

Syllabus Excerpts Related to Evaluating Participation, undergraduate-level course, English

The document was authored by Lauren Shohet, Luckow Family Professor of English. Questions about the document can be directed to Dr. Shohet, lauren.shohet@villanova.edu

Participation 25% (journals, class discussion, on-line presentation, and peer-response exercises—judged on the basis of thorough engagement, consistency of preparation, and increase in skills);

Journals For class meetings when no other deliverable is on the schedule, you will find 1-3 questions posted on the calendar feature of Blackboard. (You need to click on the day to see the full posting.) Each of you needs to post six journal responses over the course of the semester, with one due every other week (that is, you must post one during weeks 1 and 2, one during weeks 2 and 4, etc). Note that there will be occasional days with no a journal option, so be sure to plan for that. It is not a problem if you write something in your journal you later decide is wrong (you don't need to change it), or if you write about why a question confuses you. It is a problem if you do not keep up with your entries or if your entries do not demonstrate appropriate effort. Both our teaching intern Shasha He and I will always read these, and often one of us will respond. The two responses you post to classmates' on-line presentations (more below) also should be filed with your journals, making a total of eight entries by the end of the semester. (If you find the journals helpful, you certainly may choose to write more than this.)

Journals are due by **midnight the night before** the class meeting for which you write them. You cannot file a journal for a topic we've already discussed. You must post your journal through the "journals" tab of Blackboard (if you're ever having a problem, you can email me a place-holder entry, but be sure to repost asap to the correct place). Please do not post your journal in a format that needs to be opened: instead, your text should be immediately visible.

Peer-response exercises. For each paper, you will meet with a classmate to work on the first (out of three) drafts of your paper. I ask you each to fill out a worksheet, offering a second pair of eyes to help the writer see where s/he is addressing or deviating from that paper's targeted goals. Hand in the peer-response worksheet and first draft together with your second and third drafts, so we can see your process (including how you were able to help your partner target problems.) The accuracy and engagement of your responses contribute to your course participation grade.