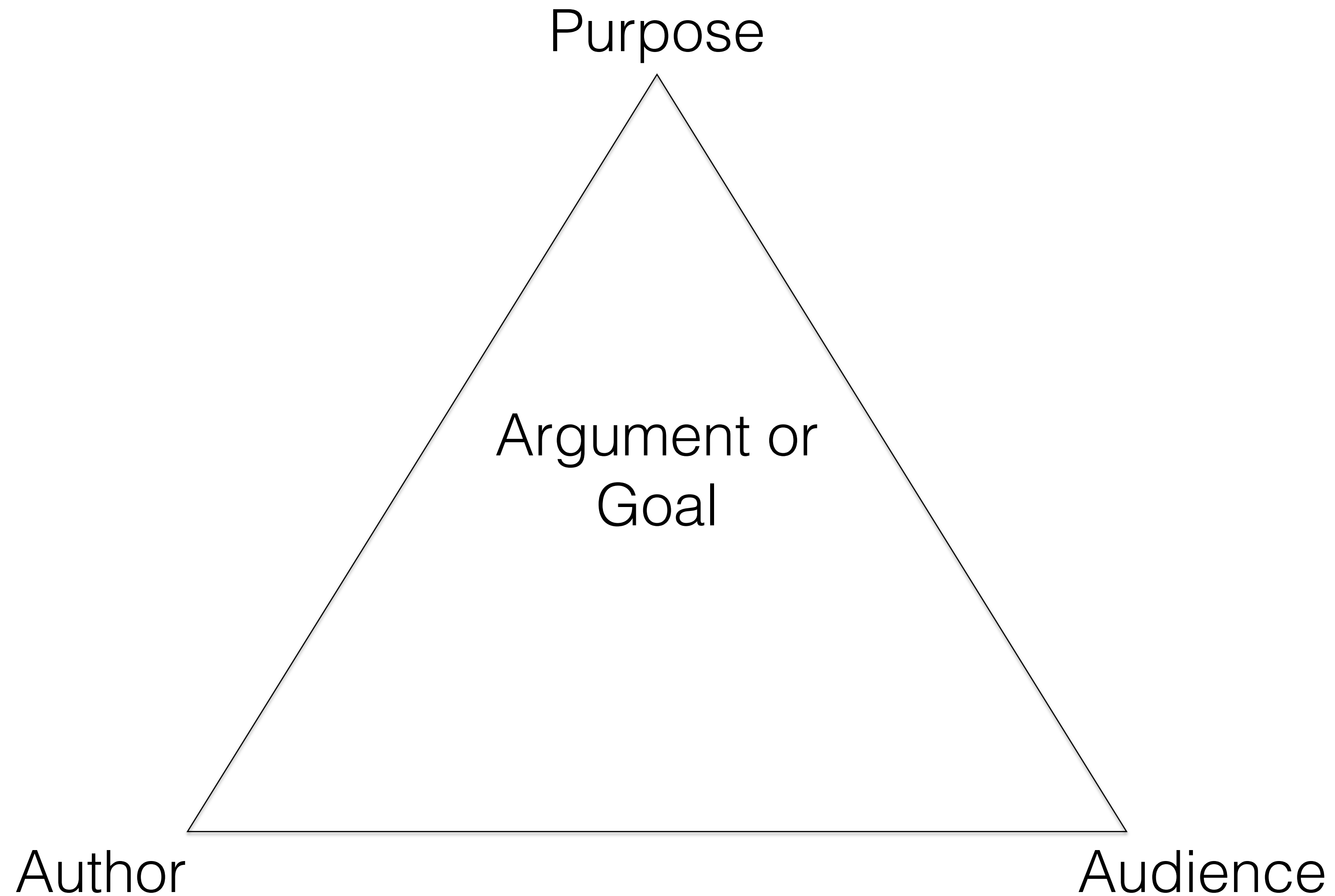# DOLCE

Reflection as a tool

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Make time and space for students to reflect critically on the choices that they are making in their writing/presentations/media.

Normalize it.

Rhetorical Situation

Purpose

Argument or
Goal

Author   Audience

Writing Process

- Writing is Thinking

- Writing is Revising

- Often, writing becomes a procrastinated, rushed task that happens last minute. Often papers are assigned and graded with no chance for revision.

Writing Process

- Genre investigation- learn more about what expectations are, best practices and common mistakes

- Interrogate examples relative to your understanding

- Draft- (just start, shitty first drafts welcome)

  - This can be a brainstorm, a brain dump, a brain anything

- Read it and Revise* (there is more to this)

Process is the Product

- Practice thinking critically about the moves being made relative to the rhetorical situation and stated expectations

  - Scaffolding is critical

Learning Objectives

- Identify and address the rhetorical situation of writing about yourself, experiences and accomplishments to potential employers or academic advisors
- Develop a better understanding of your own strengths and skills, relative to your unique life history/experiences and the work you want to do next
- Perform peer review and engage in identifying and articulating strategies for revision
- Practice and strengthen your ability to organize, draft and revise your own work

3 levels of reflection

- <u>Low stakes</u> –

- Stop and consider, think pair share, read and respond

- Nothing graded to turn in, but promotes increased engagement

3 levels of reflection

- <u>Formal</u> –

- Reflection that is turned in, discussion post on canvas, response to peer review

- Self assessment/peer review, based on rubric

  - read talk reflect, then revise

- This is scaffolding, requires critical reading, planning for revision- students must comment on the choices they are making

3 levels of reflection

- <u>Meta–</u>

- Summative assessment

  - What did you learn/taking with you?

In summary

- Have clear learning outcomes

- Center process over product

- Use reflection to invite students to think critically at each/any step

  - Be dynamic, mix it up, low stakes/formal/meta

  - Being able to comment on their process of thinking/writing/revising is the goal

- ChatGPT as a personified character, being defeated by the power of thinking and reflection in the writing process