

# Literary Activity Portfolio & Report

## **Portfolio Sections: 40% of final grade**

Reading Responses (12 pts)

Critical Thinking Entries (18 pts)

Participation Log (10 pts)  
including Class Notes

## **Critical Thinking Log and Final Report 20% of final grade**

Log weekly what you have learned about how scholars think and write about texts, then produce a final report. We will discuss expectations for this report more in class.

**Due Monday of exam week**

**Objective:** Literary scholars think, speak and write about texts in very specific ways. The purpose of the portfolio and report is to interrogate these activities, practices and approaches to literature, so that you might replicate this kind of thinking and transfer this critical consciousness to new situations.

To do so, you will produce a variety of written/spoken genres and comment on these texts, attempting to articulate what are the similarities and differences in the ways that literary scholars think about literature.

In addition to producing texts and responding to reading, each week you'll log your participation and describe what kind of critical thinking you've done and/or what you've learned about this kind of analytical activity. This reflection throughout the semester will help you then write a final report about what you've discovered.

**Grading:** Please turn in paper copies your entries individually for instructor review, with entries given a +, √, √- to help gauge progress. Note that most entries have **specific due dates that you must sign up for**, and entries cannot receive credit if submitted late. Your portfolio will receive a provisional grade at midterm, then a final grade. Scores are based on how proficiently you follow directions and/or produce texts fitting with genre expectations (we will discuss this aspect more as the semester continues). Successful portfolios are complete, thoughtful, insightful, specific and robust in their reflection and articulation of critical thinking as literary activity. **We will further discuss specific expectations of individual components in class.**

**Sign Up for Due Dates:** book review, visual review, critical article response, compare & conclude, class scribe

**Due During Midterm/Final Collection:** writing prompts, online DB posts, choice entry

**Midterm Due Date: Oct 8th**

The midterm must include at least 10 points of critical thinking entries, plus all required reading responses.

**Final Due Date: Dec 3rd**

## Components

### **Critical Thinking Entries**

must include **at least one of each** and cannot earn more than 18 pts:

#### **outside book reviews- (2 pts)**

sign up for a book to review (Friday due dates), model after examples, post to wiki

#### **outside visual text review- (1 pts)**

sign up for a film or picture book to review (Friday due dates), model & post to wiki

#### **scholarly article/chapter summary (2 pts)**

identify argument, main points, structure/strategies and a selected bibliography; post to wiki—sign up for specific Friday due date

#### **class scribe (1 pt)**

sign up to record class activity in detail, email to instructor within 48 hours of class

#### **compare, contrast & conclude (2 pts)**

chart at least 15 significant differences between a text & an adaptation (can't include class reading); then draw specific conclusions about meaning/ideology

#### **writing prompt (1 pt)**

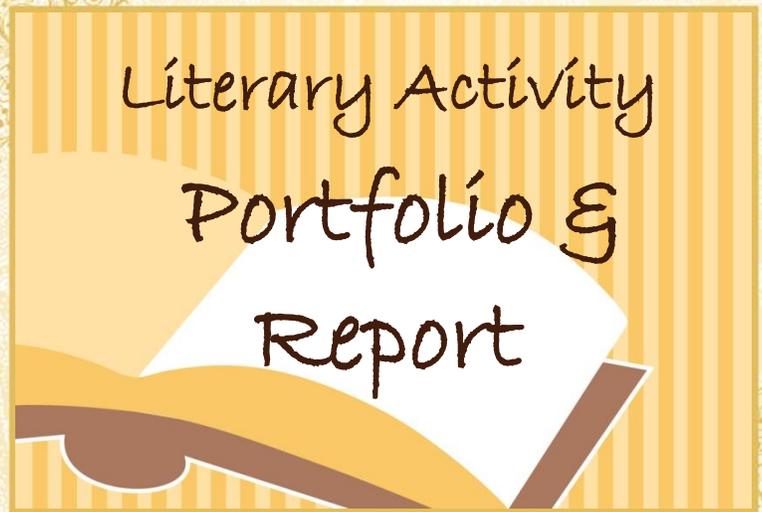
answer one of the questions posted weekly online in a short 1-2 page essay (like you would for an in-class exam)

#### **online DB posts (2 posts = 1 pt)**

150+ words each, substantive contribution that responds to colleagues

**choice entry (2 pts):** design an individual option, such: a detailed topic resource (handout, brochure, website), teaching presentation, interview, discussion leader, survey w/analysis, pair/group activity, etc

**Remember, all entries must be turned in via hard copy in addition to online posts.**



### **12 Required Reading Responses- 1 point each**

Each week assigned on the calendar, respond to the reading in a self-select format to show that you have actively engaged w/ the entire reading in a critical way. These responses can be in any format, but must demonstrate an analytical and insightful reading of text. Part of the purpose of responses is to show you've read the entire work.

Thus, for full credit, responses **MUST** include:

- 1) details found only in the assigned text (aka, not in other adaptations)
- 2) details from throughout the entire text to show comprehensive reading

**Participation Log (10 points):** Students are expected to actively participate in large and small discussion. Contributing vocally demonstrates preparedness, professionalism, interest and care for the community, and thus students are expected to make an effort to add their voices to these discussions. Additionally, students are expected to be prepared, active listeners, strong note takers and regular attendees. Track your participation in the daily log by scoring (1-3 scale) and briefly describing your daily contribution.

**Critical Thinking Log:** Additionally, each week, write 1-2 paragraphs about what you've learned about critical thinking— what you've done to demonstrate it and how your work has changed your understanding of the ways that scholars approach texts in complex ways. What writing choices or analytical strategies did you use? How does this reflect the kind of thinking that characterizes a literary approach? I'll check periodically throughout the term to make sure you are caught up with these entries, with a **5% grade deduction** if you are more than one week behind.

**Midterm Due Date: Oct 8th**

The midterm must include at least 10 points of entries, plus all required reading responses.

**Final Due Date: Dec 3rd**