

QUIZZES, QUIZZES, & READING RESPONSES

READING QUIZZES (RQ): For readings in The Blair Reader

Takes place the first ten minutes of class. To encourage you to complete all assigned readings so that as a group we can get further in clarifying, questioning, and comparing readings, the quiz will take place at the beginning of every class for which readings have been assigned. There will be from one to four readings assigned for each of these class meetings, and the quiz will be on one or more of these readings.

Here is the quiz question for every class meeting:

For the reading, identify, state its main idea or position on an issue, and describe some of the important facts, examples, reasoning, or anecdotes (stories) that elaborate the point or support the position. Explain briefly the importance of the reading, and how it relates to the set of readings for the unit.

Bring this quiz sheet with you to every class, and review it carefully before you write each exam. To do well on the quizzes, you need to read all readings with the purpose of understanding what they say, and seeing how they relate to other readings. Taking notes while you read and marking up the text will help with this.

I will collect and record grades for all quizzes. You cannot make up a quiz you missed due to absence or tardiness. If you are late to class, you will lose valuable time for writing your quiz answer.

QUIZZES: For Enrique's Journey

Each of the 3 graded **quizzes** will cover several chapters; these will be short answer questions based on information covered in the chapters. These quizzes are primarily to make sure you have done the reading.

READING RESPONSES (RR): For Readings in The Blair Reader. Due when the reading is due.

8 1/2 x 11 " sheets of paper

typed 12-point font like Times New Roman

1-3 pages double spaced for each reading

Use the headings below and then write in paragraph form, in comprehensive sentences. Do not include the question.

You must answer questions 1-6 in this order. 7 & 8 are optional.

1. **Subject:** What is the reading about? What is the topic, main idea, setting (where does it take place)? Who is involved as part of the discussion?
2. **Occasion:** When did the author write this piece and Why?
3. **Audience:** Who is the author writing to/for? What might the audience know about the subject or not know? What objections might they have? What kind of language and tone of voice does the author use for this audience?
4. **Purpose:** What seems to be their purpose in writing? Are they trying to inform or describe something? Are they trying to persuade someone, or only arguing a certain point? What points do they make about life, human nature, a particular topic?
5. **Speaker:** Who is the speaker? Is the speaker of this piece the same as the author? Does the speaker use a certain point of view to convey information/feeling?
6. **Passage:** Select a short but notable passage of the author's best writing and discuss. What makes it particularly moving or clear or entertaining? What interesting word choices does the author make? What sentence structures? Tone of voice? What use of irony? Imagery?
7. **Insight:** What new information, perspective, insight has this section given you? Discuss. What have you learned about the author in this text that could add to your impression of them?
8. **Compare/Contrast:** In what ways does the author's reading differ or resemble other readings in this unit?

GRADES on READING RESPONSES

A excellent, thoughtful, reflective non-summary, goes well into depth, long enough

B engaged, adequate, somewhat deep, somewhat reflective

C short, summary, shallow, less engaged

NC no credit: failure to complete, unreadable, or incorrect

[Note: Grammatical errors and poor sentence structure may cause a lower grade.]