**Objective**

Through the process of interacting with your group and creating a presentation for your classmates, you utilize your knowledge about the book and its important concepts. To make this knowledge more apparent to me as a teacher, and to demonstrate how you contributed to the project as an individual, you need to reflect on your process for analyzing and learning about your book club novel. Also, you will reflect on your contributions as a collaborative group member as well as provide feedback to teachers for future book club lessons.

In a brief (300 word minimum) essay, reflect on your experience with the learning activities and processes you encountered at the school you attended in Texas. Write 1-2 paragraphs for each number below.

You may type or write this assignment. If you type it, email it to [rmoor57@yahoo.com](mailto:rmoor57@yahoo.com) and [destinyadamscooper@gmail.com](mailto:destinyadamscooper@gmail.com).

**Heading**: Whether you type or handwrite, put a heading (name, Date, Block, Literary Analysis) with the centered title: Reflective Essay on Book Clubs. This is worth 5 points.

**Rubric:** Turn in the rubric on the back of this sheet with your essay. It is worth 5 points.

1. **Individual Engagement**: Honestly discuss your level of reading and engagement with the book. How did your level of reading and engagement affect your learning? Even if you didn’t read much, you learned something. Describe what you learned through your individual engagement. What did you learn about reading? What did you learn about time management? What did you learn about literary analysis through the book club sheets, RATE paragraphs, and essays? What did you learn about writing through the book club sheets, RATE paragraphs, and essays?
2. **Collaborative Engagement**: Honestly discuss your level of participation in the groups. How did your level of participation affect your learning? The group’s learning? In a brief (300 word minimum) essay, reflect on your experience with book club sheets and the project did you learn from others through discussion? What did you learn about listening and speaking? What did you learn about collaboration? What did you learn about connecting reading, speaking, listening, and writing?
3. **Teach the Teachers**: Give us feedback for the future. If we were to do book clubs again with 10th graders, what should we do the same? What should we do differently? Be honest. How can we better help students learn how to analyze literature through novels?

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| Reflective Essay Rubric  NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Friday 2/24 Door or the Floor or Due in-Class Friday | | | | |
| **Rubric** | Rubric is returned with the essay. | | | \_\_\_\_\_/5 |
| **Heading** | Heading is complete and accurate. | | | \_\_\_\_\_/5 |
| **Section** | 7-10 Good/Excellent | 4-6 Fair/Good | 1-3 Needs Improve. | Points |
| **Individual Engagement** | Student fully answers each question with honest reflection. A valid discussion reveals insights to the teachers regarding the student’s individual engagement. | Student partially answers each questions with honest reflection. A surface discussion somewhat reveals insights to teachers regarding students’ individual engagement. | Student does not answer every question and/or responses do not reveal insights into students’ individual engagement. | Comments:  \_\_\_/10 |
| **Collaborative Engagement** | Student fully answers each question with honest reflection. A valid discussion reveals insights to the teachers regarding the student’s collaborative engagement. | Student partially answers each questions with honest reflection. A surface discussion somewhat reveals insights to teachers regarding students’ collaborative engagement. | Student partially answers each questions with honest reflection. A surface discussion somewhat reveals insights to teachers regarding students’ collaborative engagement. | Comments  \_\_\_\_/10 |
| **Teach the Teachers** | Student honestly, but kindly, gives feedback to the teachers regarding how they should teach book clubs in the future. Responses are thorough are useful. | Student honestly, but kindly, gives feedback to the teachers regarding how they should teach book clubs in the future. Responses are somewhat thorough are useful. | Student does not give honest or kind feedback to the teachers regarding how they should teach book clubs in the future. Responses do not include applicable constructive criticism. | Comments:  \_\_\_\_/10 |
| **Total Points** | Comments | | | \_\_\_\_/40 |