

The Final Reflection Memo Assignment Sheet

TO: Dave's English 102 Classes
FROM: Dave Frame, GTA
DATE: November 26, 2018
SUBJECT: Final Reflection Memo Assignment Sheet

Purpose

The purpose of the final reflection memo is to demonstrate your rhetorical learning from the semester and defend choices made in your portfolio. In that sense, it is both descriptive and persuasive. You should demonstrate your learning through the use of key terms and the identification of examples in your writing. You may further establish examples of your learning by defending choices you've made contrary to peer-review or instructor feedback, or even the assignment sheet and textbook. This could include formatting, structure, inclusion of topics, etc. It MAY NOT include citation. Citation is a must in academic writing.

Audience

The memo can be addressed directly to me, your instructor. While the purpose of the assignment is to demonstrate your learning, you can treat the memo as a continuation of the dialogue created by interacting with my draft comments and writing your midterm reflection memo. You may actively respond to advice I've given. Since I am your audience, you should consider what I know when talking about rhetoric. I don't need basic definitions. I need examples. If you disregarded a piece of feedback, I need to know you did so intentionally, and why.

Conventions

Memos have several distinctive features:

1. Subject-line headings: TO - FROM - DATE - SUBJECT (TITLE)
2. Block paragraphs: No indent. Single spaced. One line of space between paragraphs.
3. Subheadings: Section titles help with organization.
4. Bulleted/numbered lists: Lists are often abused but a good list can quickly establish criteria or elaborate processes. Lists should be concise.

Trouble Spots

Knowing the terminology: Your memo should make use of language learned from the textbook and class discussions to elaborate on your rhetorical and compositional knowledge. Terms to consider might include *processes (research processes and writing processes)*, *rhetorical appeals (ethos, pathos, logos)*, *rhetorical situation (purpose, audience, context, conventions, exigence)*, *criteria (credibility, objectivity, currency, accuracy)*, *locutionary effect (connotation vs. denotation)*, *tone, mood, structure, organization, transitions, revision, editing, proofreading, etc.* You may also want to look at the course goals on pg. xii in JAC.

Finding and using examples: When discussing your learning, it's important that you identify specific examples of the principles and course goals you mention. You should do more than say you improved the structure of a piece. You might say you improved the structure by splitting a large paragraph on pg. 12 of the portfolio into two or three smaller paragraphs. Or you improved transitions by rewriting a topic sentence from "[example A] to [example B]."

Following memo conventions: Memos look different than academic papers. Many students select-all (ctrl+A) their formatting when finishing the portfolio and forget that the memo is single spaced. Or they write a standard class heading instead of a subject-line heading. Or they fail to make use of subheadings

The Final Reflection Memo Assignment Sheet

and lists. Before beginning, take stock of how you can use the different conventions to your advantage in creating a visually and structurally appealing document (as opposed to using them to take up page space).

The use and abuse of lists and headings: Students frequently use lists and headings with a mind toward taking up page space, rather than improving structure and organization. There are no hard and fast rules about lists and headings, but you should consider how long lists or too many subheadings with too-small paragraphs look visually. Too much white space makes a document appear sparse or incomplete. Try to avoid single-word lists, if using single-word lists longer than four (4) lines, consider making two columns. When considering the use of subheadings and the length of paragraphs, you may want to use this assignment sheet as a guide.

Structure and Organization: You have unlimited freedom in how you will structure your reflection memo. You may group your discussion *by project* (arranged chronologically or from best to worst), *by course goal*, *by skill*, *by advantages and disadvantages*, *successes and failures*, etc. These are only a few of the options. But do make sure your headings and subheadings have some logic to their arrangement (you may even choose to explain the logic in the memo itself).

Turning It In

The rough drafts are due Friday, November 30, 2018 before midnight. Submit as a Google Doc, through Google Classroom. I will return some limited comments with suggestions for improvements by Monday, December 2, 2018. The final reflection memo will be graded as part of your final portfolio, which is due Thursday, December 6, 2018.

If you have any questions, please feel free to email me or schedule an appointment for office hours.