**Examples of Course Self Evaluations**

In Week Three, you will provide your own rubric for how you intend to evaluate your work at the end of the quarter. You will assign yourself an intended grade, based on how you would imagine grading yourself should you accomplish what you set out to accomplish. The following are examples of initial self-evaluations from prior students in residential, online-hybrid and online versions of social change courses. The following are just examples, related to different kinds of assignments, which as you will read, differ widely, based on student’s personalities and needs.

**EXAMPLE 1**

**Learning Contract**

Statement of Purpose:

I, [person’s name], intend to enter this course with an open mind and a critical lens. I want to be successful, but to do that there are some mechanics that need fixing on my part. The solutions are broken down in the following points. Along with the things that need fixing, this learning contract is meant to encourage me to use the knowledge I gain in this course both inside and outside of the classroom. With hard work, I can come out of this course a better activist than I was when I came in.

Participation:

1. Discussion Forums
	1. I will post to the discussion forum multiple times and at different times during the week.
	2. Each time I post, I will add something that contributes to discussion as opposed to summarizing or adding fluffy junk that doesn’t mean anything.
	3. I will ask questions! These questions will come from an earnest interest in the material and my peers.
	4. My posts will contain some aspect of myself and my experience along with the analysis that is required of me. I want to be able to connect with the material.
2. Google Hang Outs
	1. I will be present. If I am unavailable during the allotted times, I will contact my professor immediately and do what I can to become available.
	2. Prior to the Hang Out, I will have read *all* of the material and will be prepared to discuss my thoughts and interpretations of the text.
	3. I will be opened minded and eager to listen to the insight of my peers. (This goes for discussion posts and gathering days as well.)
3. Gathering Days
	1. I will be present, prompt and prepared.
	2. If I have questions or if I have something to say, I will do so in a respectful manner and I will be attentive when my peers are sharing.
	3. I promise to show up excited and ready to learn!

Critical Reflections:

Aside from my learning contract, I intend to be creative with my critical reflections. Most of them will be written because it is easy for me to articulate myself to you that way, however, I love music and I will use social media to express myself as well. I am really excited about these, so I promise to put genuine effort into them.

Biography and Book Discussion:

I cannot wait to read The Rebellious Life of Mrs. Rosa Parks by Jeanne Theoharris. Each time we meet, I will come to the group with my thoughts and happily listen to what others thought. It is like a social change book club! I will be respectful of my team members by reading the book on time and staying up on communication when I check into Canvas during the week. I will make myself available on Gathering Days but also via internet and phone while we are working on our projects.

Final Reflection Paper:

Though I have no idea what my social change manifesto is, I want to be prepared up front by keeping up with my assignments. That way, I can reach back into the material when I feel inspired to add something that I learned about in the course. I want to do something fun with it. Regardless of how I do it, my goal is to make it fun for you to read and formational for me to write!

Goal Setting:

1. Time Management
	1. Starting this week, I am going to push myself to set my own deadlines and to hold myself accountable. My work schedule is different each week, so it might have to be on a week to week basis. However, I can easily prevent joining discussions late if I set an ultimatum for homework on Wednesdays or Thursdays.
	2. To make the previous point more feasible, I will pre-enter all of my assignments into a planner with the due date altered.
	3. I will also attempt to do more homework during the day when I am more alert and attentive to the material.
2. Bringing My Experience to the Table
	1. Though I am young, I have a great deal of experience to add to our discussions each week. It is a small goal, but I would like to challenge myself to bring in a piece of myself to discussion each week. This one will not be difficult, but it is important that it is consistent.
3. Action Items
	1. Create my own deadlines each week and stick to them.
	2. Take at least one opportunity to research something interesting to me (involving social change, of course) that is not required for the course. This can include a night of reading articles, an event, a concert, having lunch with an expert etc.
	3. Apply/Interview for volunteer positions to begin after the quarter is finished. It has been a goal of mine to volunteer somewhere now that I live back in Denver, but I have not followed through. I am including it into my goals for the course because I want to take what I learn out into the world with me. Volunteering for an organization dedicated to social change would fulfill that purpose.
4. Final Grade
	1. I would like to earn an “A” in the course, but if I am going to achieve that goal by my own standards I have to get my time management under control. This means actively participating in discussion *during* the week, getting assignments in on time, and coming into Google Hang Outs and Gathering Days prepared and open to discussion. I will need to start contributing more often and with depth that will enhance the conversation. The more that I ask questions, the better. Anything less than the above will earn a “B” or a “C” if there is no improvement from my current level of participation. A “D” or an “F” will be awarded if I get any lazier or cease participating at all.

