

GRADING RUBRIC FOR READING RESPONSES

“Reading without reflecting is like eating without digesting”

~ Edmund Burke

The Reading Responses (RR) serve at least 2 purposes in this course. 1) They are low-stakes writing assignments designed to make sure that you are keeping up with the assigned readings and 2) They are provided to facilitate your reflective approach to the reading—to encourage the *digestion* of what you read, to help it stick and to increase your ability to apply it more successfully to course tasks (and life tasks.) Each lesson consists of two RR assignments (questions/discussion topics: at least one pertaining to the textbook and one pertaining to supplemental reading(s) or other media presentations. Some questions simply ask you to demonstrate your understanding of the material by asking you to summarize, illustrate, or compare/contrast some of the main points of the reading(s). Other questions may be thought-based, asking you to connect the main points of the readings to the lectures or to situations in the real world.

Your responses will be graded on an 18-pt scale (9 pts each for the two questions) according to three basic criteria, using the following rubric:

- 1. Demonstrates completion of the reading:** Can you demonstrate in your response that you did the reading, being able to discuss it in your own words?

Part of the purpose of the RR assignment is to simply ensure that students are doing the readings. This should be evident in your response. That is, we should be able to tell at a glance from your response that you completed the reading and did not just read the question and then seek out the answer in the book without reading through the whole chapter. This means providing accurate statements about the main point of the reading in your own words, without relying on extensive use of or large blocks of quotations. (Selective use of quotations is of course fine, but they must be relevant, support your claim, and be cited using page numbers.) It also means that you should be able to move beyond the bounds of the question(s.)

Full credit = 3 pt.	No credit = 0 pts
<ul style="list-style-type: none">• Ability to use your own words to summarize points, draw connections between the reading / presentations and real-life situations• Selective use of quotations (using proper citation, e.g., page numbers) where appropriate to support your claims.	<ul style="list-style-type: none">• Discussion has narrow focus and does not extend beyond the limits of the question• Extensive use of quotations instead of using your own words OR lack of proper citation (i.e., taking passages from the reading without using quotes; no page numbers)

- 2. Thoroughness and comprehension:** Does your response demonstrate that you understood what you read? Did you cover all parts of the question(s) asked?

While it's important to simply do the reading, that's not enough. It is also important that you understand what you're reading. Even though it may be clear to us that you've done the reading, if your discussion is inaccurate, if you fail to grasp the main point of the reading, or if you fail to address all parts of the question (leaving gaps in your discussion), then you will not get full credit.

Full credit = 3 pt.	No credit = 0 pts
<ul style="list-style-type: none"> • Discussion demonstrates a firm grasp of the material • All parts of the question are addressed and answered 	<ul style="list-style-type: none"> • Discussion included inaccuracies or a lack of understanding of the material • Some questions are left unaddressed

3. Style and clarity: Is the response written in a style that is clear and easy to read and comprehend?

As this is not a composition class, we are not concerned about minor grammatical mistakes, though you should not turn in your response without looking it over at least once for typos and awkward phrasing. Your response should be well organized and easy to read, with points that flow in a logical and coherent progression.

Full credit = 3 pt.	No credit = 0 pts
<ul style="list-style-type: none"> • The writing is clear, accessible, flows logically, and is easy to read • The response includes few to no errors that disrupt the reader's ability to understand the message. 	<ul style="list-style-type: none"> • The writing is unclear, awkward, and/or incomprehensible, demonstrating a lack of organization and structure • The response requires revision to make it more comprehensible.