

## OBJECTIVES

- ✓ **Impart CETL-learned concepts to ENGL101-38 students**
  - ❖ Ask ENGL101-38 students to revise their essays as they see fit
  - ❖ Ask ENGL101-38 students to reflect upon the revision process and share what it taught them
  - ❖ Ask ENGL101-38 students to assemble a portfolio of revised essays
  - ❖ Ask ENGL101-38 students to consider what they've learned in ENGL101-38 and how those learned skills have/will translate to other aspects of their college careers; alternately, if they have not learned anything new, how ENGL101-38 enhanced previously existing Composition skills
  - ❖ Allow students to give instructor feedback on what they learned in ENGL101-38 and how it has benefited their college career

## HOW OBJECTIVES WERE MET

- ✓ For their fifth and final essay, ENGL101-38 students have been asked to create a portfolio of revised essays. (See attached assignment sheet: *Essay #5: the portfolio and reflection*.) They are allowed to revise each essay as they see fit – I am not requiring that they revise everything, or anything. Rather, I would like to see what initiative they take and how extensively they revise. Additionally, the students can choose not to revise anything. I will grade them on the quality of their revisions, but I'm looking more closely at the quality and level of insight the accompanying reflection paper demonstrates. A student who revises few things but justifies their reasons why may be a more critical thinker than a student who revises only my corrections and tells me that they did so because I "said so." I intend for this assignment to teach them careful revision, critical thinking, and, perhaps most importantly, self-editing skills.
- ✓ In addition, my ENGL101-38 students are also being given the option of writing a separate "reflective" essay demonstrating what skills they have learned in ENGL101-38 and how those skills have translated to other courses. (See attached assignment sheet: *Extra credit essay*.) It is not a course evaluation, but rather a chance for them to reflect upon what, exactly, they've learned over the course of the semester and how those skills have (hopefully) benefited them in other classes. (I am operating under the common English teacher conceit that writing skills are crucial.) If students have not yet utilized any learned skills, I ask them to instead speculate to instances where they might. Even students who claim to not have learned anything in the course can participate – should that be the case, I ask them to instead explain what skills have been *reinforced* in ENGL101-38.

## ANTICIPATED STUDENT RESPONSE

- ✓ Hopefully, positive. I would like to have my students leave the class with an understanding of how basic Composition skills can assist them not only in English courses, but in college (and – dare I say it? – life) as well.

## essay #5: the portfolio and reflection

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For the last assignment of the semester, I'm asking you to create a portfolio of the essays you've submitted in this class, and write a paper that reflects upon your work, your growth, your strengths and weaknesses, and your abilities as a writer.

### What to Do

- ✓ Buy a two-pocket folder and label its front with your name.
- ✓ Collect your graded essays and look them over. (If you have submitted an essay more than once, i.e., revised it for a higher grade, include both versions.)
- ✓ For *each essay*, determine what you'd like to revise. Mechanics? Grammar? Structure? MLA format? Major issues? All of the above? Revise whatever you like, but keep in mind that you are assembling a portfolio that represents your progress in this course. Thus, submitting a completely unrevised portfolio tells me that either you are a genius who needs no improvement (sorry, but that's highly unlikely) or lazy. So lazy.
- ✓ Revise the essay until you feel that it represents your best attempt. Print off clean copies of the revision.
- ✓ Write a reflection paper (3 – 5 pages in length) detailing what you revised, why you chose to revise those elements of the paper, what you learned in the revision process, what you are proud of in your portfolio, what paper you think best represents your efforts, what paper you struggled with most, what paper was easiest to write, etc. These are some *suggestions* – you may certainly include other aspects of the revision process that you'd like to address. For example, if you have received all As on your papers, you are probably not going to revise each heavily. So instead address what that indicates to you about your writing. The final note: include as much information as you see fit. The paper serves as your opportunity to prove to me that you have thoughtfully evaluated and revised your work.
- ✓ Print off the reflection paper. Place it in the left-hand pocket. Place your original graded essays and revisions in the right pocket, with the first paper visible being essay #1 (critique) and the final paper essay #4 (the argumentative synthesis). In each case, place the revision *under* the original. Thus, when I flip through your right-hand pocket, I should see first the critique, then your revised critique, then the commentary, then the revised commentary, etc. ORDER MATTERS. Don't lose points for messing up this order.
- ✓ Bring the final assembled portfolio to class on Tuesday May 9<sup>th</sup>.

### **Additional Notes**

- ✓ Your final essay grade will be determined by how thorough and insightful your reflection paper is, the strength of your revisions, and the order of your portfolio.
- ✓ You do not have a specified order for the reflection paper; order it as you see fit.
- ✓ Please include an intro, conclusion, transitions, etc. The completed paper should read smoothly.
- ✓ The reflection paper should be in MLA format with a header, etc. No Works Cited is necessary.
- ✓ If you have difficulties beginning this paper, consider asking yourself the following questions:
  - What did I revise in each paper and why?
  - What revisions did I find myself making several times? Does this indicate weaknesses in my writing?
  - What are my strengths as a writer?
  - What was my favorite/easiest paper to write?
  - What paper best represents my writing ability?
  - What did I learn from looking over my portfolio as a whole?
  - What did the revision process teach me?
  - Etc.

## extra credit essay

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For extra credit, you may write an additional essay (2 – 5 pages, MLA format) on how this course has affected your writing skills. Like the reflection essay (essay #5) this essay does not have a specific order, or even a specific topic. Instead, I am asking you to tell me what you've learned in this class and how it has possibly benefited you in your college career.

Consider the following questions:

- What have you learned about writing this semester?
- What have you learned about yourself, as a writer?
- What is your writing process? Has it changed this semester?
- What are your strengths as a writer?
- What are your weaknesses as a writer?
- What is the most useful thing you've learned in this course?
- Are there specific instances that you found yourself utilizing some 101-38 skill to complete an assignment in another course? Be specific.

I'm not asking you to evaluate the course (we'll get to that soon enough) and I'm not looking for you to tell me that this course was *brilliant*, you've learned *so much*, I am the *best* teacher ever, or otherwise blow some smoke up my butt. But I teach this class in the hopes that the skills you acquire here will somehow translate into skills that you can utilize in other college courses, and this is your chance to illustrate that they have or have not.

If they *haven't*, you can still write this essay – just focus on why you think that you haven't yet used these skills, or speculate as to where you think you might one day use them. Or, if you are a very strong writer and already possessed excellent English Comp skills, then consider addressing in your paper what exercises in this class reinforced your skills, etc.

Length: 2 – 5 pages. Due on or before May 9<sup>th</sup>. This is worth up to 10% of your essay grade. It will be graded on a traditional A, B, C, D, F scale. You cannot lower your grade by writing this essay – should you submit an unsatisfactory or otherwise incomplete essay, you will simply not receive any extra credit points.