Assignment 5: Semester Self-Reflection

Overview: This assignment asks you to post a final forum response that reflects critically on the reading, writing, and thinking you've done this semester and how your awareness of the rhetorical situation has shaped your writing and learning processes. This final forum post will tell a story, or a narrative, of your progress through the course and explore how you will use the knowledge and skills you gained in CO150 in the future.

Purpose: Your purpose for writing this forum post is twofold: to look back at the progress you've made this semester and look forward to how you can use the skills you gained in CO150 in the future. In looking back at the class as a whole, you will reflect on what you've learned over the course of the semester as we've developed greater understanding of the rhetorical situation and progressed through the stages of the conversation model, then you will articulate that progress using critical rhetorical terms. As you look ahead at the rest of your college career, you will consider how the knowledge you've gained in CO150, including what you've learned about your own writing processes, will assist you in future endeavors.

Audience: Your audiences for this assignment are yourself and your instructor. Because this is a self-reflection of your progress in the course, you are writing in large part for your own benefit – so that you can understand where you began the course, where you ended it, how you got there, and what you can take with you in the future. Your audience is also your instructor. Although your instructor has read and is familiar with the work that you've done throughout the semester, remember that it will be important to demonstrate for your instructor that you are able to articulate in specific rhetorical terms the ways that you approached this semester's work, and that you're able to illustrate this story with concrete evidence—such as quotes and paraphrases—from your own body of work. You will therefore be critically reading and critically thinking about your own work over the course of the semester.

Author: In many ways, this assignment emphasizes your role as a writer more so than any of the others, since you and your work are central to this assignment's investigation and analysis. As the author of this document, you will demonstrate for your reader that you have carefully examined the work you've done this semester and considered both how individual tasks built on each other and how the rhetorical situation throughout impacted the decisions you made as a writer. To establish your ethos with your audience, you will need to integrate several concrete examples from your own work as you discuss your progress during the semester.

Texts to Examine and Questions to Consider:

Forum Posts:
- What were some important changes or discoveries recorded in the forum posts?
- How did your ideas evolve from the early posts to the later ones?
- How did reading your classmates’ posts influence your thinking and writing during the semester?
- How did your classmates’ comments on your posts influence your thinking and writing during the semester?

Course readings:
- What was your initial response particular texts?
- How did subsequent texts change your impression of them?
What questions arose from these texts?
How did these questions motivate your research in Unit 2?

Major assignments:
- A1: Summary/Response
- A2: Open Letter
- A3: Stakeholder Analysis
- A4: Academic Argument

Strategies:
- Start by reviewing all of your forum posts.
- Review your final versions of Assignments 1-4. Also look at workshop feedback and instructor comments.
- Review in-class writing, WTLs, etc.
- Begin making chronological notes that chart your progress as a writer who is increasingly aware of the rhetorical situation and how that awareness is integrated into your writing in various ways as the progresses.
- As you review your body of work, pick out quotations and paraphrases that show how you evolved as a critical reader, thinker, and writer throughout the semester. Use this as evidence in your paper. You can cite this as a modified MLA style, indicating the assignment, forum post, or date of WTL in parentheses after the quotation or paraphrase.
- Write a reflection that expresses this evolution, especially of critical rhetorical approaches
- Include the answer to the following question: How do you best function as a writer and how will this knowledge carry you through your academic career?

Paper Length: approximately 1000 words

Workshop Date:

Due Date:

Worth: 10% of your final course grade

**NOTE: At the end of your paper, include the following honor pledge: “I have not given, received, or used any unauthorized assistance.”**
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<th><strong>Excellent</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Unsatisfactory</strong></th>
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<td><strong>Examination of critical reading and writing</strong>  The reflection shows thoughtful examination of the student’s critical reading and writing. The student connects the early thinking he/she did to later assignments and reveals how his/her thinking evolved throughout the entire course.</td>
<td>Although the reflection does reveal that the student has thought about his/her own critical reading and writing, the examination could be more thorough. Connections among early and later assignment could be more complete.</td>
<td>The reflection does not show that the student has thought critically about his/her own reading and writing throughout the semester. There are few, if any, connections between early assignments and later thought processes or the connections made are surface-level and do not show critical reflection.</td>
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<td><strong>Rhetorical awareness</strong>  The student uses critical rhetorical vocabulary to describe his/her evolution throughout the course. The student charts his/her growing awareness of the rhetorical situation and explores how his/her understanding of the rhetorical situation was integrated into assignments.</td>
<td>The student has included some critical rhetorical vocabulary to describe his/her progress, although the discussion could be more clearly explained and/or could make more obvious the student’s understanding of the impact of the rhetorical situation.</td>
<td>The student does not use critical rhetorical vocabulary to chart his/her progress or the concepts are only briefly included with no connection to the rhetorical situation and its importance.</td>
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<td><strong>Looking ahead</strong>  The reflection clearly shows that the student has considered how he/she best functions as a writer and how that knowledge will carry through the rest of his/her academic career.</td>
<td>The student may need to explain in more concrete terms how he/she best functions as a writer and to make more explicit how this knowledge will carry through the rest of his/her academic career.</td>
<td>The reflection does not show that the student has carefully considered how he/she functions best as a writer.</td>
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<td><strong>Narrative and Evidence</strong>  The self-reflection is a clear narrative that tells the story of the student’s thinking and writing throughout the semester. Rather than simply charting what was done, the student’s narrative focuses on what the student learned and connections that were made. The student has used concrete evidence from his/her own writing to explore this evolution and uses specific rhetorical terms to articulate the changes in his/her thinking and writing.</td>
<td>Though the student has attempted to write a narrative of his/her thinking, at times the explanations of the evolution could be more clear and fluid. The reflection may lapse into discussions of what was done, rather than what was learned throughout the course. The piece includes some specific evidence from the student’s own writing, but would benefit from more evidence and/or better explanation of that evidence.</td>
<td>The reflection is not a narrative of the student’s changes in thinking/writing and/or the reflection is simply a re-cap of what was done in the course, rather than a narrative of what was learned in the course. The reflection includes little or no direct evidence from the student’s own writing.</td>
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<td>Conventions &amp; Style</td>
<td>While the reflection could be more carefully edited for style, it is generally clear and readable.</td>
<td>Because of poor editing and/or style choices, the reflection is confusing or unclear for readers.</td>
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<td>The language, tone, and voice of the reflection are those of a careful and critical reader, and the essay is edited for clear communication that is free of distracting errors.</td>
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