**Writing Assignment 4**

*Your writing assignment has three parts: (1) presenting your final paper, (2) developing your critical arguments, and (3) self-assessing your performance and learning in this class.*

**Part One: Paper Presentations**

You should continue to work on your papers. Verbally expressing your ideas to your peers helps your writing process. **Your task is to prepare a short (approximately 10 minute) presentation of your paper.** The presentation should consist of a short synopsis of the main elements from your outline (introduction/thesis, exegesis, your argument, objection, response, and conclusion). You will also be expected to respond verbally to questions about your paper. The presentation themselves are very informal.

* Submit a revised outline on Canvas. Your outline will again be graded on completion, not content.
* In addition, you are responsible for being prepared to present this week in class at any point when called upon. You should be prepared to present *any given day*. ***If you’re unprepared when called upon, your grade on this weekly assignment will incur a penalty of 10 points.***
* You are permitted to use notes. You may use also visual aids, such as a handout of your outline or a PowerPoint; however, no such aids are required. If you want, we can project your outline for the entire class to see, which would be an easy and effective visual aid.
* The idea is not to give you more work but to refine the work you have already completed. This is an opportunity for you to articulate your thoughts about the topics discussed in class and submit them for critical examination by your peers. In listening to peers, you hear many different ways of interpreting and applying class material and therefore are better able to integrate and apply to many examples.
* The conference is an opportunity for you to get feedback from your peers and polish your argumentative structure. Give your paper an honest self-assessment and try to figure out where you need to most feedback. The best way to do this is to assess your argumentative structure on the basis of the final paper grading rubric. You’ll find the conference most helpful if you make an effort to critically engage with your peers and come prepared to direct the critical engagement of your own paper (by considering areas for feedback).

**Part Two: Develop Critical Arguments**

Choose ***two*** of the following readings; one reading must be about pornography and the other about abortion.

*Pornography*

* Ronald Dworkin, “Liberty and Pornography”
* Judith M. Hill, “Pornography and Degradation”
* Catharine MacKinnon, “Pornography, Civil Rights, and Speech”

*Abortion*

* Pope John Paul II, “The Unspeakable Crime of Abortion”
* Mary Anne Warren, “On the Moral and Legal Status of Abortion”
* Don Marquis, “Why Abortion Is Immoral”

**Your task is to develop a critical argument against *two* of the above articles**. It is your choice of article, so long as you choose one article about pornography and one about abortion. Make counterarguments of your own, objecting to the truth of one of the philosopher’s premises, in a short paragraph (5-8 sentences) for each argument.

* Make your argumentative structure explicit. For this reason, I recommend, as an outlining technique, reconstructing your argument in premise-conclusion form and listing the reasons to believe in the truth of your premises. Use this mini-outline to help you structure your paragraph and then make sure to defend each of your premises in sufficient detail.
* Answer in prose, no argument reconstruction is required. Detailed exegesis is not necessary; only explain the article to the extent necessary to criticize a premise in its argument(s). What you should turn in is one short paragraph for each argument.

**Part Three: Self-Assessment Survey**

**Your task is to fill out the following self-assessment survey.** This will be graded on completion, not content.

**Self-Assessment Exercise**

***Give me feedback on how people are finding the lectures, quizzes, assignments and readings. This is primarily an exercise in getting a sense of how you are doing, which will help me improve the teaching and learning process. Try to give honest feedback based on reasonable expectations for yourself, the other students, me, and the class as a whole.***

*“Self-assessment is essential for progress as a learner: for understanding of ourselves as learners, for an increasingly complex understanding of tasks and learning goals, and for strategic knowledge of how to go about improving.”[[1]](#footnote-1)*

**Circle or highlight one of the options**

1. I have completed **all/most/about half/less than** **half** of the weekly writing assignments.
2. I have completed **all/most/about half/less than** **half** of the *required* readings.
3. I have completed **all/most/about half/less than half** of the *recommended* readings.
4. I have reviewed **all/most/about half/less than half** of the lecture slides from the course website.
5. I reviewed **all/most/about half/less than half** of the reading study guides (summaries and study questions).
6. I **have / have not** visited office hours.
7. I **have / have not** visited a writing center.
8. I have been spending **more than / equal to / less than** approximately three hours studying outside class for every hour in class.
9. I make meaningful contributions to **all/most/about half/less than half** of the five days of class each week.
10. I **am / am not** confident about the final paper.
11. I **am / am not** confident about the final examination.

**Fill in the blank**

1. What is one aspect of the course that is working well for your learning process?
2. What is one concrete change you, as a learner, could make to positively impact your learning process?

**Self-assessment of participation**

1. **Your task is to use the rubric to grade your participation thus far in this course.** Choose a grading category and, if necessary, explain why you meet the criteria described in that column. Offer any explanation you would like to add. In addition, tell me **(a)** what you think you’re doing well on and **(b)** where you think you need to improve in your participation. The grading rubric is linked and copied/pasted below: <http://www46.homepage.villanova.edu/john.immerwahr/TP101/lects/participation%20matrix0001.pdf>

****

1. Sadler, D. R. 1993. cited in Brookhart, S. M. 2001. “Successful Students’ Formative and Summative Uses of Assessment Information,” Assessment in Education. Vol. 8, No. 2, pp. 153-169. [↑](#footnote-ref-1)