**Template for Final Reflective Assignment**

**EN 211, *College Composition II***

With the implementation of the new composition curriculum in Fall 2015 and the upcoming enactment of the new General Education curriculum in Fall of 2017, members of the Composition and Literacy Committee have developed modifiable “template” language that you can incorporate in your final reflective assessment. The members of the committee encourage you to customize the wording and format of the student assignment on the next page to meet your needs and the needs of your students.

Your final reflective assignment can take many forms (persuasive essay, argument, letter, memorandum, etc.) but is meant to assess how well students have met the core principles, concepts, and outcomes outlined for EN 211 (see below) based on national standards developed by the Council for Writing Program Administrators for college and university writing programs.

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| **Core Principles** | **Concepts** | **211 Outcomes** | **Essential Rhetorical Elements** |
| **Rhetoric**  | **Making Rhetorical Choices** | You will have **responded** purposefully to a variety of audiences and rhetorical situations. | You with have made shifts in voice, level of formality, tone, design, medium, and structure.  |
| **Composing Process**  | **Integrating Writing Processes** | You will have **developed** recursive and flexible strategies to engage varying audiences for specific purposes.  | You will have read, researched, evaluated, drafted, peer-reviewed, revised, and edited to discover and reconsider ideas. |
| **Conventions** | **Applying Genre Conventions** | You will have **assessed** rhetorical situations and **employed** appropriate genre conventions.  | You will have applied genre-specific conventions (formatting, organization, citation, etc.) in specific rhetorical situations.  |
| **Research** | **Synthesizing Evidence and Generating assertions** | You will have **synthesized** and ethically **utilized** sources to generate and support assertions.  | You will have located, organized, analyzed, evaluated, synthesized, and ethically utilized primary and secondary sources. |
| **Multimodality** | **Creating Multimodal Projects** | You will have **composed** one or more multimodal projects and **reflected** on the possibilities and constraints of diverse media.  | You will have chosen and evaluated which media best represents your message rhetorically.  |
| **Reflection** | **Engaging in Interactive Reflection**  | You will have **deepened** your awareness of self as a thinker and communicator in relation to others’ perspectives.  | You will have shared your work with others and modified your rhetorical choices from this interaction. |

On the reverse side of this document you will find sample writing prompts that relate to each of the seven key concepts presented in EN 211. The Composition and Literacy Committee asks that you include some version of these seven concepts in your final assignment and that you require students to provide evidence to support their assertions.

**Final Reflective Assignment**

**EN 211, *College Composition II***

**Purpose**

The purpose of the “Final Reflective Assignment” is to assess how closely you have met the stated core principles, concepts, and outcomes outlined for EN 211 (see below). For this assignment, you will need to use evidence, including direct quotes from your work, peer feedback, and instructor comments over the semester to support your ideas and assertions. Be sure to consider our readings, discussions, assignments, activities, essays, projects, and presentations.

**Directions**

1. Discuss how you ***made rhetorical choices*** in each of your major projects/essays (pertaining to argument, analysis, and research). Explain your rationale for using these choices.
2. Describe how you ***integrated writing process*** in your work. Select one of your projects/essays and trace your journey through brainstorming, pre-writing, proposal generation, drafting, peer workshopping, revision plans, and final copy/product. What did you learn about yourself in this process?
3. Review how you ***applied genre-specific conventions*** in one of your research projects/essays. Explain how you modified your choices in formatting, organization, citation, and the like for your specific rhetorical situation.
4. Identify one of your major projects/essays and explain how you ***synthesized evidence and generated an assertion***. Chronicle the steps you took as you searched for information, considered the trustworthiness of the sources, synthesized the research, generated an assertion, and used evidence to support your claim.
5. Detail how you ***created*** ***your multimodal project/essay***. Provide detail to explain what media you chose to work in, why you chose to compose in the medium you did, and what rhetorical choices you made in its creation.
6. Explain how you ***engaged in interactive reflection***. What did you learn from your freewrites, self-assessments, peer feedback, instructor comments, and other sources that influenced how you think about yourself as a reader, writer, thinker, creator, and presenter?