

Written Reading Response

ENG 1003

Dr. Witte

Throughout the semester, we will be doing written reading responses. These responses will be composed in class, in response to the assigned reading for that day. These responses are designed to test your understanding of what you have read, as well as give you practice expressing your ideas about an assigned reading in written form.

Assignment

You are expected to come to class prepared to write. The timed nature of this assignment—you will only have 50 minutes in class—will require that you be efficient with your writing time. To prepare you should:

- Know what you will be required to write about. Your instructor will assign a specific part of the reading to write your response about.
- Annotate your textbook or take notes in your notebook so that you can quickly locate specific words or ideas for your response
- Bring necessary materials such as your laptop, notebook, pens, pencils, textbook, etc. to class

The response has 3 parts. Each part has specific instructions that you need to follow. Be sure to review these carefully before reading, during reading and during the in-class assignment.

Part 1: New Vocabulary

Identify 3 new vocabulary words you learned from the reading. You must choose two words for Category 1 and one word for Category 2.

Category 1: Common Use English Word

Category 2: Specialized Term Relating to translation or language

For all 3 words you choose, you need to provide the following information in the following format:

Word (Part of Speech): Definition in your own words (Page number it occurs on in *FIT*)

Example: vigilance (noun): ability to systematically and thoroughly watch for danger (11)

Part 2: Main Ideas

Write a 1 paragraph summary of the main ideas discussed in the assigned section of readings. A summary should be a brief set of statements that **describes** the main ideas the author discussed and that clearly **states** the author's purpose in this section.

Part 3: My Response & Further Questions

Write a 1 paragraph response that answers the following questions:

- What did I like/find interesting in this section of the reading? Why?
- What did I dislike/find confusing in this section of the reading? Why?
- What one question do I still have?
- What do I think the answer to my question is?

Grading

You will be graded out of 50 points for the assignment. You can receive a maximum of 10 points for your Vocabulary section, a maximum of 20 points for your Main Ideas section, and a maximum of 20 points for your Response and Further Questions section.

Vocabulary

A-Level (9-10 points)	You provided clear and accurate definitions for all 3 words. All required information is provided for all 3 words. Words are all placed into the correct category.
B-Level (8 points)	You provided clear and accurate definitions for all 3 words with 1 or 2 minor errors. All required information is provided for all 3 words with only 1 or 2 minor errors. Words are all placed into the correct category.
C-Level (7 Points)	You provided generally accurate definitions for all 3 words with some noticeable errors or omissions. Most required information is provided for all 3 words with some noticeable errors or omissions. Words are all placed into the correct category.
D-Level (6 points)	You provided somewhat accurate definitions for all 3 words with many noticeable errors or omissions. Some required information is provided for all 3 words with many noticeable errors or omissions. 2 words are placed into the correct category.
F-Level (5 or fewer points)	You provided definitions for all 3 words but they are all inaccurate OR you don't have 3 words. Minimal required information is provided for all 3 words OR detailed information for 2 or fewer words. 1 word is placed into the correct category.

Main Ideas

<p>A-Level (18-20 points)</p>	<p>You identify the majority of the main ideas from the reading and organize those ideas clearly. You correctly and clearly identify the author's controlling purpose. Your paragraph has a clear topic sentence, major detail, and minor details if necessary. You have minor errors in grammar, spelling and word usage but none impede your ability to convey information or ideas.</p>
<p>B-Level (16-17 points)</p>	<p>You identify several of the main ideas from the reading and mostly organize those ideas clearly. You correctly and clearly identify the author's controlling purpose. Your paragraph has a mostly clear topic sentence, major detail and minor details if necessary. You have minor errors in grammar, spelling and word usage with a few that impede your ability to convey information or ideas.</p>
<p>C-Level (14-15 points)t</p>	<p>You identify some of the main ideas from the reading and generally organize those ideas clearly. You correctly identify the author's controlling purpose. Your paragraph has a topic sentence, but it may not fit the paragraph, a major detail and minor details if necessary. You have minor errors in grammar, spelling and word usage with some that impede your ability to convey information or ideas.</p>
<p>D-Level (12-13 points)</p>	<p>You identify a few of the main ideas from the reading and somewhat organize those ideas. You incorrectly identify the author's controlling purpose. Your paragraph has a topic sentence, but it does not fit the paragraph, or the major detail is unclear or inappropriate evidence. Necessary minor details are missing. You have major errors in grammar, spelling and word usage and many impede your ability to convey information or ideas.</p>
<p>F-Level (Less than 12 points)</p>	<p>You identify ideas from the reading, but not the main idea and minimally organize those ideas. You incorrectly identify the author's controlling purpose. Your paragraph lacks a topic sentence, and/or the major detail is missing or inappropriate evidence. Necessary minor details are missing. You have numerous errors in grammar, spelling and word usage making your ideas are difficult or impossible to understand.</p>

Response & Questions

<p>A-Level (18-20 points)</p>	<p>You clearly state what you liked/disliked about the author's ideas or examples and/or what you found interesting or confusing and why. You include at least 1 question you still have and present a reasonable possible answer. Your paragraph has a clear topic sentence, major detail, and minor details if necessary. You have minor errors in grammar, spelling and word usage but none impede your ability to convey information or ideas.</p>
<p>B-Level (16-17 points)</p>	<p>You mostly clearly state what you liked/disliked about the author's ideas or examples and/or what you found interesting or confusing and why with a few spots where your reasoning is unclear or missing. You include at least 1 question you still have and present a reasonable possible answer. Your paragraph has a mostly clear topic sentence, major detail and minor details if necessary. You have minor errors in grammar, spelling and word usage with a few that impede your ability to convey information or ideas.</p>

<p>C-Level (14-15 points)t</p>	<p>You generally clearly state what you liked/disliked about the author’s ideas or examples and/or what you found interesting or confusing and why with some spots where your reasoning is unclear or missing. You include at least 1 question you still have and present a possible answer but the answer seems unreasonable or is under-developed. Your paragraph has a topic sentence, but it may not fit the paragraph, a major detail and minor details if necessary. You have minor errors in grammar, spelling and word usage with some that impede your ability to convey information or ideas.</p>
<p>D-Level (12-13 points)</p>	<p>You somewhat clearly state what you liked/disliked about the author’s ideas or examples and/or what you found interesting or confusing and why with many spots where your reasoning is unclear or missing. You include at least 1 question you still have but don’t present a possible answer. Your paragraph has a topic sentence, but it does not fit the paragraph, or the major detail is unclear or inappropriate evidence. Necessary minor details are missing. You have major errors in grammar, spelling and word usage and many impede your ability to convey information or ideas.</p>
<p>F-Level (Less than 12 points)</p>	<p>You minimally or never state what you liked/disliked about the author’s ideas or examples and/or what you found interesting or confusing and why with numerous spots where your reasoning is unclear or missing. You don’t include at least 1 question you still have or don’t present a possible answer. Your paragraph lacks a topic sentence, and/or the major detail is missing or inappropriate evidence. Necessary minor details are missing. You have numerous errors in grammar, spelling and word usage making your ideas are difficult or impossible to understand.</p>

Due Dates: Reports are due at the end of class on the day they are assigned. No extra time will be given.

- Wednesday Feb. 17 Reading Response #1 (*FIT* pages50-61)
- Wednesday March 2 Reading Response #2 (*FIT* pages 93-103)
- Wednesday March 23 Reading Response #3 (*FIT* pages 123-137)
- Wednesday April 13 Reading Response #4 (*FIT* pages 176-186)
- Wednesday April 27 Reading Response #5 (*FIT* pages 223-232)