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In parallel studies during the Fall 2015 semester, we examined the effects of assigning reading journals in a first semester calculus course. At the beginning of the semester, students were given instructions about how to read the textbook. On alternating weeks, students were asked to complete journal assignments - these included taking reading notes, responding to a prompt question, and reflecting upon any confusing portions of the reading. A comparison between student quiz scores from weeks during which journals were assigned and quiz scores from weeks during which no journals were assigned will be given, and implications for teaching will be discussed. (Received September 14, 2015)