***Unit I: Personal Artifact Essay***

***A Rubric Not Unlike That Which Your Instructor Will Employ for Assessment Purposes***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Bomb*** | ***Decent*** | ***Adequate*** | ***Meh*** | ***Nil*** |
| Does the writer explore the nature, importance, or qualities of a personally meaningful “artifact”? |  |  |  |  |  |
| Does the writer discuss why and how the artifact has in some way impacted their identity or how this artifact reflects or enhances their personality, outlook, or some other aspect of their self? |  |  |  |  |  |
| Does the writer use a guiding question, a central claim, or a thesis statement to organize their research & writing? |  |  |  |  |  |
| Does the writer use outside resources to expand upon their own ideas (3 at the minimum)? Do these sources give the reader some unique insight into the author and their artifact? |  |  |  |  |  |
| Does the writer work to gracefully incorporate structure and organization into their prose? |  |  |  |  |  |
| Does the author indicate where and when they acquired their artifact? Or first encountered it? |  |  |  |  |  |
| Does the author convey some sense of how this item has impacted their life? |  |  |  |  |  |
| Does the author discuss why their artifact is special, unique, noteworthy, complicated, rad, or wonderful? |  |  |  |  |  |
| Does the author comment, reflectively, upon how this artifact informs their identity or conveys “cultural capital”? |  |  |  |  |  |
| Does the paper bear the formal qualities of an academic paper? (MLA format) |  |  |  |  |  |

***Unit I: Content Workshop & Peer Review***

*Rubrics are useful for a quick assessment of objectively necessary content for composition class essays. Rubrics, like the one on the reverse side of this page, can be used to determine what is present and what is missing from an essay – things like Thesis Statements and/or Guiding Questions, sufficiently researched sources, MLA format…*

***However!*** *They don’t quite do justice to the decidedly subjective qualities of many types of writing… How does one measure, on a scale, whether or not an author has engaged with the Muse in their writing? Can we seriously hope to gauge something as imprecise as “sentence structure” (let alone “storytelling,” etc.) on a 1-5 scale?*

*I think not.*

*But rubrics are a good* starting point *in this assessment process; they give us an idea of whether or not we’ve fulfilled the* minimum *&* mandatory *expectations of an assignment – but that’s still not enough to get a “B,” let alone an “A”…*

*For today’s workshop, I’d like you to do a number of things designed to resist our reliance upon “rubrics” – you will review the work-in-progress of* at least *one colleague, and compose a brief note to them offering your earnest reflection.*

*Evaluative comments on the order of “everything’s fine!” and simple “yes/no” responses to the rubric (see reverse) are total BS and don’t help anyone improve their writing. I’d like you to be critical (albeit civil) in your assessment of your peers’ essays…*

*In addition to reading their paper and “filling out” the rubric, I’d like you to compose a brief letter or note to your colleague, indicating the following:*

* *4 specific* ***questions*** *you have about their artifact, research process, or narrative(s) – these questions should be inspired by reading their essay, and ought to indicate either content-level “holes” in the plot (something missing) or aspects of their extant writing you’d like to “see more of.”*
* *4 specific suggestions for content they might add to the paper (think of stories & anecdotal evidence, descriptive writing, research-support,* et cetera*).*

*Feel free to comment on the draft itself, in the margins or otherwise. We’ll focus on offering sentence-level grammatical &/or syntactical revision suggestions on Friday, so read for* ***content.*** *(But if you see a glaring error – typographical, syntactical, or factual – please indicate the problem!)*

*After you’ve written the author this note, discuss your appraisal of their work and give them this editorial letter. Include this note in a folder with your final project (****Due Monday 2/16****).*