



2022 Fall-Winter

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# Participation, learning, and en- gagement writing prompt

Start Assignment

**Due** Sep 21 by 11:59p.m. **Points** 1 **Submitting** a file upload  
**File Types** pdf **Available** Sep 7 at 12a.m. - Sep 22 at 1a.m.

This written reflection is due on **Wednesday Sept 21st**. While it will not count for credit, it will contribute to your participation score for STA490, and will be an opportunity to practice reflective writing ahead of two later (graded) reflections due later in the course, worth 5% each.

Attendance, participation, and preparation are together worth 20% of your final STA490 grade (10% for the Fall term and 10% for the Winter term). This course is likely to be different from many of your previous statistics classes. Attendance, participation, and preparation are demonstrated through synchronous class discussions, reading and workshop check-in activities, and project meetings. These are **active** not passive things. Just logging into every Zoom call is not enough to pass this component. You *don't* need to be an extravert to achieve highly in this area, but you *do* need to actively contribute to the class and demonstrate your engagement with the ideas presented.

We will provide some check-ins throughout the year to give you a sense of whether you're meeting our expectations, and if not, how to change this. Additional information will be provided on this later.

## Prompt

Take some time to reflect on the following question and share your thoughts in writing.

How would you prefer to demonstrate your participation in, contribution to, and engagement with this course?

- You may want to respond to some of the components outlined below, but you do not need to address them all and are encouraged to introduce appropriate new ideas as well.
  - Some of you may have preferences that aren't possible (e.g., completing this course fully in person), and while you can touch on these, make sure to also write about what is possible.
- Connect these preferences to your **goals as a learner**. What skills are you seeking to develop to support your learning/career aspirations?
- Provide useful **context** and/or compelling **justification** for these preferences. You want to try to convince your instructor of your position. E.g., If you say, "I'd prefer no multichoice questions.", make sure you tell us more.
  - Note: "because I don't like them" isn't the level of reflection and persuasive argument we expect of 4<sup>th</sup>-year students.
- I recommend using a word processing software, like Microsoft Word to help you check spelling and grammar before you submit as a PDF on Quercus.
- Make sure you **introduce** your topic/context at the beginning (don't just dive straight in, prepare your reader!) and close with a summary/concluding statement (don't just end abruptly).
- Write professionally and clearly, avoiding slang and jargon.

## (Possible) Components of participation/engagement

- Preparation:** Check-in quizzes on readings/materials and ability to discuss of readings/materials in meetings
- Contribution to small group work (project and class):** Group discussions and fulfilling assigned role each week, constructive feedback on peers' work (peerScholar)
- Contribution to whole class/project discussions:** Answering questions, asking questions, building on the ideas of others
- Deep listening:** Reflecting back to the speaker and the class
- Other task types:** Writing, recording audio, creating mind maps

## Other requirements

**File submission:** PDF on Quercus

**Word count:** 200–500 words, **do not exceed one page**, 12 pt font, single-spaced with 2.54 cm margins

## Note about evaluation

The rubric below is similar to the rubric that will be used for your next two graded reflections (worth 5% each). However, this reflection will be graded on a coarser scale and will count towards your participation score. For this task, you will get credit as long as you make a reasonable attempt and submit by the deadline. The next two reflections will be graded according to a more detailed rubric.

Participation, learning, and engagement writing prompt						
Criteria	Ratings					Pts
Introduction	<b>1 pts Excellent</b> Starts off with 1 to 2 sentences to draw the reader in, identifies the purpose of the reflection, and provides context regarding the course.	<b>0.75 pts Good</b> Attempts to start off with some sentences to draw the reader in but are off base or not necessarily the most relevant to the reflection, identifies the purpose of the reflection, and provides some context regarding the course, but some necessarily information is missing.	<b>0.5 pts Needs Improvement</b> Does not start with a statement to draw in the reader, provides some information regarding the purpose of the reflection, but is either inaccurate or not clear, and provides little to no context about the course.	<b>0.25 pts Poor</b> Does not start with a statement to draw in the reader, provides little to no information regarding the purpose of the reflection, and does not provide context.	<b>0 pts Missing</b> Does not provide an introduction.	1 pts
Addresses prompt	<b>2 pts Excellent</b> Describes specific and appropriate examples of ways to participate in, contribute to, and engage with this course. Provides context and/or justification for their preferences that are persuasive and well thought out. Connects most or all examples/preferences to goals as a learner.	<b>1.5 pts Good</b> Describes specific and appropriate examples of ways to participate in, contribute to, and engage with this course, but could provide more or less detail. Some lack of clarity in context and justification provided. Some examples are connected to goals as a learner.	<b>1 pts Needs Improvement</b> Examples are not specific/appropriate OR are presented without any context or justification OR there is no connection to goals as a learner.	<b>0.75 pts Poor</b> Examples are not specific/appropriate AND/OR are presented without any context or justification AND/OR there is no connection to goals as a learner.	<b>0 pts Missing</b>	2 pts
Conclusion	<b>1 pts Excellent</b> A complete conclusion is present that summarizes the main points from the reflection.	<b>0.75 pts Good</b> A conclusion is present but may be somewhat incorrect.	<b>0.5 pts Needs Improvement</b> The conclusion is weak and does not provide an adequate summary of the main points of the reflection.	<b>0 pts Poor/Missing</b> A conclusion is not present.		1 pts
Writing mechanics and register	<b>1 pts Excellent</b> Can read and follow along with minimal effort. Some grammatical or word choice errors are allowable but do not obstruct the meaning. Piece written at a level appropriate for a professional context.	<b>0.75 pts Good</b> Slight difficulty in understanding one or two sections OR may not be entirely appropriate for a professional context.	<b>0.5 pts Needs Improvement</b> Multiple sections are difficult to read but are otherwise understandable AND not entirely appropriate for a professional context.	<b>0.25 pts Poor</b> Considerable writing and grammatical issues that completely obscure the meaning. Lots of slang or inappropriate word choices when communicating in a professional context.	<b>0 pts Missing</b>	1 pts
Structure and formatting	<b>0.5 pts Excellent</b> Well organized, follows a logical structure. No smaller than 12-point font, and single-spaced. No more than 1 page included, with no less than 1-inch margins all around.	<b>0.38 pts Good</b> The organization follows some logical structure. No smaller than 12-point font, and single-spaced. No more than 1 page included, with no less than 1-inch margins all around.	<b>0.25 pts Needs Improvement</b> Some structure, but difficult to follow. No smaller than 12-point font, and single-spaced. No more than 1 page included, with no less than 1-inch margins all around.	<b>0 pts Poor/Missing</b> There is no structure, very difficult to follow. OR font is smaller than 12-point font OR paper is double spaced OR greater than 1 page in length OR very narrow margins.		0.5 pts
Total Points: 5.5						

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