

# Reflection, revision, and self-assessment guidelines



The most important and interesting aspects of learning are things that are difficult to assess fairly and reductively (i.e., with a single letter). As a result, heavy emphasis on grades tends to undermine [alternative perspectives](http://www.hybridpedagogy.com/journal/syllabus-manifesto-critical-approach-classroom-culture/) (<http://www.hybridpedagogy.com/journal/syllabus-manifesto-critical-approach-classroom-culture/>) and stifle creativity — the exact opposite of [what education should do](http://umwdtlt.com/what-is-liberal-education/) (<http://umwdtlt.com/what-is-liberal-education/>).

And yet, I still have to assign final grades. So in light of the individualized nature of our work, we will use self-assessments to shape your grade.

You'll notice that the two main weekly assignments (study questions and reading annotations) each have a 0 point value. This is because your grade for the week will be shaped by a revision, reflection, and self-evaluation of the work that you submit each week.

This process will give you the chance to revise your draft study question answers by discussing what you learned at the team meeting. Every student is given the chance (*and expected*) to **eventually arrive at the correct answer for every SQ**, whether that's in the initial draft SQ answers you submitted, or in the revisions you describe in this reflection after your team meeting.

These point values you'll provide are **proposals**. If you defend them appropriately, I will approve them. If I disagree with the point values you propose, I'll leave a comment and give you two weekdays to respond either with a different point value, or with additional details. If your response is satisfactory, that will be your grade. Otherwise, we'll keep discussing.

I recommend completing your self-assessment and reflection **immediately after your team meeting**, while the conversation is still fresh in your mind. But if you need more time, you'll have until Saturday at 11:59pm to submit it.

## Step 1: Points chart

Copy and paste this chart into your submission, changing the "x" to the number of points you think you've earned that week.

Activity	points	If partial credit, explain--otherwise leave blank
completing all study questions with <b>reasonable answers</b>	x/10	

adding at least 4 <b>substantive</b> annotations to each assigned reading	x/10	
<b>attending</b> and actively <b>contributing</b> in the team meeting	x/10	
submitting a complete <b>reflection</b> , with all necessary <b>SQ revisions</b>	x/10	

### What should I do about partial credit?

For any activity that wasn't 10/10 (100% complete and on time), explain in the right hand column how you arrived at the point value you proposed in the chart for each activity, in light of the work assigned for the week and any specific parameters or requirements provided in the assignment.

### What do I put here if I missed a meeting?

If you [missed a meeting, \(https://ucdenver.instructure.com/courses/365791/pages/missing-a-meeting\)](https://ucdenver.instructure.com/courses/365791/pages/missing-a-meeting) make sure you note it here, either in your chart or below it.

If you're using one of your two freebies (or if you did the advance extra work to miss other meetings) make a note of that and give yourself 10/10 for "attending/contributing in meeting." Your points for the week will be based on your SQs and annotations, and you should revise your SQs based on the Monday announcement, if necessary. Answer Q1, Q2, and Q4 for the step 2 of the self-assessment, including more detail on Q1.

If you're doing the extra advance work, follow the directions [there \(https://ucdenver.instructure.com/courses/365791/pages/missing-a-meeting\)](https://ucdenver.instructure.com/courses/365791/pages/missing-a-meeting) for what and where to submit it, and make a note of that on or under your chart.

### How do I calculate my points for things that I only partially completed?

If you only partially completed any of these things in the chart, explain how much you completed and choose an appropriate proportional point value. Examples:

- If there were 5 SQs but you only posted answers for 3 of them in the draft thread, you'd probably give yourself 3/5 (=6/10 points). You'd also want to discuss what you learned about the other 2 answers you missed in your reflection paragraph.
- If you missed half of the meeting because your internet cut out, you might give yourself 5/10 for the meeting.
- If there were 2 readings assigned but you only added 4 annotations to one of the readings, you could give yourself 5/10.
- If all your draft SQs were correct (which you'll know based on team consensus and the models in the Announcements) and you complete all aspects of the self-assessment and reflection described below,

you automatically earn 10 points here. Otherwise, calculate this using the number of questions you revised in your reflection divided by the number of draft SQs that were incorrect or incomplete.

