



Student _____

Date _____

Instructor: Blake Smith

Evaluating/Valuing your work

DUE DATE: On **Dec 16**, please include a typed or legibly-written overall self assessment inside your visual journal on the last page OR **nl Dec 18 at noon**, you may email it to me, should you wish to wait to complete the self assessment until *after* your in-class presentation where you will receive real-time peer feedback.

Course Requirements (see course syllabus for specific criteria) | Pass for TEO is 76% B+

1 Daily Class Participation

2 Daily Attendance (13 class meeting dates)

3 Collaborative Reading Group Facilitation

4 Visual Journal (print or digital, 1-2 completed pages per class on assigned/self-selected readings)

5 Final Project (4 parts: initial proposal, draft/outline, final essay, 3 min. presentation to class)

Given the nature of this course, involving self-guided inquiry as well as ongoing self-reflection and dialogue in a visual journal, I invite your co-participation in the valuing of your work in this class. Learning is an ongoing, ever-evolving holistic process so you may comment on the evolution of your ideas/understanding over time as well as acknowledge what efforts were well-made (or not) in all areas of the course requirements. I ask that you write **an intentional, honest evaluation of yourself – think about your process, writing, participation, attitude towards learning, etc.** It can be useful to share any key learning moments that were pivotal in your ‘coming to know’ – key learning moments can also include moments of frustration, confusion, and ‘not knowing’ that were successfully and courageously worked through and how so.

There is no specific length requirement, but please explain yourself thoroughly and in a style of writing that communicates what you want/need to say. You may write directly into your visual journal using this page as the guide or attach a typed page. **This is an overall self assessment of the portfolio of your completed body of work in combination with the quality and kinds of engagement with the daily course activities, readings, assignments, etc.** Process and work ethic matter just as much as product, so I would comment on both, or how one informed the other. You don’t have to include a numeric value or course letter grade you think you have earned, but you are welcome to if this is desired.

The following **questions on the back can act as a guide to help you unpack what you have learned/accomplished.** If you choose, you may answer some/all of them directly or not but do please take them into consideration as you complete your self-assessment. Always review course policies and expectations listed in the course syllabus if you need clarification.

I urge you to write with honesty and humility, without defensiveness, and from the heart...

Some questions to guide self-assessment:

- *How did you strive to meet the 5 main course requirements and are you pleased with your own outcomes/learning? In what ways did you 'show up' every day and do your very best, or where might you have given a bit more?*
- **ON YOUR VISUAL JOURNAL** | A) *How does your visual journal integrate and/or extend course themes/readings/activities and demonstrate the dialogue you have with yourself?* B) *In what ways has your visual journal evolved over time in terms of form or method? It can be helpful to talk about a certain page spread you find particularly memorable.*
- *Can you describe one thing or one moment that stands out where you know you were made different by your education in this course, or an author/reading that will always stay with you and why?*
- *Even when uncertain of the outcome or when entering new territory, did you remain wide open and pursue your own ideas with depth, passion, and a rich sense of curiosity? What creative, technical, and/or pedagogical risks did you take this term in 408? Did you push or allow yourself to be 'taken' to new places?*
- *How were you vulnerable, humble, and open-minded in your learning experience or where, during the term, did you find yourself getting stuck? Did you encourage and allow yourself to experiment and try out things you were not sure of or knew little about?*
- *What's changed for you since September? Will you be taking anything from the course into your artistic/teaching/research practice and if so, how?*
- *How did you marshal your reading, listening, sharing of ideas/space, and deep engagement with your own learning and the class as a whole? What might you change or do differently in the future?*
- *How does your overall body of work, participation, and practice of reading/reflecting/inquiring/doing/listening all culminate together into a unique portfolio of experience?*
- *How well did you meet the goals you set or expectations you had and are you proud of what you accomplished/learned? What would have made this learning experience more fruitful for you and others?*
- *In terms of writing, does your overall work/ideation demonstrate a sense of rough polish, poetics, presence, and essence (rather than clutter)? In what ways did you engage with the constructive feedback provided to assist/strengthen your critical writing abilities?*
- ***Optional and very welcomed: Feel free to comment openly on the overall course flow/structure and make suggestions for future improvement – what to keep, what to toss, what readings/activities struck you, what to do differently. You are welcome to list your favorite authors/readings by week or by theme that you think should remain part of the 408 future course syllabus, or make suggestions for new additions/replacements.***