**EXAMPLE 2**

**“It’s only when you make the process your goal that the big dream can follow”**

**-Oprah**

 **I feel very comfortable “grading” myself and my work for this social change class. I’m an “all in” kind of girl and if I’m going to do something, I’m going to try my best. I will participate in all discussion forums, Google Hangouts (if possible ☺) and the Gathering Days in October. I am somewhat an introvert in larger crowds, but believe I have valuable things to offer and learn from this class, so participation is necessary to achieve these goals. At first, I was intimidated by the subject matter and my lack of formal experience in this realm, but the more I read, write and take from this class, the more excited I am for the possibilities in my life.**

**The critical reflections to this point have been helpful to make me think about the subject matter, not just read and memorize its content. I’ve been pleasantly surprised how relevant it is to my current situations and how it has opened my eyes to the plight of others in our community. I’ve felt somewhat trapped, felt like I had no voice to make a change and now I’m empowered and my feelings are validated. I plan to continue with all of the reading assignments, video pieces, critical reflections and look for other avenues to expand my knowledge and awareness of social issues/injustices in the surrounding areas. I’ve started to ask my friends their opinions/views of social change issues and it’s been surprising how many are involved in projects I hadn’t even heard about for [the state I live in]. It never ceases to amaze me how the process of learning, including just asking the questions and not necessary looking for the answers right away, expands your horizons and leaves you wanting more.**

**The book I have chosen for my activist biography is Subversive Southerner (Anne Braden and the Struggle for Racial Justice in the Cold War South) by Catherine Fosl. I was interested in her biography because it was a name I had not heard of in relation to racial justice and she was a white woman fighting for the rights of others unlike herself. The more I read of the book, the more I respect her thoughts of others before her thoughts of self. She was certainly not raised in an environment that would value social justice for “Blacks” but she learned to open her mind to the possibility of change with an uncertain outcome. I’m anxious to discuss this with others at the Gathering Days and learn more from her and her cause. Her dedication astounded me and that ability to “step off of a ledge” without knowing the outcome inspires me to do the same.**

**The Community-Engaged Project I’ve chosen is CASA – Court Appointed Special Advocates. Children rarely have a voice in court and in our community CASA gives them a voice. CASA of [name] County is committed to providing abused, neglected and exploited children a voice in the court process through the use of trained volunteers. There was a recent fundraiser breakfast that is held yearly for CASA and I will reflect on their mission.**

 **In my final social manifesto, I hope to incorporate things I’ve learned this quarter and well as my social change plans for the future. I’m more of a creative thinker and will bring some of this creativity into my final project. While writing is “ok” for me, I like to think in terms of pictures, quotes, scrapbooking and other left brain type of activities. As I look back at what I’ve learned, I’d like to have a visual, rather than just words on a page. I believe I’ve worked very hard thus far and opened my mind to thoughts and possibilities “outside my usual box”. I plan to get an A in this class but I also hope for it to change me in some ways as well. For me, the grade is the process toward the goal. As Oprah points out, I hope a big dream will follow.**

