

## Final Reflection Assignment

**Due:** Friday, 5/17, 1:00 - 3:00 pm (College Exam Time)

You must attend this exam session AND submit through Google Assignment on Moodle.

### Purpose

This final reflection invites you to reflect on both your course learning and your entire experience.

You'll write a two-page, double spaced letter that answers two main questions:

1. What one or two course concepts from this semester transformed how you understand your environment and how you live and want to live in it? **These concepts must be different from the concepts you discussed in your creative statement.** Consider your experiences in the classroom, beyond the classroom, and living in community that helped you form your understanding.
2. What elements from the year-long program most deepened your understanding of yourself as an environmental creature? Explain how.

### Audience

Address your letter to your course instructor **OR** to your first-day-of-college self.

### Process

This reflection requires more than pasting together your three reflective posts. Use the following steps to integrate and develop ideas from your posts.

#### Reflect and Pre-write

List five course concepts that have stuck with you.

With those concepts in mind, reread your three reflections, looking for seeds of ideas, ways that your thinking has changed, and feedback that will help you write this final reflection.

For your letter, choose one or two concepts that are different from the concepts you discussed in your creative statement, feel transformative, and inform your experience in the three areas we've focused on.

- Classroom learning and experience

- Development beyond the classroom (in your work and activities, individual or with organizations) outside of classes
- Living in community

If you need a refresher on how to reflect, go back to this [guide and video](#).

### Draft and Revise

Draft your letter, keeping in mind our models of letters: [“One Hundred Forms of Homespace”](#), Maynard and Simpson, and “A Letter to Adults,” Villaseñor (AWCS)

As you draft and revise,

- Address your letter with an appropriate greeting (Dear \_\_\_\_, To \_\_\_\_).
- Be sure to answer both parts of the question (both course and program)
- Signal your logic and structure with clear claims, topic sentences, and transitions to guide the reader.
- End your letter with the tone or idea that you want to stay with your reader.

### Evaluation

**Paste your finished letter at the end of this document. Submit through Google Assignment.** Then complete the rubrics below.

### Reflective Letter

Writer ✓	Instructor	PROJECT RUBRIC: <i>What should I show in my reflection</i>
<b>Purpose</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Answer the <b>two</b> main questions (about the course and about the <span style="background-color: black; color: black;">██████</span> program)
<input type="checkbox"/>	<input type="checkbox"/>	Reflect on experiences in the classroom, beyond the classroom, and living in community
<input type="checkbox"/>	<input type="checkbox"/>	Apply what you've learned to your future
<b>Reflection</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Describe, analyze, and apply learning to your experience in each of the three areas

<input type="checkbox"/>	<input type="checkbox"/>	Introduce and discuss one or two course concepts (different from the concepts you discussed in your creative statement)
<input type="checkbox"/>	<input type="checkbox"/>	Offer evidence through personal examples
<b>Focus, Scope, and Structure</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Present a question or focus that your letter seeks to answer or develop (“Why should the reader care?”)
<input type="checkbox"/>	<input type="checkbox"/>	Develop the letter according to the assigned scope of two double-spaced pages
<input type="checkbox"/>	<input type="checkbox"/>	Show structural logic through transitions
<b>Audience</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Present ideas and evidence through language that shows audience awareness.
<b>Format, Grammar, Mechanics</b>		
<input type="checkbox"/>	<input type="checkbox"/>	Use letter format
<input type="checkbox"/>	<input type="checkbox"/>	At the top of your document (not part of the letter), list the concept or concepts you discussed in your creative statement. This step will ensure that you focus on different course concepts for this reflection.
<input type="checkbox"/>	<input type="checkbox"/>	Use grammar and mechanics that enable your reader to understand the essay’s ideas

**CONTINUE** to the Process Rubric Below

<b>Writer</b> ✓	PROCESS RUBRIC: <i>What should I do to write my reflective letter?</i>
<b>Reflection</b>	
<input type="checkbox"/>	Brainstorm course concepts
<input type="checkbox"/>	Reread Reflections 1, 2, and 3 and instructor feedback
<input type="checkbox"/>	Review models of letters we read in class (Maynard & Simpson; Villaseñor)
<input type="checkbox"/>	Draft, revise, and proofread