

Reflective Writing Assignments

Assignment Goals

- Attendance at event
- Complete the reading
- Express personal experience/perspective
- Process course material
- Process role as academic
- Apply course concepts
- Try out academic voice

Types of Writing

- Summary/paraphrase
 - Submit to D2L to record completion, no need to comment
 - In class have them explain it aloud
- Personal response (impressions, opinions)
 - *Example prompts:* Something slightly directive, such as: What did you find interesting about ____? Or, something more wide open to keep them thinking through writing: Write about anything you want to share about your life (academic life, friends, daily activities, cultural events, etc.).
- Directed response (specifies an angle for their impressions)
 - *Example 1:* TWO reading responses are due for this book. Here are some possible issues to address, though feel free instead to bring up other relevant themes: How does Francis Harper use pathos effectively on her audience? How is Harper's portrayal of racial uplift persuasive/motivating to people who identify themselves as black?
 - *Example 2:* The purpose of your response will be to demonstrate your familiarity with and insights into assigned texts. You may choose a theme (e.g. death, friendship, heroism) and/or a formal feature (e.g. imagery, metaphors, narrative) that inspired your reactions (admiration, interest, shock, doubt, etc.) and comment on them. Your response paper has to meet the following criteria:
 - Be at least 400 words long, without filler language.
 - Make specific references to all texts assigned for a given week. You should support your claims and observations with specific examples and passages.
 - Include original and thoughtful ideas about the reading.
 - Should not be dominated by personal feelings and experiences.
- Researched response (informal writing using research material)
 - Similar to above but with specified secondary readings

- Quotations and Questions
 - Ask students to identify quotations from the text to either comment on or ask questions about.
 - Good for setting up class discussion

- Dear [your name] letters
 - Please tell me anything in particular I should know about you so that I may better help to learn in this class.

 - Self-evaluation note attached to the current "final" draft of a project. Please offer your assessment of how the writing process proceeded for this draft. In particular, what questions or worries do you have about this draft that I may address in my commentary?

 - Please respond to my commentary on your draft. What notes that I offered you might I clarify? What questions do you have at this time as you think about revising this project? I answer these.

Assessment Options

- Check or no check (might simply register effort)
- Check with plus/minus scheme (some rubric needed probably)
- Score 1 – 10 to scale the accuracy and quality of their explanation of text
- Required before next step or next assignment
- Commentary on how well they met the goals
- Select one impression/idea for response, perhaps write it at the end
- Provide your thinking back to the student, engage as the audience to set up an ongoing conversation

Contacts:

Dominic Ording, 871-2179

Caleb Corkery, 872-3655