**EXAMPLE 3**

I really appreciate the opportunity to fully evaluate myself and my educational experience. Being able to hold myself to a standard that I’ve set makes me feel more accountable and in control of my learning processes. It is my full intention to make it to every class. I will focus on not just being present, but being fully prepared to engage in class discussions. I also hope to better examine my responses in class…sometimes I think I just talk to talk instead of making an articulate and poised argument. Perhaps I should work on sitting back, listening, and letting some of the newer students flesh out these issues. I never want to dominate a discussion, and I think it will be a good challenge for me to hear what others have to say. I am also hoping that by the end of the quarter I will be confident to share some of my poetry! I have already completed my initial essay, and I am hoping to finish *Heartbeat of Struggle* by the end of the week so I can be prepared for the in-class discussion next week. As far as the artistic community engaged project, I haven’t yet finalized what I’d like to do. I am thinking that I’d like to make a timeline/collage of my own involvement in social action issues, and write a short reflection on what events have been significant to my developmental understanding of social justice. I have plenty of pictures, slogans, and action related memorabilia that I think would be really cool to turn into some piece of art. Lastly, I fully intend on turning in a well written final reflection paper at the end of the quarter. I know that sometimes life happens and there might be a time when I am ill prepared for class, but I hope that this only happens under extenuating circumstances. I think for the most part, these learning goals are very attainable and therefore I’d like to give myself an “A.”

**EXAMPLE 4**

My approach to evaluating my grade for the quarter is to base my work on a percentage scale of how well I believe I can achieve the work in comparison to what is excepted of me as a participant in the class. The scale looks like this:

0% - 9% - Total crap on all levels.

10% - 19% - I did *something*, but not very well.

20% - 29% - I did *something* and I did it well, but the *something* that I did was quite small and not even close to what was expected of me.

30% - 39% - I genuinely learned from the small amounts work I did, but I’m still not accomplishing enough work to get anything productive out of this class.

40% - 49% - My work is becoming less of a waste of time, but I need to do much, much better.

50% - 59% - I’m halfway to being an active and engaged participant in the class.

60% - 69% - I did most of the readings, but did not genuinely engage with them. I had little to contribute to class discussions.

70% - 79% - I did most of the readings and I am engaged with the material. I did not feel like a waste of space in class.

80% - 89% - I did all of the readings and I contributed in class discussions. I walk away feeling like I could have engaged more with the assignments and class participation, but overall I feel good about my work for that day.

90% - 100% - I’m in it to win it. I learned new things or expanded/challenged my previous knowledge. I’ve done all of the work expected of me and I have done it thoroughly and thoughtfully. I walk away feeling that I engaged with the assignments and discussions to the best of my ability. There are small improvements that can be made, but overall I gave the assignments and the class my best and most genuine efforts.

**Attendance and Participation – B (85%-89%)**

1. Genuinely try to learn the concepts, principles, and material.

I believe that I can achieve 100% of these expectations, however I don’t know how this can be possible given that I believe I will not be able to complete 10% of the readings for the quarter. With this in mind, I will most realistically be able to complete 89% of this expectation.

1. Come to class prepared having read the assigned reading carefully and thoughtfully.

I would like to achieve 100% of this, but I know that between balancing work and school, I will most likely not be able to have every assignment read fully and carefully each week. I am giving myself the goal of have 85%-90% of the readings for the quarter completed with the desire to accomplish more.

1. Come to class and participate enthusiastically.

I have one potential work conflict that will keep me from being in class on October 4. This is the same date as the In-Class Book Discussion and I really do not want to miss that, so I am trying to find a way to be in class that day. It is also possible that I will not be able to be in class on November 8th due to a work commitment, but I am willing to turn in a written response to the readings for that week in lieu of in-class participation. Tuesdays are really long days for me (I drive to Boulder at 7am and return to Denver at 5pm) and sometimes it is hard for me to be enthusiastic during the second half of class, however I try my best to push through that and be fully present during class. Given this and my two potential absences, I will say that I will be able to achieve attendance and enthusiastic participation for 85% of the quarter.

1. Turn in assignments on time.

I expect to achieve this 100% throughout the quarter.

1. Participate in a mid-course evaluation for the course on Moodle.

I expect to achieve this 100%.

**Initial Essay** **– A (90% - 95%)** I believe that I could have expanded a little bit on some areas of the essay, but overall I answered all of the questions appropriately and completed it on time.

**In-Class Book Discussion – A (90%-100%)** As discussed earlier, I may have to miss the October 4th class. I have a Church Council meeting that night and it is part of my job responsibility to be there. I will be in discussion with my boss this week in hopes that we can negotiate me being in class. If I cannot be in class that day, I will turn in the required 5-page reflection paper, having fully completed the book thoughtfully. If I can be in class that night I will participate in the discussion, also having fully completed the book thoughtfully. I expect that I can achieve this goal with 90%-100% satisfaction.

