**End-of-semester reflection and self-assessment**

The purpose of this reflection is to for you to show what you have learned this semester and make an argument for what grade you have earned.

Even though this is only a few pages long, some of the questions will require a lot of thought. You should expect to spend *at least* several hours on this, and possibly much longer. Think of it as a take-home final exam.

**Your name:** Click or tap here to enter text.

**Part I. General reflection about the subject**

**Answer at least *five* of the questions below:**

1. **What is one thing you know how to do now that you did not know how to do at the beginning of this semester?**
2. **What is one thing you can explain now that you could not explain at the beginning of the semester?**
3. **What was the most important thing you learned in this subject?**
4. **What is a common misconception or wrong idea people have about language, and why is it incorrect?**
5. **What is a new question (either a new research question, or a question about some concept or phenomenon) you have now that you did not have at the beginning of the semester? (here I’m looking for a question that shows your understanding of the concept and goes deeper, not just a question like “what does this concept mean”)**
6. **What did you change your mind about this semester, and what caused you to change your mind?**
7. **What concept, technique, or phenomenon are you skeptical/mistrustful of now, and why?**
8. **What did you learn this semester that you didn't expect to learn?**
9. **What is pragmatics useful for? (Be specific and use examples!)**
10. **What do you think is the hardest aspect of pragmatics, and what do you think is the easiest?**

Click or tap here to enter text.

**Choose at least *three* modules or topics from this subject. For each module or topic, design a series of important and open-ended questions (similar to the 10 questions in Part I above, but more specific; and about 3 questions per module should be enough for this). Share your questions and your own answers to those questions. You can put your questions and answers in the box below, or attach them in another file.**

Click or tap here to enter text.

**Paste the link to your Google spreadsheet below to show your progress on modules so far.**

Click or tap here to enter text.

**Describe your participation in the class discussion sessions. Approximately how often did you attend, and how much do you feel you contributed to discussions? What did you learn from the discussion sessions? And how did you improve the way you participate and/or the way you lead discussions?**

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**Describe your work on sharing and discussing examples. How many good examples (i.e., examples that received positive feedback) did you share, about how many topics? How often did you comment on classmates' examples? How did you improve on the kinds of examples you gave and the comments you gave on others' examples? What did you learn from this process?**

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**Part II. Reflection on your goals**

**What were your learning goals for this semester? (You may copy these from the mid-semester reflection worksheet, if they have not changed since then.)**

Click or tap here to enter text.

**What kind of project(s) did you do this semester?**

Click or tap here to enter text.

**Within the box below, describe what you learned and how much you accomplished towards each goal. For each goal, you should discuss the following things:**

* **Did you complete the goal?**
	+ **If yes, provide evidence for it by indicating where it is shown within project(s). (Note that your evidence needs to be something concrete that I can *see*; just saying e.g. "I read all the modules" or "I improved my critical thinking" is not concrete evidence)**
	+ **If no, what progress have you made so far and what do you still need to do next?**

Click or tap here to enter text.

**How have you *improved* your work on projects, learning modules, and/or discussions over the course of the semester? Give specific examples (i.e., point to specific things that happened in specific modules, projects, or discussions) of ways you have improved your project using feedback from classmates or instructors and/or skills or knowledge you gained from the learning modules.**

Click or tap here to enter text.

**Describe what you think grades of D, C, B, and A mean for this subject. (You may copy these from the mid-semester reflection worksheet or from our mid-semester discussion, if they have not changed since then.)**

**Remember that the distinctions between grades should be qualitative, not quantitative. The difference between a B and a C (or between any other two grades) is not just about doing *more* work or understanding *more* content; it should be about demonstrating qualitatively different abilities (i.e., a B student should be able to do certain things and show certain skills that a C student does not). Refer to the discussion we had on Week 8 for more information about this point.**

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**Suggest a final grade for yourself. Provide a justification for why you believe you have earned this grade. Your justification should mainly refer to the grading criteria described in the previous question. As evidence for how you have met those criteria, you may also discuss the following things:**

* **The extent to which you have accomplished your learning goals;**
* **How challenging your learning goals were (approaching a very difficult goal without quite reaching it might deserve a better grade than succeeding at a very easy goal!);**
* **What skills and knowledge you have demonstrated in your project(s);**
* **How deeply you understand pragmatics topics (as evidenced by the kinds of questions and answers you thought of for Part I above);**
* **Your contributions to class discussions and example sharing.**

**Remember that you need to provide *evidence* for how you've met the standards for some grade. For example, if you say that earning a certain grade requires critical thinking abilities and you think you have earned that grade, you can't just say "I did good critical thinking so I deserve this grade"; you need to point to what you have done that shows your critical thinking ability.**

**Your grade does not need to be limited to A/B/C/D; you may give yourself a + or – grade (such as A- or B+), as long as you can provide a reason for it (for example, if you think you have substantially exceeded the requirements for a B but not reached the requirements for an A, that might merit a B+).**

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