

Class participation

ENG 515, Fall 2016, Purdue University, Bradley Dilger ~ dtext.org/f16/515

This class is designed to help you learn the arts, crafts, and knowledges associated with editing and publishing. Participation helps you learn by providing opportunities to test knowledge, share ideas, and learn techniques in the experimental space of class. You can also use class to more formally discuss your work in progress with others and reflect on your successes and failures.

Class participation makes up 15% of your grade. Weeks 1–5 are worth 50 points; weeks 6–15 are worth 100 points. This uneven distribution ensures a poor evaluation for the first period won't doom you to a poor grade for the semester.

Methods

To earn a good participation grade, perform as many of the following as you can:

1. Attend class regularly and contribute to discussions by:
 - a) Asking questions, offering opinions, and/or sharing insight about the readings, discussions, or other course materials;
 - b) Sharing your work and commenting on your successes, and/or asking questions about your trouble points;
 - c) Bringing the content of your reading responses into class;
 - d) Collaborating with your classmates to improve your work;
 - e) Boosting our sense of community through humor, support for others, etc.
2. Share documents you've found which raise questions about editing methods and/or map to specific course content;
3. Visit office hours and/or contact me outside of class to improve your work and attempt to resolve any problems you have;
4. Help others succeed by working together, tutoring, sharing successes and challenges, etc. — and documenting that work with me.

Evaluation

Please do not assume you begin with a B or C grade and move up or down pending your achievement. Rather, act as if you begin at zero and must prove your worth to move upwards.

Contact me if you'd like to hear my thoughts about your participation. I'll likely ask you for a few days to review my notes before I reply. If I think you need to improve, I'll gladly sit down with you to make a plan for doing so.

At the end of each evaluation period (9/22 & 12/01), please email me a brief self-evaluation which gives the grade you think you've earned, your reasons for believing this is your grade, and evidence which supports your argument. You don't need to make this an attached document; just write in the body of the message. Sample evaluations are on the back of this handout.

Please do not submit a self-evaluation without a grade. I will respond with my (dis)agreement and your grade. If our evaluations disagree sharply, we can talk about it.

Example self-evaluations

Date: Sept 20, 2016

To: Bradley Dilger <dilger@purdue.edu>

From: Erin Brock Carlson <brock7@purdue.edu>

Re: ENG 515 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 met with you to go over a few questions I had about the Carole reading for that day. I've been on time almost every day (maybe every day) and always brought the relevant texts and my notes (and coffee). In class I've spoken up multiple times every class period — every one. I've made a point of this.

I think I've helped others in class a lot. For example, I shared my notes with Jeff when he was sick, and I organized group work in Hicks with Casey, Jenny, and Jeff. When you returned our first vulture portfolio drafts (urp) we met a second time. I think my questions about applying the course readings to my own projects, and my experiences editing for the *Exponent*, have added a lot to our discussions.

You have been pleased with the things I've shared in class and praised me for leadership in group work. So, I think my grade is A. Please let me know if you disagree or have suggestions which can help me improve.

Thank you,
Erin

Date: Sept 22, 2016

To: Bradley Dilger <dilger@purdue.edu>

From: Jordan Wright <wrighton@purdue.edu>

Re: Re: Reading responses

Hi there. I know I haven't done that well these first six weeks, starting with being absent more times than I should be in the first two. 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've read from Chicago. It is very dense and dry. But I did better with *The Subversive Copyeditor* and I really liked the essay you shared this week.

My team did kick butt in both of the group exercises in class — you really liked our approach to the style sheet assignment, and that was my idea. And I helped a lot with the electronic editing work too.

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, since I'm finally figuring this editing stuff out. Also, I will have questions in class if we read something I don't care for. That will help me get a higher grade in December.

Jordan