



NAME

CHECKSHEET — *first draft, PERSONAL STATEMENT*

PURPOSE: The purpose of this assignment is to compose a first draft, *personal statement* that explores your thinking about the course syllabus and how the work required in this course fits into your life.

KNOWLEDGE: This assignment will help you integrate this **knowledge** into your writing:

- to identify this genre of writing and to practice its conventions.
- to draw a clear picture of what you'll need to do in the course to succeed.
- to determine the value of knowing what's happening in a course upfront, not being surprised later on or finding out what you need to know when it's too late.

SKILLS: This assignment will help you practice these **skills**:

- to write prolifically nonstop at any time and at will.
- to translate your **prolific** writing into the "container" of **structured**, filtered, edited writing.
- to articulate your own take on the Writing Problem and to discuss it with me in conference.
- to find your "voice," that expression of your personality in writing.
- to compose a first draft as a 250- to 500-word keyboarded essay.
- to share your writing willingly with your peers.
- to show why you need to take this course.
- to embrace your own writing.

TASKS/HABITS: This assignment asks you to reflect on how you can integrate your experiences and goals with what this course offers. At the end of your work on this draft, you should be able to say the all of the following:

My first sentence is the **thesis statement**.

My **content** explores my thinking regarding the syllabus and the work required in this course. Like the model personal statement illustrated in *HTWA*, I worked hard to explore *three* (and no more) of my instructor's questions for the course and its syllabus:

- What does my opening section mean to you?
- Which do you think is the most important for you to develop in college and this course: acquiring information (facts, principles, concepts), learning how to use information and knowledge in new situations, or developing life-long learning skills?
- If you could only accomplish one or two things in your writing course, what would you strive for?
- What point in the syllabus do you like the most? Why?
- Which point do you like the least? Why?
- What do you think is the single greatest barrier to your achieving the goals listed for this class? Suggest how I might overcome this barrier.
- How might this class contribute toward your personal or professional goals?
- What do you like or find most encouraging about taking this class? The least encouraging?
- Tell me anything you would like me to know about you.
- When I was working in focused mode (**structured writing**), I took timed breaks.
- What does my opening section mean to you?
- Which do you think is the most important for you to develop in college and this course: acquiring information (facts, principles, concepts), learning how to use information and knowledge in new situations, or developing life-long learning skills?
- If you could only accomplish one or two things in your writing course, what would you try for?
- What point in the syllabus do you like the most? Why?
- Which point do you like the least? Why?
- What do you think is the single greatest barrier to your achieving the goals listed for this class? Suggest how I might overcome this barrier.
- How might this class contribute toward your personal or professional goals?
- What do you like or find most encouraging about taking this class? The least encouraging?
- Tell me anything you would like me to know about you.



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- I tried to use **specific** examples and appropriate emotional language, all of which means I developed depth in my draft.
- I employed the first person as the **governing person**.
- I tried to limit my use of weak verbs like *to be*; I checked for them again when I thought I was finished with the draft.
- I intended to write in a professional way (called **middle-to-high style**).
- I keyboarded the draft; I included my name, and page numbers for all pages.
- I used the file-naming format for my electronic file, as illustrated in class: 2019-01-27-[my name]-personal statement-w3c1.doc[x], where I inserted required or optional information *without including the brackets*.
- I kept the margins at about one inch.
- In the upper, right-hand corner, I typed *About [] words*, inserting the approximate number where the brackets are located (I supplied the word count within the brackets.)
- I edited this draft for **correctness as my "last action,"** just before submitting it online.
- I verified I met or exceeded all the items and *physically checked them* on this checksheet.
- I brought the checksheet to my conference. If I forgot, I am still accountable for all the items.
- I **uploaded the draft to the file request site:** <here>. My deadline is near midnight (11:59 pm) Sunday, January 27, 2019.

ASSESSMENT CRITERIA: As writers, we should strive for authenticity and detail. As such, I encourage you to write prolifically first before structuring your writing within the genre of the personal statement.

● PERFORMANCE ASSESSMENT QUESTIONS								Y E S	N O
	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
1.0 UNDERWRITTEN									
1.5 PARTIAL ACCOMPLISHMENT OF 2.0									
2.0 LIMITED									
2.5 PARTIAL ACCOMPLISHMENT OF 3.0									
3.0 COMPETENT									
3.5 PARTIAL ACCOMPLISHMENT OF 4.0									
4.0 SUPERIOR PERFORMANCE									
How well does the thesis statement describe an overall response to the syllabus?									
To what extent does the personal statement develop the writer's relationship to the course?									
How evident is it that the author has carefully read the syllabus?									
How successfully has the writer structured the personal statement to the questions, like the Michael Villaverde model?									
What are the quality of the examples that illustrate the writer's larger points?									
How concrete is the language, reflecting on the writer's experiences so as to draw conclusions or evoke the importance of his or her experiences?									
How well does the personal statement identify with the audience but avoid "schmooze and glow" ("praise for the prof")?									
To what degree is the voice of the letter authentic and professional, taking on the role of fellow learner with the professor?									
How successful has the author been to avoid major errors in conventions: for example, misspellings, grammatical errors, and poor design or appearance?									
Did the personal statement meet the length requirements?									
Was the personal statement submitted electronically by deadline?									

● EFFORT (CONTRACT FOR B) UNDEVELOPED/UNFINISHED GOOD FAITH EFFORT