

This is a graded homework assignment. Your initial journal entry responding to the five numbered prompts below must show a post date no later than 11:15 a.m. on Wednesday, 30 March 2016, in order to receive credit.

- **It will take you longer to read, research, think, and prepare for the assignment than it will take to actually write and submit it. Plan accordingly.**
- You may want to break this assignment up into parts since you need to take some time for preparation before actually writing anything. Give yourself time to consider the various parts but don't wait until the last minute.
- Read and follow the instructions carefully.
- This assignment is worth 20 points and will be graded using the rubric for homework assignments (see "Important Documents"): 5 "questions" at 4 points each. The "questions" are the numbered prompts given below.
- The journal is private: only you and I can see your entries.

With the first formal exam, you have completed an entire "unit" of material in the course, i.e. you have experienced at least one of everything - RQs, participation exercises, LTs, RTs, card questions, other discussion boards, formal exam, homework portfolio, etc. Now you know what to expect for the remainder of the course - the same things just tailored for the appropriate material.

It's time to pause for some serious reflection upon, and self-evaluation of, your performance.

Reread/rewatch these...carefully. Refresh your memory about the instructional philosophy, your responsibilities, grade distribution, and due dates for assignments.

- the Syllabus and Course Calendar
- the documents in the "Important Documents" section: "Ten Rules of Good (and Bad) Studying", "Succeeding at Learning 101", "Tips for Success", and "Choices of Successful Students"
- the grading rubrics and information on "RT Explanations"
- video clip on "Reviewing Assignment Feedback"

Consider whether you took maximum advantage of the following.

- help sessions: Are you participating in the help sessions to get assistance when you need it? Are you asking for help and/or confirmation of understanding when you need it? Are you using the discussion boards and instructor access when you need help?
- card questions: Are you truly testing yourself by being honest and working through the question on your own to see if you really get it? Or are you cheating and talking to your neighbors when you're supposed to be doing the question by yourself first (meaning you can't now tell whether you can do it on your own)?
- second chance on RQs: Are you doing the reading (more than once) before doing the RQs (and before coming to class so that you are prepared)? Did you consider the feedback on the first time carefully and then make a second attempt (before the due date) to improve both your understanding and your RQ total points?

- doing and checking RTs and LTs: Did you do them as they were assigned? Did you follow the tips ("RT Explanations" in the "Important Stuff" section) for writing good explanations? Did you review the worked examples of RTs in the "Important Stuff" section? Did you ask questions about them when you needed assistance (whether in the discussion boards, help sessions, email, etc.)? Did you check to ensure you were doing them correctly (whether in the discussion boards, help sessions, etc.)?
- finishing unfinished LTs for homework: If you didn't finish an LT during class, did you finish it for homework before the next class period? Did you take advantage of the debrief periods to ask questions about the questions? Did you take advantage of the help sessions, discussion boards, etc. to make sure you were on the right track and get confirmations if you needed them?
- simulations, animations, and videos: Did you use the links in the "Supplementary Materials" folder to explore the simulations, animations, and videos that were used in the lectures (especially the Nebraska tools, astro.unl.edu/classaction) or provided as suggested help?
- reviewing feedback: Did you go back and review the feedback provided on assignments (RQs, homework assignments, etc.)? Did you go back and review the answers to the RQs after their respective due dates/times? If you didn't understand a score on something did you review the rubric (if there was one) and ask for help interpreting the grade?
- reviewing participation exercises: Did you review our in-class participation exercises on Blackboard, noting where you had prior misunderstandings that could now be corrected after working with the concepts in class? Are you giving an appropriate explanation when requested? Or are you simply restating an answer instead of giving reasons and citing the evidence to support an answer? Are you contradicting yourself and not checking to see?
- familiarization with course materials in Blackboard: Did you do your very first homework assignment - thoroughly reviewing all sections of our course site in Blackboard so you'd know how to find things and understand what we're referring to when the materials are mentioned and/or used in class?
- time management: If you ran out of time on an LT in class, did you finish it for homework before the next class? Did you work on the homework LTs and RTs in real time as the material was being covered and based on their "informal due dates" in the Course Calendar? Or did you wait and let them pile up? Are you working on the material in chunks, leaving yourself enough time to ask questions, get assistance, process, rest, then go back and try again on troublesome concepts? This is a three credit course. Are you spending at least the minimum of six hours per week outside of class on assignments? (See the syllabus and syllabus quiz for a refresher of workload standards.)
- practicing: Are you practicing regularly? Several times per week? Note this doesn't mean "reading" or "reviewing" it means *practicing* by reworking questions as if from scratch (not referring to any notes or original answers), practicing explaining reasoning to others and having them diagnose you, practicing articulating your reasoning in writing by rewriting explanations from scratch (not referring to any notes or original answers), etc.
- bonus points: Are you taking advantage of the opportunities to earn bonus points in the "Homework" category? Are you taking advantage of the opportunities to earn bonus points in the "Participation" category? Do you know what these opportunities are and how to find them?

