Participation Reflection

Please answer the following prompt regarding **your participation** this semester. (Please respond underneath each question so that I know which response belongs to which question.) Response in full sentences (except questions #4 and #5, to which you may simply respond “yes” if that’s the answer.) Use the following sections of the syllabus (which you should reread now) to help you craft your response; it is recommended that you quote from these sections when relevant.

My Expectations

In this course we will interact with ideas as well as the rhetoric that shapes those ideas. I expect you to come to class having completed the assigned readings, but, more than that, I expect you to have put some thought into the ideas explored within the readings, asking questions like: *What informs these notions of death? How do different authors explore their ideas on the page, and how do their rhetorical choices inform our under-standing of those ideas?* I do not expect definitive answers to these questions, but I do expect to hear your voice in the classroom. I expect you to voice informed positions of your own on the topics, but first to have examined what *informs* your ideas and how that may differ from what informs the ideas of our authors. I expect you to develop an eye for how an author structures a position or an argument. I expect you to have questions that we can explore together as a class.

Active Participation (Occupying your seat ≠ Participation)

Participation in class is more than simply occupying your seat. You should be engaged. You should come bearing comments and questions to share with the class. You should engage with the texts early enough that you have time to think about and process the material. You should make it apparent that you’ve attempted to engage critically with the texts. That is, you should *actively participate* in classroom discussion and activities. Simply occupying your seat throughout the semester will not result in a positive participation grade. See *My Expectations* section above.

Letter Grades

**A** **The qualities of a B assignment, plus imagination, originality, and engaging expression.**

**B** Thorough analysis of the communication problem; a satisfactory solution to the problem, judgment and tact in the presentation of this solution; good organization and solid expression.

**C** **Satisfactory analysis of the problem, clear organization, and competent style; nothing remarkably good or bad. A C means your work met the demands of the assignment in a minimally acceptable way.**

**D** Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; inadequate treatment of the assignment.

**F** Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage.

**Remember that attending class does not equate to participation, so your answers should not involve how often you attended class.**

1. How did you engage in active participation during the semester? (Did you speak in large group discussion, small group discussion, and/or participate in other ways?)
   1. If you did not engage in active participation during the semester, why not? Might you choose to engage in active participation in future scenarios, classroom or otherwise? Do you see any benefit to active participation?
2. Did you engage critically with the texts (written, podcasts, videos, etc.) this semester? How so? (You may provide a specific example if you like.)
3. Did your participation further your own and/or your classmates’ learning this semester? How so?
4. Did you Open the Discussion on the date you signed up for? (“Yes” is an adequate answer to this question if you did.) If not, why not?
5. Did you complete all of the blog posts for the semester? (“Yes” is an adequate answer to this question if you did.) If not, why not?
6. What letter grade would you give yourself for participation for the **first half** of the semester? Why? (Use the wording regarding letter grades from the syllabus above to answer this question.)
7. What letter grade would you give yourself for participation for the **second half** of the semester? Why? (Use the wording regarding letter grades from the syllabus above to answer this question.)
8. Did you participation improve from the first half of the semester? If yes, how so? If not, why not?