

Weekly Blogging Prompt & Rubric

Prompt

Our course blog is an extension of our in-class learning community. It's a place where you can track your reading process and work through thoughts, reactions, and questions in informal, low-stakes writing. Your blog posts should be coherent and proofread, but you don't need to have a fully formed thesis. In fact, you may find that you raise more questions than you answer in your weekly writing. You'll also find that your classmate's ideas and interpretations can serve as catalysts for your own analysis later in our formal writing assignments.

In addition to the assigned reading for each class period, you should also keep up with the blog and come to class prepared to incorporate some of the blog material into our in-class discussions. You do not need to read every single comment, but rather skim most, and read several posts that interest you more closely.

Our class will be divided into three different teams. Each post, whether you're a first reader or respondent, should be **300 words minimum and quote directly from the text**. Each week, you need only fulfill one role on the blog:

1. **First Readers:** post initial reactions, insights, and discussion questions by the start of class Tuesday. Quote from the text at least once.
2. **Respondents:** build upon, challenge, or clarify first readers' posts by the start of class Thursday. Quote directly from a classmate's post, and point to at least one specific passage from that day's reading.
3. **Synthesizers:** no writing on the blog required, but you should read several of your classmates' posts that interest you. You are reading more closely to make connections and raise new questions. Take notes and be prepared to contribute to class discussion.

Throughout the term, you will write 6 posts total and **one final blog reflection** (reflection prompt available under the link for week ten).

Rubric

All blog posts are graded on the four-point scale, and will be averaged to equal 20% of your total course grade. Your contributions as “synthesizer” are part of your participation grade. Each individual blog post will be assessed according to this rubric:

Rating	Characteristics
4	<i>Exceptional.</i> The journal entry is focused and coherently integrates examples with explanations or analysis. The entry demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.
3	<i>Satisfactory.</i> The journal entry is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic.
2	<i>Underdeveloped.</i> The journal entry is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The entry reflects passing engagement with the topic.
1	<i>Limited.</i> The journal entry is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.
0	<i>No Credit.</i> The journal entry is missing or consists of one or two disconnected sentences.