

Self-Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

How did you qualify for placement into English 101? (Circle any that apply.)

- A. I have taken an SAT or ACT exam.
- B. I have taken the COMPASS placement exam here at LCSC.
- C. I have successfully completed English 90 here at LCSC.
- D. Other \_\_\_\_\_

Part One. The purpose of this assignment is to help you learn the truth about your skills as a college writer so that you can identify and improve them. Using the scale below (and with five being the strongest positive value), respond to each of the following statements below. In other words, neatly circle the number that most accurately reflects your level of self-assurance about the accuracy of the statement. For example, when responding to the statement, "I can properly format my essays in MLA style," you should circle the "0" if you have never heard of MLA style. Be as truthful as possible with your answers. You may have a second chance to respond to these statements at midterm and at the end of the semester. If so, I may also ask you to compare and contrast your responses then and now to see which areas, if any, you have improved.

I am a confident college writer.

0    1    2    3    4    5

I'm good at meeting deadlines.

0    1    2    3    4    5

I can properly format my essays in MLA style.

0    1    2    3    4    5

I have no trouble getting started on a writing assignment

0    1    2    3    4    5

I create effective and memorable titles.

0    1    2    3    4    5

I always generate plenty of ideas for an essay.

0    1    2    3    4    5

I can identify all the stages in the writing process.

0    1    2    3    4    5

I employ all the stages in the writing process when I write an essay.

0    1    2    3    4    5

I'm good at prewriting and drafting.

0      1      2      3      4      5

To get started I carefully read and reread the assignment.

0      1      2      3      4      5

For writing assignments that require reading, I always preview and then carefully annotate the texts before I begin writing.

0      1      2      3      4      5

I always make a writing plan and leave myself plenty of time to write.

0      1      2      3      4      5

I always choose a subject I care about.

0      1      2      3      4      5

To get started I often brainstorm.

0      1      2      3      4      5

To get started I often make lists.

0      1      2      3      4      5

To get started I often cluster ideas.

0      1      2      3      4      5

To get started I practice freewriting.

0      1      2      3      4      5

I always define my topic narrowly.

0      1      2      3      4      5

I always define my topic broadly.

0      1      2      3      4      5

I write to discover ideas.

0      1      2      3      4      5

I write my preliminary drafts from a scratch outline.

0      1      2      3      4      5

I write my preliminary drafts quickly without fussing over details.

0      1      2      3      4      5

I write the part of the paper I feel most comfortable with first.

0      1      2      3      4      5

In a first draft I leave myself plenty of space between lines and set big margins.

0    1    2    3    4    5

I always write my first complete drafts with a clear sense of purpose.

0    1    2    3    4    5

I write to satisfy myself as much as my audience.

0    1    2    3    4    5

In writing my rough drafts, sometimes I have to change my ideas.

0    1    2    3    4    5

I always revise my first complete draft before I turn it in for a grade.

0    1    2    3    4    5

When I revise, I look for skinny paragraphs of one or two sentences to see if they need to be fleshed out.

0    1    2    3    4    5

When I revise, I make sure each paragraph has a topic sentence.

0    1    2    3    4    5

When I revise, I make sure each paragraph contains plenty of evidence, explanation, examples, and illustrations.

0    1    2    3    4    5

When I revise, I make sure everything in my paper furthers my point and I cut out any unnecessary information that detracts from my focus.

0    1    2    3    4    5

After I complete a draft, I always set my paper aside for a while before I begin making final revisions.

0    1    2    3    4    5

I welcome and appreciate what other people say about my writing.

0    1    2    3    4    5

I always have at least one other person I trust read and critique my writing before I turn it into an instructor.

0    1    2    3    4    5

I dislike sharing what I write with anyone.

0    1    2    3    4    5

I'm usually able to help friends improve their writing after I read it.

0    1    2    3    4    5

I always carefully proofread my own essays one last time to edit it..

0    1    2    3    4    5

I always take the time to check uncertain spellings.

