

Monthly Reflective Assignment

This assignment is designed to get you thinking about the previous month and focus on your own personal development throughout the year. Your assignment will take the form of a personal essay and will reflect on, what you have been reading, your posts or whatever you have been doing in the first fifteen minutes of class. This assignment asks you to be reflective and insightful about how you have been using your time and what sets you at ease. By identifying what helps you reset, you will foster the tools to help with anxiety and stress. Please follow the essay format and remember to reflect on the rubric.

Essay Prep:

Topic:

What is your conclusion on the past month (Thesis):

Proof:

Essay Outline

Paragraph 1 (intro) -

General statement:

Thesis Statement:

Preview of body paragraphs:

Transition sentence:

Paragraph 2 (Body paragraph 1) –

Please use proof to demonstrate that your thesis is in fact correct. Please have three reasons.

Paragraph 3 (Body paragraph 2) -

Please use proof to demonstrate that your thesis is in fact correct. Please have three reasons.

Paragraph 4 (Body paragraph 3) –

Please use proof to demonstrate that your thesis is in fact correct. Please have three reasons.

Conclusion –

Sum up all previous points and wrap up thoughts concisely.

Personal Essay Rubric

Student Name:

Category	5	4	3	2	1
Format	Typed and double spaced with MLA formatting				Format not followed correctly
Content: Focus	Clear focus on one belief, insight, characteristic, or experience; maintains focus on topic throughout the essay	May exhibit minor lapses in focus on topic	May lose or may exhibit major lapses in focus on topic; may be too broad of a topic	May fail to establish focus on topic	Composition illegible, off-topic, or incoherent
Content: Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader	Details are placed in a logical order, but the way in which they are presented or introduced sometimes makes the writing less interesting	Some details are not in logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Composition is illegible, off-topic, or incoherent.
Content: Support	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but consists of general and/or undeveloped details, which may be presented in a list-like fashion	Supporting details and information are typically unclear or not related to the topic; sparse; almost no details	Composition is illegible, off-topic, or incoherent
Voice	The writer seems to be writing from knowledge or experience; conveys a sense of ownership	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic	The writer relates some of his or her own knowledge or experience, but it adds nothing to the discussion of the topic		The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Convention	Exhibits excellent use of grammatical conventions, usage, and mechanics; varies sentence structure and length; formal language used throughout	Exhibits good use of grammatical conventions; standard usage and mechanics; some variety in sentence structure and length	Exhibits some understanding of grammatical conventions; standard sentence formation, usage, and mechanics	Exhibits minimal understanding of grammatical conventions; standard sentence formation, usage, and mechanics	Lacks sufficient understanding of grammatical conventions, usage, mechanics, and sentence formation.
Style	Maintains unique and interesting style; utilizes a variety of literary devices without using clichés	Style may be inconsistent; utilizes some literary devices without using clichés	Lacks style and interest to the reader; somewhat formulated; one or two literary devices; clichés at a minimum	Formulated and unoriginal; literary devices not utilized; some use of clichés	Clichés and trite expressions used abundantly; no use of literary devices