Reader Response Due:

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| The content and delivery exceed expectations of the prompt. They demonstrate a highly proficient, even memorable knowledge of the course material. They sparked significant discussion, or should have. | /10 |
| The content and delivery exceed expectations of the prompt. They demonstrate a proficient knowledge of the course material. They sparked significant discussion or should have. | /10 |
| The content and delivery meet expectations of the prompt. They demonstrate accepted knowledge of the course material. They sparked some discussion. | /10 |
| The content and delivery meet some expectations of the prompt. They demonstrate accepted knowledge of the course material but sparked little to no discussion. | /10 |
| The presentation is not given, or the content and delivery do not meet expectations of the prompt. They did not demonstrate knowledge of the course material, and they did not spark discussion. | /10 |
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| Try to reference examples from the text under discussion more directly; too focused on examples from the outside world instead of the text under discussion. |  |
| Think about deploying terms and approaches discussed in class rather than relying on personal reflection or experiences. |  |
| Work toward making a statement about the significance of your analysis to our reading or understanding of the text under discussion. Engagement is too matter-of-fact. |  |
| Work toward a Reader Response that responds to the prompt with more depth. The response did not reflect thoughtful analysis of how the prompt might interact with the text under discussion. Engagement is to “surface.” |  |
| Think about what could be done to generate more comments from classmates. |  |
| Too short. Not enough tangible development of your ideas. |  |
| Sentence structure is difficult to follow and the paragraphing suggests rushed thinking without reflection, fractured developmental logic, lack of coherence. |  |
| Too many sentence-level errors that prevent the reader from understanding the analysis and/or claims. |  |
| Prose indicates a lack of attention to basic formal requirements of College-level writing (irrelevant to course / prompt, unprofessional, incomprehensible). |  |