DAILY ASSIGNMENT DESCRIPTIONS

- *Readings and Writer's Notebook prompts post ONLY ON BLACKBOARD*

- *WN CHECK due dates are posted on the Course Schedule*
- *Quiz dates are posted on the Course Schedule as well as on Blackboard*

A | Writer's Notebook

First CHECK: **10% | 50 pts.**
Final CHECK: **10% | 50 pts.**

For daily in-class, self-directed, and homework writing.
You'll prepare the notebook for evaluation with annotations and a short reflection <u>*twice*</u>

DAILY EXPECTATIONS

You'll use your Writer's Notebook for in-class responses and activities and for writing about readings prepared as homework. You will also use the notebook for self-directed writing—class notes, freewriting or outlining before a draft, etc. **You should bring this notebook to every class.** *Title and date all entries, particularly those prompted for HW*. Homework prompts for the notebook will be announced in class and always posted on Blackboard. My expectation is that you do almost all of the prompted in-class and HW entries and that you're doing some self-directed writing, too.

This notebook is *yours*. You can do all handwritten entries or mix in typed-and-pasted ones. Feel free to doodle in it, ask questions, draw, be informal, write outside the lines. This notebook is not private, though. You'll prepare your notebook twice to earn points.

PREPARING YOUR NOTEBOOK FOR A "WN CHECK" *(you'll do this twice)*

I will read through your notebook looking for effort, engagement, and completion once at midterm and once at the end of term. You'll prepare your notebook for this check each time by doing the following:

1. Read through your notebook. Ensure that entries are titled and dated (refer back to the HW prompts on Bb if needed). More importantly, as you read through your notebook, you will interact with your own writing/thinking using *annotation*. You can write in the margins [please use a different color pen/pencil] and/or use sticky-notes. In your annotations, you might:
   - identify specific insights and explain why you value them
   - highlight an idea and *disagree* with yourself or *extend/update* your thinking
   - identify a section or entry where you see your response as particularly strong and explain why
   - identify and describe rhetorical strategies you see yourself enacting
   - pose questions to yourself throughout a response
   - critique a response—explain why it was lacking and what you'd do differently if you did it again
   This list is not exhaustive—I'm looking for thoughtful reflection on your writing in the notebook. Do at least 5 substantive annotations.

2. Next, you'll write a new reflective entry (about 1 page should do). In it, describe your overall response to reencountering your entries: what have you learned about course content, and about your own writing? As you respond to these questions, you might make references to the annotations you've performed. For the first check, conclude by setting a goal for your work in the notebook for the second half of the term. Please dog-ear the page where this reflection appears.

My evaluation will focus on **completion** (has the writer done *most all* of the writing requested and some self-directed writing?) and **engagement** (has the writer been thorough and thoughtful in the entries and in the reflection and annotation? Has the writer demonstrated they've read?).

WRITER'S NOTEBOOK—Final check   Name:_____

	POINTS
Completion: has the writer completed *most all* of the required prompts? # HW _____ # in-class _____ Any other writing? _____ **& Effort:** has the writer demonstrated s/he has read the corresponding material? Are entries specific and sufficiently long (around 1 pg.)? *20 points possible* ➔ *18-20 excellent; 16-18 good; 14 or less needs improvement*	
Overall Engagement, in entries AND this reflection process: Has the writer been thoughtful and thorough in the entries? In this reflection process—annotation and reflection? Has the writer set a thoughtful goal for the second half of work in the WN? Has the writer met their second half goal? *30 points possible* ➔*27-30 excellent; 24-27 good; 21 or less needs improvement*	
TOTAL POINTS (out of 50 points possible)	

Commented [RH1]: I also do a midterm check at which point students set goals in their reflective entry

Commented [RH3]: I also have students award themselves ghost points, also helps me read and not worry about points as much

Commented [RH2]: I have students fill this out for me; they responsible for knowing what's what (HELPS A LOT!)

Commented [RH4]: At the mid-check, students would have written some goals