

WRT 104; Spring 2014

Project #1 Assignment Sheet

Instr: L. Brigette

**DUE: 1<sup>st</sup> draft** – Friday, Feb. 21<sup>st</sup>

**2<sup>nd</sup> draft** – Monday, Feb. 24<sup>th</sup>

**PrePortfolio/Final** – Wednesday, Feb 26<sup>th</sup>

### **Project #1**

#### **Looking and Thinking Again: An Educational Memoir**

So far in WRT 104 we've discussed your writing processes, the difficulties you often face in your processes, the revision practices you've been exposed to and/or use on a regular basis, and how writing changes when we consider our rhetorical situation (audience, purpose, and message). We learned that some of the difficulties we all face include: eliminating distractions, choosing a topic, establishing a thesis, making a detailed outline, getting through first draft, making an essay coherent and organized, staying on topic, finding the best words to say what we want to say, and finally, managing procrastination.

In doing all of this we've established that some of you are happy with your writing processes, though some of you feel there is more left to gain from a better process. Luckily based on our newly identified writing strategies—complete with our two branches of “re-vision,” the fact that we value “looking back” and “thinking again,” and the rhetorical situation—we've established a helpful tool box to manage the difficulties you face in writing.

❖ *Let's put them to the test.*

The last part of our unit asks you to consider Paulo Freire's chapter, “The Banking Method of Education,” and to more closely consider some of the details of your educational experiences. We are going to put your experiences into conversation with theories of “banking” and “problem-posing” methods of education (from Freire's chapter). To do this, we're exploring our learning experiences—both positive and negative—and we're going to try and determine whether they are examples of “banking,” “problem-posing,” or whether there are elements of both.

For this first formal essay assignment, I'd like you to consider TWO educational examples from your life—one being the significant learning experience from your Mini Essay, and one being a course activity or set of assignments you've engaged in recently (from any class)—and answer the following prompts in an organized essay:

#### **Part 1:**

Please thoroughly discuss your two educational experiences and say, specifically, which elements of each you think demonstrate methods of “banking” and which demonstrate methods of “problem-posing.” This means that you will describe the details of your experiences and explain which of Freire's methods you observed/experienced by using direct quotations from the text [we will model this in class].

#### **Part 2:**

Please discuss what you've gained from looking back and reflecting on the two educational experiences you'll be writing about. For example, you might think about: Have they helped you cope with other learning challenges or situations? If so, *how*? Did either they (or one) prepare you for a future assignment/activity/course? Did you learn anything about yourself in looking back and remembering the experience, and then writing about it? If they gave you confidence, how did that help you with new challenges? Did you learn any life-lessons that have shaped how you live your life? If yes – what lesson/s? Were you surprised by anything that came back to you? Some of this you've already written about. \*\*Please use as much detail as possible, and be specific in explaining your reasoning

**An added challenge:**

Please also consider the following question at some point in your essay.

➔ Did any of Freire's concepts help you understand why some experiences affect you long term, and why others are not as memorable? If yes – *how*? If not – please say how Freire's methods have helped you understand some of your experiences.

**Also note:** I will try to make sure that we talk through as much of this as we can in our class discussions. I expect that some of your Project #1 revelations will stem from class discussions and you will further develop them in your essay.

**Nuts and Bolts (These must be present in your essay.)**

- Typed, double-spaced, Times New Roman, 12pt. font.
- 1.0" margins (the default is 1.25", you *will* have to change it.)
- No cover page necessary
- Use MLA formatting when you site specific quotes from the texts (we'll go over this, see *Little Seagull Handbook*).
- **Length:** At least 3 full pages, but no more than 6 full pages (we'll discuss this, too).
- **Draft/Revision Workshop #1** – Your 1<sup>st</sup> FULL & COMPLETE (but rough) draft of this is due Friday, February 21<sup>st</sup>. Please bring a HARDCOPY of this draft to class with you as we will be workshopping for your revisions. (You must have a draft to participate.)
- **Draft/Revision Workshop #2** – Your 2<sup>nd</sup> full (but rough) draft is due on Monday, February 24<sup>th</sup> – please bring a HARDCOPY of your draft for round two of revision workshops. (Again, you must have a draft to participate.)
- **Pre-Portfolio/Final Draft Due:** Wednesday, February 26<sup>th</sup> (In class by hardcopy).
- This essay is worth 10 points toward your final grade and may be revised throughout the semester.

***If you have questions, please do not hesitate to contact me:***

- Email: [lindy\\_briggette@my.uri.edu](mailto:lindy_briggette@my.uri.edu)
- Phone: 207-671-1033
- We can meet in person on campus before class or at another time.