**ENGL 150 Reflective Argument**

**3 – 4 pages (2000 words)**

**Final Exam**

To complete this exam, you’ll choose texts you’ve written for this course to create **a reflective argument that analyzes these texts**. Find examples in your writing that help you describe how you accomplished or are still working on accomplishing each outcome. Your goal in this assignment is to demonstrate how your skills have developed, what remains to be developed, and how you’ll use the skills and knowledge gained in this course in future writing situations.

Begin your argument (and you might construct this last) with: an explanation in your own words of this course (English 150), your experience this semester in learning how to write for the university, and a clear thesis about your development as a writer.

The body of your argument should emphasize an accurate assessment of your growth and skills rather than to show *only* your strengths. To do that, you should provide a clear picture of **your accomplishments *and* your weaknesses.** This means you should discuss places in your writing that did *and* didn’t reach an outcome.

Your argument should contain clear and insightful support from your description, quotation, and analysis of your writings to show to what extent you’ve fulfilled ­­­ our 4 selected course learning outcomes (see page 2). Include descriptions of the research processes you have employed and make direct references to passages (either with quotations or clear paraphrasing with citations) from your course writings to support your claims about your learning. **You need to cover each selected learning outcome**.

Note that one text might illustrate your work on several learning outcomes and, on the other hand, you may need to discuss several texts to document your accomplishments related to a single outcome. An excellent argument will use more than one of your course writings to discuss your learning.

In addition, you should explain as specifically as you can how you’ll use the writing skills and current knowledge of writing processes in future course work next semester or in your major.

A strong conclusion will not just re-state the intro. It will leave the reader with an understanding of your potential as a writer in your future major and general education courses.

*The course learning outcomes with an explanation beneath each one:*

1. Understand and adapt to rhetorical and contextual differences in tasks involving writing, reading, speaking, and listening

show evidence ofyour ability to understand the difference that audience, purpose, and context create for writing vs speaking to communicate results in researched academic writing.

1. Engage in academic inquiry using and evaluating a variety of sources, incorporating and documenting source material appropriately,and avoiding plagiarism

demonstrate an ability to *integrate* within your academic writing primary and/or secondary source materials, both in your reflective argument and samples of your course writing.

demonstrate an ability to *follow* citation guidelines for primary and/or secondary source materials into academic research-based writing, both in your reflective argument and samples of your course writing.

1. Develop flexible processes for engaging in academic writing

describe or explain the strategies of planning, drafting, and deep revision in your academic writing which requires students to set a problem and conduct an academic inquiry.

1. Develop knowledge of conventions for different kinds of texts and demonstrate substantial control of the conventions of Edited American English

identify language features and format guidelines present in academic writing

demonstrate clear prosein Edited American English in your reflective argument and the samples of your course writing.