

## READING RESPONSES (RR)

up to 50 points each

- There will be 8-10 Reading Responses (RRs), 750+ words each, due over the course of the semester, posted to a d2l discussion board. You earn up to 40 points for your original RR post, and up to 10 points for one 50+ word response to a peer.
- No Late RRs accepted. Original posts due the date assigned on calendar; peer response due no later than 3 days after original due date. Discussion boards will close at that time.
- Each student can skip one RRs during the semester without it negatively affecting their grade.

The purpose of the RR is to process the readings and thinking we're doing in this course in the format of a written discussion in d2l. This is informal writing; there is no perfection here; the expectation, rather, is that of thinking about and processing these texts. In a sense, you're showing your work in writing—exploring what you think about the readings and concepts, and responding to your peers' thoughts, too.

- Each RR is about the reading we're doing that week. Some weeks I'll have specific questions and tasks for you to focus on in your writing, while other weeks RRs will be more open-ended. Again, regardless of the topic, the important part of the assignment is to think through writing. There is an additional handout that has writing prompts and sentences starters for these RRs if you get stuck.
- Explore and analyze in these posts rather than summarize. Here's the distinction. Summary: "In *Alice in Wonderland*, a girl gets lost and sits down often to cry." Summary for the purpose of analysis: "Alice's response to being lost is really quite contradictory, as she both expands (opens doors, drinks random liquids and talks to strangers) and retracts (sits by herself and cries)." Summary always serves the purpose of explaining an idea or illustrating analysis.
- Compose and save these in a word processing program first, then copy and paste them into the d2l discussion board. Include spaces between paragraphs in d2l so they are easy to read.
- You may want to refer back to these as you write your essays and final projects.
- Absolutely edit and spellcheck these responses, but don't anxiously belabor them or revise repeatedly. These are not essays, but rather explorations of your thinking and growth in the class.
- I may occasionally post to the discussion, but I mostly consider it your space to converse with peers

These are process pieces, so I am grading mostly on following directions and completing responses on time with care. I'll spot-check your RRs as we go through the semester, reading closely at times and skimming at others. The following is the informal rubric I'll be using to gauge your work:

Did the RR post:	Needs Work	Satisfactory	Strong	Excellent
Meet the word count and due date?				
Discuss content of assigned texts? Note specifics from texts w/o quoting long passages, and do more than summarize what texts are about. Literary analysis is interested in how a text works—what and how it does—rather than what it's about.				
Practice with literary terms and/or the vocabulary of the class?				
Analyze/speculate/make connections?				
Engage the theories we've learned?				
Keep negativity to a minimum?				
Respond to peers with interest/enthusiasm/care?				