions of the old director were not law, after all. Additionally, I cannot deny that I desired the leadership position of my classmate, and though I knew him very well by that point, I had never given him a proper chance at it. However, I still believe in the overarching concern of being discriminated against, not just for myself, but my other classmates as well.

In this, I think at the time of this incident, I might have had issues with intellectual freedom if it did not agree with what I believed or thought, as I have always been quite stubborn. However, at the present time, I think I have grown to the point (allowing growth being another value of mine) that I would be more accepting of varying perspectives and opinions, so long as they do not go against necessary principles (to the point of harmfulness or illegality), if not my personal values.

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| **Skills** | **5** | **4** | **3** | **2** | **1** | **Points**  **Assigned** |
| **Depth of**  **reflection**  **Weight is 3x the numerical rating, e.g., 5 x 3 = 15** | Demonstrates a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students. | Demonstrates a thoughtful understanding of the writing prompt and the subject matter. Demonstrate a basic understanding of the writing prompt and the subject matter. | Demonstrates a limited understanding of the writing prompt and subject matter. This reflection needs revision. | Demonstrates a limited understanding of the writing prompt and subject matter. This reflection needs revision. | Demonstrates little or no understanding of the writing prompt and subject matter. This reflection needs revision. |  |
| **Use of evidence and context**  **Weight is 3x the numerical rating, e.g., 5 x 2 = 10** | Uses specific and  convincing examples  from the course materials[[1]](#endnote-1) to support claims in your own  writing, making insightful and applicable connections among course materials. | Uses relevant  examples from the  course materials to  support claims in  your own writing,  making applicable  connections among course materials. | Uses examples from the course materials to support most claims in your writing with some connections made among course materials. | Uses incomplete or vaguely developed  examples to only  partially support  claims with no connections made among course materials. | No examples from  the course materials are used and claims made in your own writing are unsupported and irrelevant to the topic at hand. |  |
| **Language use**  **Weight is 2x the numerical rating, e.g., 5 x 3 = 15** | Uses stylistically sophisticated language that is precise, clear, and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. | Uses language that is fluent and original, with evident a sense  of voice, awareness  of audience and purpose, and the  ability to vary sentence structure. | Uses basic but  Appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure. | Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence  structure. | Uses language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. |  |
| **Professionalism**  **Weight is 2x the numerical rating, e.g., 5 x 2 = 10** | Assignment is turned in on time and meets the word count and all formatting requirements. | Assignment is turned in on time and meets the word count and most formatting requirements. | Assignment is turned in on time but does not meet the word count or formatting requirements. | Assignment is turned in on time, does not meet the word count and formatting requirements. | Assignment is not turned in on time, does not meet the word count and formatting requirements. |  |

1. Course materials means any readings, websites, videos, individual work, open response questions, and in person class meetings. [↑](#endnote-ref-1)