Assignment Description/Rationale: For this assignment, I expect you to first summarize the studied text (in one paragraph), and then reflect on it (one-paragraph critical response).

Your summary of the text (first paragraph) need not be exhaustive; rather, I ask that you consider and highlight the “new meaning(s)” the text in question has created for you. In your critical response paragraph, you must: i) evaluate the author’s argument(s) / ideas (by means of specific examples from the text, contextual explanations, and insightful inferences); and ii) critically reflect on how the new knowledge you have gained from the text relates to prior knowledge and personal experiences.

Reading reflections record students’ active personal engagement with topics/concepts/questions introduced in texts on the syllabus, and encourage students to connect their experiences inside and outside the classroom. The rationale behind this assignment is to give students the opportunity to engage in **close critical reading** of several “texts” on the syllabus, and to express their opinion on them without referring to secondary sources, or relying on what others have said about them. In other words, the assignment required is a **response** paper and **not a research** paper.

Students are not expected to conduct research and include a bibliography page; they are only expected to engage with the material closely and **express an original critical argument** that is based on their interpretation of the “text” and that clearly illustrates metacognition.

Students are encouraged to explore the text(s) that have most appealed to them. Despite the fact that the paper does not require research, it must be presented as a **formal paper**, **properly structured** (in two paragraphs) and **formatted** (MLA format, double-spaced, Times New Roman 12, fully justified, 1-inch margins etc.). The *heading* on the upper left-hand corner must include the following information in this order: the student’s full name, the class code, the instructor’s name, the assignment, the date submitted, and the word count.

**Reading Reflection Rubric**

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| **Criteria**  **(max. 25 points**  **each)** | **Superior (20-25)** | **Strong (15-20)** | **Emerging (10-15)** | **Problematic (0-10)** |
| **Originality of**  **Reflection**  **(Content)** | Response demonstrates depth in perceptions and nuanced understanding. Insightful and relevant connections are made through contextual explanations, inferences, and examples. Highly personal voice/contestable viewpoint. | Response conveys evidence of a personal response and awareness of nuances. Connections are made through explanations, inferences, and/or examples.  Argument is debatable. | Response demonstrates a superficial viewpoint and limited awareness of nuances and implications. Minimal connections are made through explanations, inferences, and/or examples. | Response does not demonstrate an original reflection on the text. Personal voice is not emerging. There is no original argument. |
| **Practice of**  **Reflection (Degree of Critical Thinking and Metacognition)** | Reflection demonstrates a high degree of critical thinking. Reflection applies, analyzes, and evaluates key course concepts and theories. | Reflection demonstrates some degree of critical thinking. Reflection applies, analyzes, and/or evaluates key course concepts and theories to some extent. | Reflection demonstrates limited critical thinking.  Reflection applies, analyzes, and/or evaluates key course concepts and theories minimally. | Reflection lacks critical thinking. Superficial / no connections are made with key course concepts and course materials. |
| **Organization of**  **Reflection**  **(Structure)** | Writing is clear, concise, and well organized with excellent sentence / paragraph structure. Each paragraph has a topic sentence, supported by examples from the text in question. Thoughts are expressed in a coherent and logical manner. | Writing is mostly clear, concise, and well organized, with good sentence/paragraph structure (mostly clear topic sentences, some examples are used). Thoughts are mostly expressed in a coherent and logical manner. | Writing is unclear, and/or disorganized. Thoughts are not expressed in a logical manner. Paragraphs lack topic sentences / examples, and involve generalizations and superficial reading. | Writing is unclear and disorganized. Thoughts ramble, and make little sense. |
| **Required**  **Components**  **(Language and**  **Format)** | There are no more than 3 spelling, grammar, or syntax errors per page of writing.  MLA formatting. | There are no more than 5 spelling, grammar, or syntax errors per page of writing. MLA formatting with minor errors. | There are more than 5 spelling, grammar, or syntax errors per page of writing. Problems with MLA formatting. | There are numerous spelling, grammar, or syntax errors throughout the response. No MLA formatting. |