

GRADE ABATEMENT CONNECTIONS

The usual GAP chart has been adapted to reflect the particular requirements of this essay.



Collegiality ⇌ Empathy

This prompt is built around collaboration and empathy. You might have read the same text, but you can just as easily involve peers in the reading and writing process; and, of course, the reading will activate, explore, and develop the skill of empathy.



Integrity + Character

If you choose the right text, your reading and writing will turn that empathy inward, allowing you to learn more about yourself. Most assigned texts will do this as a matter of course.



Close Reading ⇒ Internalization

You must read actively and deeply and insightfully. You can and often must create external artifacts like annotations, journals, and reflections.



Critical Thinking ⇒ Metacognition

A reader's response is metacognitive by nature; you should also explicitly monitor your progress and how you are proceeding toward any final deadlines.



Effective Communication ⇒ Writing

The central writing artifact is the reader-response essay, of course, but you will also naturally hold discussions and participate in writing workshops.



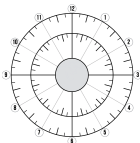
Amenability ⇌ Self-Awareness

As always, this is the extent to which you seek and take feedback on your process and product, from choosing a text, when that is possible, to revising works-in-progress according to expert feedback.



Assiduousness ⇌ Self-Efficacy

This is, as it often is, the most important of these softer traits, because you must balance in-class focus with independent work out of class.



Organization ⇒ Autodidacticism

But *this* is the crux: You must organize the resources of the makerspace in order to learn enough about reader-response writing, your text, etc., in order to write your best essay.