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Personal Reading Response 1 (10%)

Assessment Details

Life is messy, complicated, and unfair.  This assignment challenges you to reflect upon what we have learned about in the course so far and apply your knowledge and insights to your own lived experience.

Learning Outcomes Assessed:

1. Cultivate a critical vocabulary of the concepts and terms relevant to life writing as a literary genre.

2. Compare selected theoretical approaches to analyzing cultural and social contexts in life writing and its representations of identity.

3. Critique the construction of self in life writing in relation to expectations of cultural authenticity.

5. Analyze what constitutes life writing in contemporary media environments and genres.

6. Create a personal narrative and analysis that reflects on the issues, concepts, and controversies surrounding Life Writing.

Structure:

A 4-5 page (double spaced) critical reflection on an event from your own past and the connections you have to course concepts covered so far in weeks 1-3.

Instructions

Step 1: Review and Prepare

Review the content  modules from Weeks 1-3

Review this assignment outline in its entirety to make sure that you…

Understand the instructions

Understand the grading rubric

Review and familiarize yourself with Sheridan’s Academic Integrity Policy and review the chart (below) on acceptable use of Artificial Intelligence.

Assessment Type: Individual

Artificial Intelligence:  This assignment is LEVEL 3/4, or YELLOW/GREEN.  AI may be used for the following elements of your assignment: idea generation and structuring, editing (including spelling and grammar).

ACCEPTABLE USE OF ARTIFICIAL INTELLIGENCE SOFTWARE

BLOOM’S TAXONOMY LEVEL

SAMPLE ASSIGNMENT VERBS

ASSIGNMENT DESCRIPTION

1

NO AI

Creation

Produce new or original work

Create, design, construct, conjecture, develop, formulate, investigate

The assessment is completed entirely without AI assistance. Students rely solely on their own knowledge, understanding, and skills.

AI must not be used at any point during the assessment.

2

AI TASK COMPLETION, HUMAN EVALUATION

Evaluation & Synthesis

Justify a stance, decision, or opinion

Evaluate, synthesize, appraise, judge, critique, reflect

AI is used to complete specific elements or content in the assignment, with students providing non-AI generated discussion or commentary.  The assignment requires critical engagement with AI-generated product and evaluating its output.

AI is used to complete specified tasks in the assessment, but students must do their own evaluations/synthesis of the AI content. Any AI-created content must be cited/acknowledged.

3

AI-ASSISTED GENERATION AND STRUCTURING

Analysis

Draw connections amongst ideas (generated by AI)

Analyze, brainstorm, differentiate, generate, organize, relate, compare,

AI can be used during the process of the assessment for brainstorming, creating structures, generating ideas, and feedback for improving work.  Students may be asked to submit any AI prompts used, drafts of their own work, and acknowledge how they used AI throughout the assignment.

No AI content is allowed in the final product (the analysis), but AI may be used as a tool to assist students with the ideating process.

4

AI-ASSISTED EDITING

Application

Use AI generated tools/information in new situations or contexts

Apply, use, implement, schedule, operate, execute, utilize

AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but some or all the ideas/content must be generated by the student.   The student’s original work (with no AI content or editing) may be requested by the instructor as an appendix to the final submission.

The assignment may allow for AI-assisted editing (Level 4) in conjunction with Levels 1-3 of this chart, as specified by the instructor.

AI may be used to refine the student’s final product, but no new content should be created using AI.

5

FULL AI

Comprehension

Explain ideas or concepts

Knowledge

Recall facts and basic concepts

Classify, describe, explain, discuss, identify, illustrate, report, show, translate

Define, list, memorize, state, repeat, choose, find, select, tell, match, research

AI should be used as a ‘co-pilot’ in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.  Students will be assessed on the overall quality of the final product/assignment.

Students may use AI throughout all aspects of the assessment to support their own work and do not have to specify which content is AI generated.

Step 2: Written Component–Summary or Narrative Account

Consider the course concepts and ideas that we’ve covered over Weeks 1-3 and reflect upon a time that you witnessed something unfair or unjust happening (either to yourself or to someone else).  Why does this particular memory come to mind?  Is is recent and fresh, or is it an older (and perhaps more formative) memory?

Next, you will recount your memory for me.  There is no prescribed format for how you choose to present this section.  You can do it as a mini graphic memoir, you can script it, you can narrate it, etc.  If you were simply to summarize the situation, I would expect the length of this part to be between 1-2 pages, double spaced.

As this is a course on life writing, you may feel free to include an accurate account of any language used.  Your summary should address the following points:

When and where did the encounter take place?

How old were you?

Who was involved?

What happened?

What was your role in the situation?

How did you respond?

Looking back, would you have changed your response at all?

Step 3: Written Component–Explore Connections to Course Concepts

Once you’ve summarized or narrated your memory, you will then provide an analysis section of approximately 2-3 pages (double spaced).  In this section, you should utilize course concepts and incorporate them into an analysis of your summary.  What insights do you gain about yourself and/or your experience when considering it from a life-writing perspective?

Before you submit…

Be sure that your written response meets the following criteria:

4-5 pages in length, double spaced (this does not include reference or paratextual pages)

Incorporates examples and evidence from the primary text chosen

Cites and references in MLA or APA

Is completed in the language of instruction (English)

Has been completed individually and/or with the appropriate use of AI

Is saved as a docx or pdf file (I cannot open Mac Pages files)