ENGL 110: Phases 1-3 Assignment Prompt

The Cover Letter

***Assignment Overview:***

In this cover letter, you will have the ability to detail what you **learned** during each respective phase.

***Length:***

The cover letter is a short (**1.5-2-page) informal** **reflection.**

***Due Dates:***

You will have the opportunity to submit **three cover letters** to me this semester:

Phase 1 due: Friday, Sept. 29th

Phase 2 due: Friday, Oct. 20th

Phase 3 due: Friday, Nov. 17th

***Why Reflect?***

One of the best tools we have for learning is **reflection**, which helps us to **reinforce our knowledge**. That’s because our **awareness** of what we know grows and fortifies when we consciously build a vocabulary for **naming** and **discussing** what we know.

A major goal of this composition course, then, is for you to **reflect** on your learning and writing practices, **naming** and **discussing** what you’ve learned. These cover letters will serve this purpose again later since you will be referencing them in your final Self-Assessment essay due at the end of the semester.

***Format and Style:***

Cover letters can be written in essay or letter format (but not numbered or bulleted format). Language differences are most welcome. **Informality is most welcome**. The most important thing is that you are capturing your perspectives, experiences, and knowledge.

I would like to read your cover letter prior to reading your essay, so use the cover letter as an opportunity to **communicate** what you want me to know and notice about your writing. I suggest pasting your cover letter at the **top** of each corresponding essay.

***Requirements:***

In each cover letter, I encourage reflecting on these questions (in no particular order):

1. Who is your **audience** and how did you tailor your **language and rhetorical choices** to appeal to them and/or meet their needs?
2. What are some of the most **meaningful insights** you’ve gained in this phase (and through writing this assignment) **regarding language and literacy** (as topics you’re learning about *and* as practices you’re developing)?
3. What concepts/terms have most **impacted your learning and your writing practices** (e.g., rhetoric; rhetorical situation; context; exigence; purpose; author; audience; text; genre; argument; evidence; something else)? **How so**?
4. In what ways has this phase’s assignment helped you to achieve (some/any of) the **Course Learning Outcomes**? (These outcomes are listed in the syllabus and offered below for convenience.) **Please provide actual examples** (e.g., moments in/after class or through the completion of certain assignments) and please actually refer to and **quote at least one Course Learning Outcome**.

***Course Learning Outcomes:***

Students will have the opportunity to…

1. **Examine** how attitudes towards linguistic standards empower and oppress language users.
2. **Explore and analyze**, in writing and reading, a variety of genres and rhetorical situations.
3. **Develop strategies** for reading, drafting, collaborating, revising, and editing.
4. **Recognize and practice** key rhetorical terms and strategies when engaged in writing situations.
5. **Understand and use** print and digital technologies to address a range of audiences.
6. **Locate research sources** (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
7. **Compose texts** that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.
8. **Practice** systematic application of citation conventions.