

Participation and engagement

English 106, Bradley Dilger, Fall 2014 ~ <http://dtext.org/>

Participation makes up 20% of your grade in ENG 106. Weeks 1–5 are worth 50 points; weeks 6–15 are worth 150 points. This uneven distribution means a poor evaluation for the first five weeks won't doom you to a poor grade for the semester.

You have two key venues for participation: our course meetings (both in the computer lab and our classroom) and conferencing. Participate and engage by:

- 1) bringing your texts and necessary materials, and make your preparation clear by quality engagement (attention, questions, in-class effort, etc.);
- 2) inviting others in class to engage the readings or activities by responding to their ideas in a respectful, careful manner;
- 3) working hard to ensure in-class activities are valuable for both you and others;
- 4) participating in group work, via leadership and/or being an engaged contributor;
- 5) sharing relevant, carefully considered examples for discussion;
- 6) enriching our class community via humor and/or concern for others (for example, offering to share notes when a classmate is absent);
- 7) extending our conversations beyond the 160 minutes we share each week by visiting my office, getting help from the Writing Lab, or forming study groups;
- 8) submitting your writing for consideration for local or national awards or publication.

Grading

Throughout the semester, I will collect in-class assignments and your conference preparation worksheets. Reviewing these texts, my notes from class, and your self-evaluation (see below) will help me assign your grade. You cannot make up in-class work or conferences missed due to absences—but I will assign grades in a manner which gives you some room for error.

- A Consistently accomplish six or more of the above.
- B Participate consistently in four or five ways suggested, excelling in at least one.
- C Consistently contribute in three ways, or scattered participation across the board.
- D Inconsistent participation. Preparation or engagement issues. No one area stands out.
- F Failure to excel in any way. Failure to improve when asked.

Please visit office hours or make an appointment with me if you'd like to discuss your participation and/or identify ways to improve.

Self-evaluation

At the end of each evaluation period (9/26 and 12/12), please email me a brief self-evaluation which outlines the grade you think you've earned, and your reasons for believing this is your grade. No attachments; just write in the body. I will respond with my (dis)agreement and your grade. If we disagree sharply, we can talk about it.

Two example self-evaluations are on the reverse of this handout.

Example self-evaluations

Date: Sept 24, 2014
To: Bradley Dilger
From: Rebecca Clarkson
Re: ENG 106 participation, weeks 1–5

Bradley, I think I've earned an A in class participation. I've missed only one class, and the same week I called you to go over a few questions I had about the Brant reading for that day. Even though we meet WAY too early, I've been on time almost every day (maybe every day) and always brought the relevant texts and my notes. In class I've spoken up multiple times every class period all but a few days. Our group work on genre went really well, and I think I helped others in my group a lot. For example, I shared my notes with Yiguo when he was sick.

There was never a day when I was completely silent. I think my questions about applying the course readings to my own projects, and my experiences with the computer program we use at work to enter patient information, have added a lot to our discussions about literacy history.

You were pleased with the outline of genre features I brought to my second conference, and you'll see from my Project Two starter that it was useful for me, too! We've only had two conferences, but they have helped me a lot.

So, I think my grade is A! What do you think? Let me know if you have suggestions which can help me improve.

Thanks,
Rebecca

Date: Sept 26, 2014
To: Bradley Dilger
From: Jordan Wright
Re: Class participation, weeks 1–5

Hi there. I know I haven't done that well these first six weeks, starting with being absent more times than I should be. I'll definitely be in class the rest of the semester. I think I've been pretty good in class when I've been there. I know I didn't have a lot to say when we read the Dirk piece on genres. Just didn't like it from the name forward. But I did better with Brant and I REALLY liked this week's report on writing lives.

I do think I have been great in conferencing. I put a lot of time into preparation and you're right it is helping me. And I have worked hard on the group work. So I think I deserve a high C, maybe a low B if you are feeling generous.

I'll be better in the second part of the semester, especially because there are more chances to talk about readings on computers and writing, which I really like. Also, I will have questions or a rant if we read something I don't care for. I'll continue to do well in conferencing and that will help me get a higher grade in December.