0    1    2    3    4    5

I always scan my work for run-on sentences and fragments

0    1    2    3    4    5

I always read the finished drafts of my writing aloud before I turn in the assignment.

0    1    2    3    4    5

I know excellent writing when I read it even in my own work.

0    1    2    3    4    5

I can recognize and name the ten most common logical fallacies.

0    1    2    3    4    5

I put off the writing for assignments as long as I can.

0    1    2    3    4    5

I'm good at note taking.

0    1    2    3    4    5

I always make a writing plan for completing my papers.

0    1    2    3    4    5

I can identify and name many of the various techniques writers use to introduce their ideas in opening paragraphs.

0    1    2    3    4    5

I can employ at least five or six different introductory techniques in my own writing.

0    1    2    3    4    5

I know how to write a strong thesis statement.

0    1    2    3    4    5

I can identify and name the various techniques writers use to conclude an essay.

0    1    2    3    4    5

I can employ various concluding techniques in my own writing.

0    1    2    3    4    5

I can name various rhetorical methods good writers use to organize and develop paragraphs in the body of an essay.

0    1    2    3    4    5

I can employ various rhetorical methods to organize and develop the paragraphs in my own essays.

0    1    2    3    4    5

I know how to create smooth transitions between paragraphs by employing stock transitional words and phrases.

0    1    2    3    4    5

I always know when to make a new paragraph.

0    1    2    3    4    5

I'm good at writing paraphrases.

0    1    2    3    4    5

I'm good at writing summaries.

0    1    2    3    4    5

I can always tell the difference between a complete and an incomplete sentence.

0    1    2    3    4    5

I can identify the subject and verb in a sentence.

0    1    2    3    4    5

I can tell the difference between a clause and phrase.

0    1    2    3    4    5

I like to write long sentences.

0    1    2    3    4    5

I like to write short sentences.

0    1    2    3    4    5

I can identify a simple sentence.

0    1    2    3    4    5

I can identify a compound sentence.

0    1    2    3    4    5

I can identify a complex sentence.

0    1    2    3    4    5

I can distinguish between the active voice and the passive voice.

0    1    2    3    4    5

I use plenty of examples, definitions, facts, narration, anecdotes, analogies, and specific details to support my general statements, including my topic sentences.

0 1 2 3 4 5

I know the meaning of “parallel construction” and I employ it in my writing.

0 1 2 3 4 5

I understand the meaning of plagiarism and I know how to avoid it.

0 1 2 3 4 5

I know how to properly document any borrowed from outside sources by citing them in my text.

0 1 2 3 4 5

I can easily recognize clichés and worn-out words and phrases.

0 1 2 3 4 5

I avoid clichés in my final drafts.

0 1 2 3 4 5

I can easily recognize weak verbs in a sentence.

0 1 2 3 4 5

The sentences in my final drafts are almost always entirely free of grammatical errors.

0 1 2 3 4 5

I never have problems with tense.

0 1 2 3 4 5

I never have problems with pronouns.

0 1 2 3 4 5

I’m a reasonably good speller.

0 1 2 3 4 5

I always know where and when to use a comma.

0 1 2 3 4 5

I always know how and when to use a semicolon.

0 1 2 3 4 5

I always know how and when to use a colon.

0 1 2 3 4 5

I always know how and when to use dashes.

0 1 2 3 4 5

I always know how and when to use hyphens.

0      1      2      3      4      5

I know how and when to use parentheses.

0      1      2      3      4      5

I know how and when to use ellipses.

0      1      2      3      4      5

I know how and when to use double quotation marks.

0      1      2      3      4      5

I know how and when to use single quotation marks.

0      1      2      3      4      5

I know how and when to use numerals in a sentence.

0      1      2      3      4      5

I always know when and how to use capital letters.

0      1      2      3      4      5

Part Two. Based on your responses to the statements above, compile a list of semester goals to improve your writing. Prioritize the list. Write out each goal in sentence form. Type up and print out your finished list.