**Unit 1 – Education Narrative**

**Assignment:**

In this unit, you’ll have a chance to discuss your educational journey and goals, in whatever way you want to define “education.” We’ll look at the genre of Education Narratives to learn:

1) what it means to be a genre,

2) how people craft them, and

3) what our own narrative can reveal to us and to others.

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| In this unit, you will write about a significant event or events that had an impact on the way you view education and/or school. Think about the examples we’ve read in class: they talk about specific events in-depth, using concrete, significant detail-- and then they explain why those events were important-- not just to the writer, but to the *reader.*What can your experiences with education tell your audience about the educational system in America, for example? Or about language? Or about the ways we learn? You want your reader to come out of your narrative having learned something or thinking about things in a new way |

**You may want to write about:**

* an event in your **educational career**that was particularly formative;
* a **specific literacy/learning**event that led you to become the thinker you are today;
* the first time you had a **profound experience**related to language or learning;

**Whatever the context you choose from the examples above, you should:**

* Talk about how the event **shaped your relationship**to school or education in general;
* Talk about how your particular experience **relates to some of the bigger social and cultural issues**we discussed in class, such as race, the education system, Standard Written English (SWE), etc.;
* Reflect upon how your experience has **enabled you to understand something specific**about reading, writing, learning, or language AND how that understanding reflects on the communities/world you inhabit.

**What will you be graded on?**

* Your ability to develop an overall point/significance for your narrative.
* Concrete, significant detail (are you painting us a picture?)
* Focused event (did you focus on one event or connected, series of events?)
* Language: Have you incorporated sentence structure and vocabulary that allow you to express the complexity of your ideas in a clear, effective style? This style *does not* have to be Standard Written English (SWE)
* The carefulness of your proofreading and organization You should be able to explain the choices you made.
* Word count: At least 1000 words!

**Schedule:**

**Monday, Sept. 7 – no class**

***Due by end-of-day Wednesday 9/9***

**WRITE:** Be sure to post your Time Capsule from the Introductory Activities assignments. Use Category Intro-Two.GET TO KNOW: Look at your colleagues’ time capsules and Intro-Two posts, and start a conversation! Make at least two comments. Kind comments only!

**READ:** p.135-153 of Carillo “Navigating This Perfect Storm:

<https://openlab.citytech.cuny.edu/blaineng1101regularfa2020/files/2020/08/carillo-navigating-the-storm.pdf>

You’re only reading part of this longer piece which is really meant for faculty, but the first pages talk about education and our “post-truth” world. She says that we’re teaching students to look only at the content and not at who wrote something or why it was written or even how it was written, and that can be dangerous. It’s not an easy piece, so to help you make sense of it do this: Please take out a piece of paper and a pen (or pencil) and have it beside you as you read. Just write down whatever stands out to you from the text-- jot down a few key words. Doodle! Write a summary. Write a question. There are no right or wrong answers here.

**WRITE:**  Create a new Discussion post of at least 300 words discussing the following questions. You can also post the picture of your notes from the reading in this same post:

* In his article, Ellen Carillo worries that we’re creating students who don’t know *why* something was written and therefore they don’t *care* why it was written or why they’re even reading it. Is she right about that? How has your education influenced that – have you ever had to read not just for meaning but for context? What difference did it make or do you think it would make?
* She talks about *Google-knowledge* vs. *understanding* and talks about a study that shows reading online makes us better at one than at the other, and that’s not good. Is she right? Why?
* The section from p.146-153 talks about ways to help students be better readers. What experiences have you had with any of those tools – good, bad, or otherwise? What would *you* suggest?
* **Title it “Common Core – your name” and use the Category Unit 1.**

**Wednesday, Sept 9. [Reminder: we’re on Zoom now.]**

**10-11:40 class session.** Talking about genre – what it means, why it’s important

***Due by end of day Sunday, 9/13:***

**READ:** “Mother Tongue” by Amy Tan: [<http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf>](http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf)

While you are reading, fill out a “double entry journal” (DEJ)*.*  How do you do this? It’s pretty simple.

1. In the left hand column of the DEJ, write down four quotes that stick out to you for any reason ***as you’re reading***-- you can find them interesting, maddening, funny, whatever. Don’t forget the page number, if applicable.
2. ***When you’re done reading,*** fill out the right hand column. That is, you respond to the quotes you chose. Do you agree or disagree? Why or why not? Be specific! It’s okay to be as opinionated as you like.
3. **When you’re done, take a picture, create post with the title “Tan DEJ – *your name*” and post it using the category Unit 1 .**

**WATCH:** Jamila Lyiscott “3 Ways to Speak English” (believe me, you’ll like this one!)

Video: [<https://www.youtube.com/watch?v=Qn_mqVD_7XQ&feature=youtu.be>](https://www.youtube.com/watch?v=Qn_mqVD_7XQ&feature=youtu.be)

Here is the transcript-- you may want to read along as you listen: [<https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/three-ways-to-speak-english-by-jamila-lyiscott.pdf>](https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/three-ways-to-speak-english-by-jamila-lyiscott.pdf)

While you’re reading, have a piece of paper nearby-- write down whatever words stick out to you. Doodle if you want. Just take whatever notes your mind wants to take!

