

ENG 30066-001: Writing in the Public Sphere Reflective Essay

Instructor: Professor Jessica Corey
Length: 3-5 pages or multimodal
Percentage of Grade: 10% (100 points)
Due Date:

Purpose:

An important part of learning is reflecting on what you learn—checking in with yourself every now and again to solidify your understanding of ideas, synthesize these ideas, and consider how you might apply them. This course has aimed to engage you in thinking critically through ideas and arguments presented in a variety of forms, styles, and discourses. For example, each of you, at some point in the course, has produced some form of digital composition, along with creative, research, business, and essay writing. You have been asked to consider rhetorical decisions (purpose and audience in relation to you as an individual and the decisions you make when composing). You have used multiple genres, and collaborated with community partners and one another to achieve a common goal. You will encounter many instances in which people will try to talk/write/compose above and around you. My intention with this variety of material was to further develop your ability to respond to such instances, and to consider opportunities to do well and to do good. In your final assignment, I would like you to reflect on your experiences in this course and the meaningful ways in which you will take them with you into your future.

Assignment:

We read and analyzed Loren Eiseley's poem, "Our Own True Notebook," and book chapter, "The Gold Wheel." In your Reflective Essay (which may be completed as a creative non-fiction memoir, traditional essay, or a multimodal composition), reflect on how this course, and your approach to it, has been a part of your "own true notebook." What have you learned about yourself as a writer, a student, and/or as a person? How have the context you live in, and the context in which you completed your assignments, influenced this awareness? What about you as an individual may have developed over the semester, as a result of this course or otherwise, and how can you apply it to future contexts? How has your interpretation of the contents of your "notebook" (not literally, metaphorically) changed during the course of the semester? Were you a fugitive upon entering this class, and this class allowed you to embrace that identity? Did you become a fugitive as a result of this course? Did you find a gold wheel in this course, the way that Eiseley found one near the Rudd mansion? Did this class function in some way as your tea wagon journey? Eiseley had a different understanding of "the public sphere," how has your understanding of the public sphere, and response to it, changed since being in this class? How have you come to "read" and "write" the materials in class, knowledge about yourself, and your attitude toward writing differently? You may write about the course as a whole or write about a significant experience you had with one of the readings and/or writings. Your essay should follow the conventions outlined in your previous work for this course. You may choose to include quotes from specific works, and even from your own previous work.

Note: For those of you choosing to complete a multimodal project (video, comic, Prezi, etc.), I am not requiring an accompanying write-up (as I did with the visual essay assignment)—as long as the multimodal composition is self-explanatory. If you're doing something unconventional with symbolism or engaging in similar practices, please provide a written explanation.

Evaluation Criteria:

- * Appropriate and complete response to the assignment
- * Evidence of critical thinking
- * Incorporation of discussion about Eiseley's work via quotes from the text
- * Inclusion and synthesis of concepts explored throughout the semester
- * Proper citation of outside sources (if included). No need to cite the texts from the course
- * Presentation of error-free texts