Examples:

- If 2 of your draft SQs were wrong and you explain revisions for both of them, it's 2/2 (=10/10 points).
- If 2 of your draft SQs were incomplete but you only explain revisions for one of them, it's 1/2 (=5/10 points).

### How do I know if any of my SQ draft answers were wrong or incomplete and need revisions?

- Check the sample answers that will be posted in the [Announcements](https://ucdenver.instructure.com/courses/365791/announcements) (<https://ucdenver.instructure.com/courses/365791/announcements>) by noon on Mondays. Compare your answers to those to see if anything is wrong or missing.
- At the team meeting, ask your team Leader and your teammates. Each meeting will begin with a discussion of all the SQs.

### If you submitted SQs or annotations or this reflection late:

- Deduct 10% if it's anywhere between 1 minute and 7 hours late. Your team can still benefit from your work.
- Deduct 30% if it's between 7:01 hours and 24 hours late. At this point, it may be too late for your team to benefit from your work.
- Deduct 40% if it's between 24:01 hours and 48 hours (2 days) late
- Deduct 50% if it's between 48:01 hours and 72 hours (3 days) late
- -10% for each additional 24h period, up to 7 days late (= -90%)
- Examples:
  - SQ draft was complete but 3 hours late: -10% = 9/10 for SQ draft points
  - Reflection was 16 hours late: -30% = 7/10 on the reflection points

## Step 2: SQ revision and team meeting reflection paragraph

Write a **paragraph-long reflection that answers all of the following questions** (along with anything else you find appropriate). You may answer in one complete paragraph or you may number your answers and write a few sentences, at least, for your answers to Q1 and Q3.

1. What concepts and ideas did you learn about this week? Answer **one or more** of these questions, as relevant:
  - What did you learn from the content pages and the readings that you think was important?
  - What did you learn that was surprising or particularly interesting?
  - If anything you learned this week shifted your perspective on something, discuss.
2. If any of the study question answers you posted on the draft thread were incomplete or incorrect:
  - Describe what you got wrong or misunderstood and what you think the answer is now, for each question you missed.
  - If there's something you plan to do differently to answer SQs more effectively in the future, describe it.

- *Note: if all your draft SQs were correct, based on the announcement and team consensus, just note "my SQ draft answers were all correct" here for Q2.*
3. What happened in the meeting? Answer **one or more** of these questions, as relevant:
- What did you contribute in the team meeting this week? This could include helping someone understand something, providing a relevant example, making a connection between readings or concepts, or anything else you think you added to the discussion. Explain what you said and what it added.
  - Who helped you understand something (including SQ answers or anything else) in the team meeting? Name the student and explain how they helped you. Or, discuss what the team discussion helped you understand.
  - What did you take away from the meeting?
  - What did you learn from your teammates?
  - What was the most interesting thing your team discussed during the meeting?
4. Optional:
- If there is anything I (the instructor) can do to better support you and your work, please note it here.
  - If there are any SQs or course content you're still unclear about after the team meeting, ask about it here.

## Self-assessment examples

Copy and paste this chart into your submission, changing the "x" to the number of points you think you've earned that week.

