

FINAL REFLECTIVE ESSAYS

WRTG 150

Overview

This written exam is open notes and open book and open time. Take as long as you want. Write five short essays (around 500 words each). Be specific in your answers, and use specific principles and key terms you've learned in Writing 150. (Quote from the textbook, when appropriate.) I will be looking to see whether you have achieved the outcomes of the course and learned important rhetoric and writing principles. Please use our mindful writing process: PLAN your essay, PRACTICE strategies by drafting it with your audience in mind, REVISE it (specifically, proofread it), and then REFLECT on what you've learned in the process. Your essays are due at the time stated in Learning Suite and will be penalized for being late.

Create a Google Doc in your writing portfolio titled "Final Essays." Please select a serif font (Google it) and keep your work single-spaced. As always, use paragraphing effectively to organize and focus your ideas.

- 1- **Theory of Writing:** Before you took this class, you had a theory of writing. (Review p. 13 in Mindful Writing for a discussion on "theory.") Describe how your theory of writing has changed in at least two ways since taking this class. In your answer, describe how you have changed as a writer during the semester.
- 2- **Looking Back:** Pick one of the following two tasks.
 - a. Live or die. Select one of the three writing tasks (TIB essay, conference paper, podcast) and write a brief argument (500 words) defending whether the assignment should "live or die," i.e., continue to be required in Writing 150. (Review the assignment sheet and refer to its language.) In your response, explain what the assignment was designed to teach and whether it successfully teaches those things. If you think it should stay, suggest how it might be revised to be more effective. If you think we should eliminate it, propose a different writing task that would be more useful to future Writing 150 students. OR
 - b. Share a hack. Write a 500-word letter to future students of Writing 150 about one of the three major assignments. Explain to them what you did to prepare for the writing task, what strategies you found effective, what you wish you'd done better, and what you learned from writing it. Remember to be specific as you answer.
- 3- **Looking Forward:** Imagine that after taking Writing 150, you take a nutrition class to fulfill a GE requirement. In that class, the instructor gives you a writing assignment that looks like this: Write an 8-10 page research paper on the US Government's new Dietary Guidelines for Americans. Using at least three specific principles you learned from Mindful Writing, explain how you would approach this writing task based on your understanding of rhetoric and mindful writing. For example, what questions might you ask your instructor about the

assignment to demonstrate that you are a rhetorician? Remember that this course is meant to teach you transferrable writing habits that should go with you to future writing tasks. How would you use those habits when given a new writing task like the one described above?

- 4- **Looking Beyond Alphabetic Text:** In this class, we've written texts that are mostly "alphabetic"—made mostly of just words on page or screen. How does rhetoric work for a multimodal text—a text composed of images, video, audio, color, posts, links, likes, and so on? Select a multimodal text on a subject you like—an instagram profile, a website, a series of video blog posts, a music video, a podcast, an online magazine, a photo essay, an infographic, etc—and answer the following questions using your skill as a rhetorical critic:
 - a. How would you describe the genre of this text?
 - b. What can we know about the specific audience and purpose for this text from the rhetorical strategies of the text?
 - c. How is character (one of our ACES) portrayed in this text?
 - d. What is something new we learn about rhetoric from analyzing multimodal texts?
Be sure to list the title of your text and where and when you found it.
- 5- **Team Rhetoric for Life:** "Rhetorical thinking helps us approach communication with understanding, with purpose, with mindfulness. . . . Rhetorical thinking will help you live better." So writes the author of our textbook. Explain why. Describe two rhetorical principles you've learned in this class that will help you succeed in (a) future classes, (b) your profession, and (c) your personal life. Be specific about which principles and how they might apply in those three areas

BYU REFLECTIVE WRITING

FINAL ESSAY RUBRIC

exceeding (19–20 pts)	Understands well the rhetorical situation and uses it to create cool reading experience for Brian; is specific, with frequent specific terms from the text and class instruction; cites the text specifically and uses terms effectively; demonstrates what has been learned and how to apply what has been learned; uses effective writing strategies in the essays (like transitions, paragraphing, development of ideas, cohesion, etc.); is a delight to read; serif font and single-spaced; free from errors; responds fully to all prompts.
meeting (16–18 pts)	Mostly straight-forward explanations without trying to reach out rhetorically; style might be flat or “reporty”—may not attempt to connect with Brian, the reader; is specific, in part, but under-explains to some degree; uses specific terms here and there, but may not use those terms accurately; cites the text once or twice, perhaps not specifically; is somewhat vague but still in the ballpark; looks like a really solid draft that could use some revision; paragraphs are good but are not entirely cohesive; topic sentences and transitions are good enough; serif font and single-spaced; mostly free from errors, but there are a few and the answers tend to be wordy; responds to all prompts and their parts.
developing (13–15 pts)	Wrote essays to complete the assignment; didn’t use key terms or refer to the text or did so ineffectively, insufficiently, or incorrectly; was vague, didn’t proofread; writing not really organized or clear, missing topic sentences and transitions; missed one last opportunity to learn.