Go through your grades carefully.

- If you don't have your first test and/or homework portfolio grades yet you won't be able to complete the assignment right now but you can begin thinking about it and writing your responses in your own document to be saved, modified, and uploaded later. Your instructor will let you know when those grades are available so that you can incorporate that feedback into this journal assignment.
- Look at the summary totals provided and seek out places, categories, etc. where your performance leaves obvious room for improvement.
- Consider what adjustments you should make, what kind of help you need, etc. such that you can improve upon what you've already done and continue to get better.
- You may need to consider different approaches for different aspects of the course.
 - For example, maybe you've looked very closely at the questions on the test and found a correlation between doing and re-doing your LTs and which test questions you got correct. Thus you might want to KEEP re-doing the LTs over and over again and KEEP participating as much as possible since you've noticed that you usually get those particular test questions correct.
 - Maybe you consistently struggle with the RTs. Is the problem that you don't get the rankings correct because you don't understand the concept, or that you do but it's the justifications that you have trouble with? These are very different issues, requiring different diagnoses.
 - Are you cheating during the card questions? (Referring to notes, LTs, discussing with neighbors, etc.) If you're not being honest with yourself and answering the question based on what you know right then without cheating then you're not only breaking our course philosophy agreement set forth on Day 1, but you're giving yourself a false sense of security by fooling yourself into thinking you understand more than you do. Perhaps there's something you need to QUIT doing.
 - Are you doing the homework, LTs, and RTs as they are assigned (based on their "informal due dates" in the Course Calendar) or are you waiting until the last minute before the homework portfolio is due? If you are doing them in real time as they are assigned so that you have time to ask questions, you might have found a correlation with test questions that you got correct. Whatever the case here, maybe that leads to something specific that you need to START doing.
 - Have you been going to help sessions and find that you usually get the questions correct on the concepts that you work on during those sessions? If so, that's definitely something to KEEP. If you're not taking advantage of help sessions you probably need to START doing so.
 - Have you realized that instead of *practicing* for the test, you're *reading* and *reviewing* instead? Sounds like something that could be a QUIT or a START, or both.

Ready to actually do the assignment? You must respond to each of the following five prompts. Number them appropriately in your entry.

1. What diagnostic tool did you use to determine if you were ready to take the exam and by what criteria did you judge the tool's effectiveness? *Note that this does NOT ask "what did you do to prepare for the exam?" and is NOT the question you are being asked!*
2. **KEEP:** What do you intend to KEEP doing because it seems to work for you in this course?

3. QUIT: What do you intend to QUIT doing because it is hindering your performance in the course?
4. START: What do you intend to START doing because it was recommended and/or seems to work for others in the course?
5. General observations and discussion about diagnosing your own performance, not necessarily related to one of the four items above.

We expect responses that indicate a deep, thorough consideration, i.e. **not** superficial things like "keep drinking Monster before coming to class because it keeps me awake." This is a personal reflection upon all aspects of the course, from the tools, resources, and opportunities provided and your utilization of them, to your performance overall and at the individual category level.