<b>Activity</b>	<b>points</b>	<b>If partial credit, explain--otherwise leave blank</b>
completing all study questions with <b>reasonable answers</b>	7/10	My SQ draft was 20 hours late (-30%)
adding at least 4 <b>substantive</b> annotations to each assigned reading	5/10	I forgot to annotate one of the two articles.
<b>attending</b> and actively <b>contributing</b> in the team meeting	10/10	
submitting a complete <b>reflection</b> , with all necessary <b>SQ revisions</b>	10/10	

1. This week, I learned about masculinity in US society. The ideas created about masculinity that are taught in US culture teach men to be competitive and aggressive as well as seek control, dominance, and conquest. Men are considered “real men” only if they possess these qualities. However, I think that this view of masculinity in society has changed our perspectives of supremacy, as hierarchies have been naturally created where men are dominant in society. The concept of looking at masculinity in society from a feminist perspective changed my views because it allowed me to better understand the hierarchies that are present in society and how they have impacted other groups in society with power and dominance. Additionally, this perspective allowed me to challenge to the concept of femininity in society, as females can live in a way that is non-conforming to the norms that have been created by society.
2. In the second study question about Jensen’s perspective on feminism, I used hierarchies as an example of how feminism has allowed us to better understand masculinity in society. Although this is the correct answer, part of feminism is viewing the traits that females have that males have been taught to avoid in society, which I think is an important part of answering this question completely. Jensen asserts that these qualities men avoid, such as feminine qualities, the struggle for supremacy in social situations, and avoiding feminine emotions allow men to maintain their masculinity in society. My group members helped me understand the answer to this study question, and in the future, I plan to complete with my responses by using quotes to answer my SQs.
3. In my team meeting, X, the leader of the meeting, helped me better understand the concept of how males are taught at a young age to have masculine qualities but avoid feminine qualities. His example of being a little boy and playing on the playground showed that even at a young age, boys are criticized for not doing "girl" activities such as going on the swings or jump rope because they and are instead encouraged to do activities like play tag or soccer to maintain their masculinity. This week, I contributed my questions about challenging femininity in society as well as defining what is feminine. It created a group discussion about whether women are competitive like men, as well as if women’s roles in society can be challenged. In addition, we talked about how the norms of society have changed since there are more women in the workforce than staying at home. I think this added the opposite perspective on Jensen’s argument for masculinity and helped the group further understand the concepts of feminism to understand male dominance in society.

Activity	points	If partial credit, explain--otherwise leave blank
completing all study questions with <b>reasonable answers</b>	9/10	I posted the SQ draft 2 hours late (-10%)
	10/10	

adding at least 4 <b>substantive</b> annotations to each assigned reading		
<b>attending</b> and actively <b>contributing</b> in the team meeting	7/10	I was 20 minutes late and missed 1/3 of the meeting as a result, but participated a lot while I was there.
submitting a complete <b>reflection</b> , with all necessary <b>SQ revisions</b>	10/10	

1. From other communication classes that discussed gender and sexuality I knew that gender is a social construct that is performed on a daily basis. I always found it strange that some men focused heavily on their masculinity, but I did not realize how important it is to perform it and what that means for men themselves. This article shifted my perspective a bit that the idea of masculinity is so ingrained in some men that they must perform it to an excessive degree. I feel more empathetic to the pressures that men feel, whether they recognize the pressure or not.

2. I do not believe I answered any of the SQs incorrectly or incompletely, but it was very nice to have the different perspectives of all the women in the group explain the same answer, but different reasoning for it. X was helpful in answering many questions because of her eloquence and detailed answers, but also as a mother she has a perspective that many other college students don't have that seems to add to every situation we discussed that was a part of the questions.

3. In the team meeting we discussed things like the tasks associated with the leadership role and self assessment/reflection assignment to clarify any questions we had that were harder to find or decipher in the guideline sections in Canvas. Y helped clarify that we did not need to edit our SQ answers if we felt they were adequate, but we do need to write a paragraph about our discussion. This week I felt I contributed relevant examples and connections to other concepts and classes that I have/am taking. X and I are taking the same Queer Media Studies class, so I was able to make a connection to the "plight" of dominant masculinity and performing gender roles. Additionally, I am taking a Psychology of Women course and we have been discussing gendered terms that have more negative connotations when in regards to females, such as calling someone a bitch and the gender bias of male and female authority. I feel that these additions expanded the discussion to relevant topics that we all experience in our daily life, while also still having relevance to the article we annotated.