

Improvements:

*Many of you have shown great improvement in your **ability to understand and to address complex assignments fully and directly**. Assignments in this class are deliberately written in a way that forces students to be responsible for constructing part of the assignment, so that students are prepared for more advanced courses. Though some of you need to work harder on reading course materials repeatedly and thoroughly, as a group you are beginning to integrate the ideas of others to form your own complex arguments. To keep improving, remember to avoid what Mann calls Holmberg's mistake (in other words, carefully consider entire reading selections to form accurate descriptions of authors' messages, rather than relying on the initial paragraphs, particularly with Turkle).

*Most of you are demonstrating that you have the **ability to document sources**, especially on double entries (though some of you need to work on doing this consistently). Most of you need to work harder to develop your ability to use a specific documentation style (MLA, APA, Chicago, or CSE) in formal papers. Also, some documentation updates to the chart are necessary.

***Use of the weblog** to provide examples for classmates has improved; most of you have shown that you are thinking more critically about 1) using source materials and 2) your target audience when writing for your classmates. The new weblog entries based on Turkle, and on Postman and Powers and reality television are generally very good.

*Improvements in **attendance** have depended on each of you individually. Some of you have **perfect** or nearly perfect attendance. A few of you have **abysmal** attendance and need to change habits rapidly and see Meesh in an office hour to speak about your performance and grade. It's important to remember that --**group work** is frustrating when peers are absent and/or inattentive
--an absence is an individual issue, not a class issue, so class time will not be spent on individual absences, however, contact with the rest of us (Meesh and classmates) mitigates the effect of an absence
--after an absence, portions of the next 1-2 classes will be confusing
--absences and late arrivals affect grades, as does being mentally absent (e.g., using a mobile for a non-course issue)
--an absence that is due to an emergency, that you contact Meesh about, and that you make up the work after will not affect your grade in the same way that other absences will

Still in need of improvement:

***Reading carefully** to prepare for class and for your future at UMB (in particular for your IS course and the WPR) as a whole remains a challenge for some of you. In this class, readings/sources are immediately presented in a relationship to other sources that we have read (in other words, we do not summarize the sources' ideas before moving on to more meta-cognitive work). If you have had few opportunities to take courses that do this previously, you may struggle to juxtapose the ideas in multiple readings without discussing each reading separately first. However, most of you have been selecting very good evidence from the readings for the double entries, which shows that you have been reading analytically.

***Using office hours** to speak about papers and/or what you are finding challenging in the course is something that some of you need to do much more often.

*As a group, you need to work on viewing **paper writing**
--as a **process** in which the first draft might not yet fully meet expectations (that's why feedback is necessary)
--as a **process** in which students construct knowledge and integrate multiple sources
--as a **process** that requires writers to form an assertive, direct, and fully developed position
--as a **process** in which peer feedback is necessary

Grade estimator for week 9

written homework (e.g., double entries, paper drafts): ____ out of 9 possible points (9 weeks so far)

class work (e.g., peer reviews, weblogs), attendance, participation: ____ out of 9 possible points (9 weeks so far)

Paper I (change letter to number grade, and multiply by .2): ____



total of all numbers in the blanks = ____

this accounts for only 38 of the 100 total points of the course, so multiply by 2.63: ____

7 Capabilities addressed: Listening and Speaking, Clear Writing, Team Work, Self-Assessment, Information Literacy, Careful Reading, Critical Thinking