**Artistic, Community-Engaged Project – A (90%-100%)** My plan for this project is to write at least three songs based off of social change concepts addressed in class. The specific inspiration for the songs will come from images that have been informed by social change movements. I will collect these images from newspapers, books, or personal photos. The songs will be recorded and burned to a CD, which will be packaged with the images and lyrics of each song. As a singer/songwriter I understand that this is a big task and I may be regretting this decision later. However, I am extremely passionate about songwriting as it is one of my primary outlets of expression. It is my goal to make this project 100% awesome.

**Final Reflection Paper – A (90%-100%)** As of today, I do not know exactly what my three perspectives will be. I do expect to complete the paper genuinely, thoroughly, and on time.

**Overall Grade for the Quarter** **– A (90%-95%)** I want to get the most out of this class. I want to do my work well and engage with the concepts, materials, and my classmates. I know that I will miss some readings and have a class or two when I have low energy and little to say. I want to complete the assignments, readings, and discussions with a 90% - 100% expectation of my work and abilities.

**EXAMPLE 5**

 The idea of self-grading is one that is very scary for me – I’ve been so used to getting the set of requirements from the teacher and then doing whatever I could to meet or exceed those goals. I will try to be as honest and as open as I can while trying to be just and fair about my work in this class. As far as attendance and participation, I know that I will be missing one class this quarter. I will be traveling home before the end of the quarter, I’m not exactly sure when (Oct I think) but due to traveling I will have to miss one class session. I will not miss more than one. I am too excited about the coursework and discussions to miss class sessions! As far as in class participation, I will try to be as open as I can, but when it comes to social justice I feel like I am very far behind compared to my classmates. Usually when I feel this way I don’t speak up in class for fear of being wrong or chastised. I will do my best to be more outspoken about my thoughts or opinions, but it will honestly be a struggle for me. Speaking out in class has always been an issue for me, and I hope to push myself in that area. Based on those ideas I hope to get a B/B+ in my participation grade. I know that I won’t get to all of the readings for each week, but I would like to read all of the books that we’re assigned and then at least 80% of the articles posted on Canvas. I will try to read them all, but I know that in the course of graduate school sometimes you have to pick your battles. If I read all assigned readings I would give myself an A, 90% B+ and 80% B. I will definitely read at least 80% of the additional assigned readings. Since I already completed my initial essay, I know that I answered all of the questions in the syllabus and I tried to be as honest and as frank as I could. My writing style was a little disjointed, but the assignment was done and handed in on time. I give myself an A for that assignment. The next assignment that we have – framing – I have yet to pick a photo but it is in the forefront of my mind. I will have it handed in on time and I will meet the requirements for the Canvas portion. I hope to find an image that is challenging to myself, one that makes me think outside of the box. I plan on looking at my classmates’ photos, and being active in the discussion. I expect myself to struggle a little on the perfect image (I can be a perfectionist) but I will do what I can. I am already almost half way in the additional book study, I plan on finishing reading it before week five and being very active in the in class discussion. I am taking notes on the book and am making sure to get all out of it that I can. I really enjoy the book that I picked and I am looking forward to discussing it as a small group and as a class. As far as the artistic community project goes, I really have no idea about what I am going to be doing. I am very drawn to music, so I am contemplating doing something related to music – maybe writing a few songs? I am still sort of wondering what I will do, but I do know that I will hold myself to a high standard when I find what I want to do for this project. For the final reflection, I plan on attending a Pro-Choice or gay rights rally/protest. Those are two social justice issues that are very close to me. I plan on answering all of the questions posed in the syllabus and writing a well-crafted 10-page final paper. I will cite the appropriate texts and sources and make sure that I am incorporating everything into a well-written final reflection.

 If I do all of the things that I have outlined in this initial self-evaluation, I would like to get a B+/A in this class. I will strive to get that grade and I will work hard in order to succeed. I hold myself to a high standard, especially after changing my major to MASC and I hope to succeed in this class. The idea of self-evaluation is scary, I can be very hard on myself, but I think my goals and plans are achievable and I plan on getting a high grade in this class.