**WRITE:** As a blog post (at least 300 words) in which you write about your experience with various “Englishes.” In other words, how has your experience been similar to Lyiscott’s and/ or Tan’s? Please be specific and use at least one quote from Tan or Lyiscott in your response. **Title it “Englishes – *your name*” and use the Category Unit 1.**

**Monday, Sept 14**

**10-11:40 class session.** Genre conventions of an education narrative

***Due by end of day Wednesday, 9/16:***

**READ:** “Maybe I Could Save Myself by Writing” [<https://gen.medium.com/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5>](https://gen.medium.com/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5)

**WRITE:** **(Discussion Post)** So far in this unit, we have read (and heard) three examples from the *genre* of the “education narrative.” Your first essay assignment in this class will be to write in this genre yourself. So for this discussion, I’d like us to have a conversation about what the features of this genre are. Please discuss some of the following:

* What, from what you’ve seen so far, are the “ingredients” (also known as “conventions”) of an education narrative?
* What do you think might be a place to get started with your own education narrative?
* What are your questions or concerns about writing an education narrative of your own?
* If you like, you can also feel free to share an educational experience you had and ask for feedback from your colleagues (and me) to see if we think that might be a solid place to begin writing.
* **Title it “genre – *your name*” and use Category Unit 1.**

**Wednesday, Sept 16**

**10-11:40 class session.** Getting specific in storytelling

***Due by end of day Sunday, Sept 20:***

**READ:** “Tardy” by Lynda Barry. [<https://jackshalom.net/2018/10/17/tardy/>](https://jackshalom.net/2018/10/17/tardy/)

**THINK:** Think of one specific incident that changed your views on education. Picture the *scene* (for example, when Marlys walks into the office and gets her tardy slip.)

**WATCH and WRITE:** Please watch and do the activity outlined in the following video by Lynda Barry (she’s the person who drew the comic “Tardy!”). You will need:

* Two pieces of paper
* Something to write with
* A few words (“When Miss Speck told me I was going nowhere in life”) describing a scene from your life that changed your views on education. Write this description at the top of one piece of paper. This will be the “X” page (meaning, you draw an X right through the page.
* Ignore the screen that says “pause play.”

**DO:** The exercise as the video plays -- just follow along.

[<https://www.youtube.com/watch?v=UjmwJX4KobY&feature=youtu.be>](https://www.youtube.com/watch?v=UjmwJX4KobY&feature=youtu.be)

To clarify: you answer the questions Lynda Barry asks anywhere on the X page. Answer in note form. The “X” is to remind you that the rules of the paper are off-- you don’t have to write in the lines.

After you’ve answered these questions, you’ll write the scene out in paragraph form, like you’re writing an essay or a story. **Title it “Barry – *your name”* and post it using Category Unit 1.**

Keep in mind that this, like every exercise we do, is meant to help you toward your essay writing. I hope that you find a scene you’ll be able to use in your essay-- and if not, I hope you learn something about writing scenes.

**Monday, Sept 21**

**10-11:40 class session.** Visualizing your story

***Due by end of day Wednesday, Sept 23:***

**READ (and do a Double Entry Journal for):** DePeter, Ron. “How to Write Meaningful Peer Response Praise”

*<https://writingspaces.org/sites/default/files/depeter-write-meaningful-peer-response-praise.pdf>*

**WRITE*:***On pages 44-46, DePeter asks you to try out two feedback responses. So… do! Post them along with what in the best of all possible worlds you would consider “good” and/or “useful” feedback – get specific: do you just want praise, or do you want some help? And what about grammar hunt stuff: yes or no? Post what you’ve written: **Title it “DePeter – *your name”* and use Category Unit 1.**

**Wednesday, Sept 23**

**10-11:40 class session.** Writing a Reviewer’s Memo

***Due by end of day Sunday, Sept 27:***

**POST:** Draft of Education Narrative with Reviewer’s Memo on the bottom due in the Google Drive folder 🡪 Unit 1 – Education Narrative 🡪 Group folder with your name. The Reviewer’s Memo should address these three things:

1. **This is what I intended to do:** Here’s why I wrote it. What I hoped it would do. What I want people to take away from the piece.
2. **This is how I feel about the project so far:** how I think it’s going, what problems I’m having, what I think is working, and what I think I need help with, what I’m proud of, etc.
3. **Here are other questions/issues I would like the reviewers to look at such as:** what do *you* think is working? What is confusing? Do the Source entries address the things they should (author, audience, genre, etc.)? Have I mentioned or used something from the readings? If this were your essay, what would you do next?

**Monday, Sept 28**

**10-11:40 class session.** How to do a workshop that works

***Due by end of day Wednesday, Sept 30:***

**WRITE:** Remembering what DePage says about positive peer response, do these two things to respond to your three peers’ Drafts:

1. Use the Comment feature to make comments as you go – things you really liked, places where you wanted to ask questions either about what they’re saying or what else you would like to know. Here are some prompts for the kinds of comments you can leave:

* I liked ( ) because ...
* I got this from reading your work:
* I found this part interesting ( ) because...
* I got confused here ( ) because...
* I wanted to know more about because...

1. At the very end, leave an overall comment where you include at least one key quote that stands out to you. It will be very important to pick an appropriate quotation to respond to -- one that expands on your comment so that the writer can get a good idea what your comment meant.