**Self-Evaluation Assignment #1 – Action Plan Instructions**

By this point in the term, you should have a good idea of your overall workload/commitments and your priorities. This assignment builds on the topic of the first In-Class Discussion / Essay (1.1 Engagement). Please consult the Self-Evaluation Rubric on Canvas for scoring.

1) Print out this assignment, draft your responses to these questions, and fill out the tables below. 2) Write a four-part summary essay in bullet-point format (taking each question/prompt as a separate bullet point). Be sure to answer each question/prompt (using the appropriate section headers) and conclude with your intended action plan. Upload your four-part essay to the Canvas drop box. (No, I don’t need your draft notes.) *Save this file to use for the midterm and final self-evaluations.*

* Be honest and realistic about yourself, don’t write what you *think* I want to read. I’m evaluating your (written and demonstrated) ability to self-assess, self-evaluate, and self-correct your engagement with the course to achieve your goals. If what you write is inconsistent with your performance in class, that will be pretty obvious to me and suggest a lack of seriousness about the self-evaluation process.
* *If in doubt, just follow the directions and answer as honestly and as completely as you can.*

# Part I: Introduction

– What do you want me to know about you as a person? As a student? What are your strengths and weaknesses as a person? As a student? What are your priorities? Describe how you plan to balance your commitments this term.

# Part II: Decision Matrix A

* What are your primary goals for this course? Write them down in Table 1 below. How have these goalschanged based on your workload? Describe any aspects of the course with which you are—or anticipate—having difficulties.
* Honestly describe your positive and negative attitudes toward the course and course materials. Put youranswers in cells 1,A and 1,B.
* Then honestly describe your positive and negative study habits for this course. Put your answers incells 2,A and 2,B.

# Table A

|  |  |  |
| --- | --- | --- |
| My goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A) Positives (help) | B) Negatives (hinder) |
| 1) My study habits |  |  |
| 2) My attitudes |  |  |

* Discuss the ratios of positives to negatives in Table 1—in other words, evaluate your level and type of ambivalence (see the file on types of ambivalence). How are these *ratios* related to your attitudes about the course? How are these ratios related to your engagement in this course?
* In what ways have these attitudes and habits changed since Day 1? In what specific ways will your attitudes and study habits help or hinder you in achieving your goals?
* Based on Table 1, be sure to describe in your “Action Plan” essay what changes you could make in your study habits and attitudes to help you realize your goal/s.
* *Be sure to create and embed your own Table 1 in the body of your essay.* If you don’t know how to do that, use the “help” feature of your word-processing software or Google it. Without embedded tables (typed, not hand-written), your essay will not meet expectations. Don’t break tables over two pages.

## Part III: Decision Matrix B

* What does “success” in this course mean to you? Write it down in Table 2 below.
* What are the most important positive reasons for you NOT to engage in this course? List them in order of importance in cell 1,A. List the negative reasons in cell 1,B.
* What are the most important positive reasons for you to continue as you are (that is, to make NO choice about engaging in this course)? List them in order of importance in cell 2,A. List the negative reasons in cell 2,B.
* What are the most important positive reasons for you to choose to engage in this course? List them in order of importance in cell 3,A. List the negative reasons in cell 3,B.

**Table B**

|  |  |  |
| --- | --- | --- |
| Success in this class means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A) Positives (ranked) | B) Negatives (ranked) |
| 1) Don’t Engage |  |  |
| 2) Continue as I am (make no choice) |  |  |
| 3) Engage in class |  |  |

* Discuss the ratio of positives to negatives—in other words, evaluate your level and type of ambivalence. How are these *ratios* related to your attitudes about the course?
* How important is it for you to engage in this course in order to succeed? How have your thoughts about engagement changed since Day 1? How willing are you to engage in this course?
* Describe your perceptions of 1) the overall group dynamic of this class, and 2) where you believe you fit within the class group dynamic in terms of your engagement. Describe the ways in which you see yourself as a non-performer, performer, and/or ambivalent student. Describe the reasons you have to be a non-performer, performer, and/or ambivalent student.
* Based on Table 2, describe in your “Action Plan” essay your thoughts about how and why you might choose to change your engagement in this class in order to achieve your definition of success. *– Create and embed your own Table 2 in the body of your essay.* If you don’t know how to do that, use the “help” feature of your word-processing software or Google it. Don’t break tables over 2 pages.

## Part IV: The Action Plan

* Describe the specific steps you *could* take to engage in this course in order to achieve your goals and succeed in this course. Do you see yourself and your in-class role as that of a “performer,” “nonperformer,” or as an ambivalent student?
* If you describe yourself as an ambivalent student, which type of ambivalence applies to you? What are some concrete choices/actions you can make now to resolve your ambivalence and increase your willingness to engage more with the course?
* Discuss how the choices you make about engaging in this course can positively or negatively influence your performance and success in your other courses.
* Create a written Action Plan (and include it in this section) to help achieve your goals by describing which steps you plan, at this point, to take.