**Personal Memoir and Analysis (30%)**

**Assessment Details**

The goal of this assignment is to help you explore and express a meaningful personal story through the combination of narrative and visual elements, a key skill in graphic memoir. You will create a short graphic memoir (roughly 4-5 pages), focusing on a personal experience, memory, or pivotal moment in your life. Through this process, you will develop your storytelling, drawing, and visual composition skills while reflecting on how images and text can work together to convey deeper meaning and emotion.  This memoir can develop any sense of emotion that you want: remember, well-told, funny memoirs can be just as interesting as dramatic ones!

**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.
4. Evaluate the construction of truth in life writing using selected critical theories.
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 graphic memoir that demonstrates your understanding of the course concepts covered.

**Instructions**

**Choose Your Story**

Select a personal memory or experience that holds emotional significance for you. This could be a moment of personal growth, a challenging experience, a turning point, or even a small, quiet moment that shaped you in some way. Your story can be focused on a single event or a short series of related events.

Examples of possible themes:

* A defining moment in your childhood or adolescence.
* An encounter that changed the way you see the world or yourself.
* A relationship—whether with family, friends, or strangers—that left a lasting impact.
* A personal struggle or achievement.

**Reflect on Themes**

Once you've chosen your story, spend some time reflecting on its emotional and thematic aspects. Consider questions like:

* What emotions did you feel during this experience?
* What lessons or insights did you gain from it?
* How has this event influenced who you are today?

This will help you identify key messages or themes you want to communicate through your graphic memoir.

**Planning (not required for submission)**

Begin by sketching out your narrative through thumbnails or a storyboard. This will be a rough outline, focusing on:

* The major transitions of your story.
* Key moments that carry emotional weight.
* Visual elements that enhance the narrative (settings, facial expressions, body language, etc.).  
       
  You will need to consider the following as you structure your narrative:
* How do you want to structure the pacing of the story? (e.g., linear, fragmented, flashbacks)
* Are there any recurring symbols, motifs, or metaphors you can use visually?
* What kind of tone do you want to convey—humor, sadness, nostalgia, tension?

**Create the Graphic Memoir**

With your storyboard as a guide, create the final version of your graphic memoir. Use a combination of drawings and text to tell the story, remembering that the visuals are just as important as the words in conveying meaning. The balance between the two will vary depending on your style and the story you're telling, but aim for a clear and cohesive combination.

Tips for the visual component:

* Use different panel sizes and layouts to control pacing and emphasize key moments.
* Experiment with different visual techniques (e.g., black-and-white, color, abstraction, realism) to evoke the right mood.
* Pay attention to the way you use facial expressions, body language, and environment to enhance the emotional depth of your narrative.

NOTE: you are NOT expected to be an artist to do this assignment.  One good example would be [Hyperbole and a Half](https://hyperboleandahalf.blogspot.com/), which uses a paint program to draw very basic images.  If you can't draw, lean into it!  Make it a bit more ridiculous as a narrative technique!

If you choose to do this stage by hand, you may scan or photograph your work and upload it as a PDF document for me.

**Write the Reflection**

After completing your graphic memoir, write a 2-3 page reflection that addresses the following:

* Why you chose this particular story to tell.
* What you learned through the process of creating this graphic memoir.
* How the combination of text and images helped convey the themes and emotions of your story.
* Any challenges you faced while creating the piece, and how you overcame them.

**Artificial Intelligence and Academic Integrity**

This assignment is a **LEVEL 4 (GREEN) ASSIGNMENT.**AI may be used for the following elements of your assignment:

* editing (including spelling and grammar)

**School of Communication and Literary Studies**

**AI2Assessment Scale**

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|  | **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**. |

**Personal Memoir Assignment Rubric**

| **Criteria** | **Excellent (A)**  **10-9 Points** | **Proficient (B)**  **8-7 Points** | **Basic (C)**  **6-4 Points** | **Needs Improvement (D/F)**  **3-1 Points** | **Unsatisfactory**  **0 Points** | **Points** |
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| **Storytelling & Narrative** | The narrative is clear, engaging, and emotionally impactful. The story is well-developed with depth, and the theme is insightful. | The narrative is mostly clear and engaging. The story has some depth and conveys a strong theme. | The narrative is somewhat clear, but may lack depth or clarity. The theme is only partially developed. | The narrative is confusing, disjointed, or lacks emotional engagement. The theme is unclear or underdeveloped. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |
| **Visual Execution** | The visual style is thoughtfully chosen and consistently applied. Strong attention to detail and creativity in the use of line, composition, and color. | Visual style is appropriate and consistent. There is some creativity in the use of space and composition, but it could be more refined. | The visual style is inconsistent or lacks creativity. Some panels may be unclear or underdeveloped. | The visuals are confusing, poorly executed, or inconsistent. Little thought is given to layout or style. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |
| **Integration of Text & Image** | Text and images work seamlessly together to enhance and complement each other. Dialogue, narration, and visuals effectively convey the story’s emotional tone. | Text and images mostly work together well. The relationship between the two is mostly clear, with a few moments where they could be more integrated. | Text and images are somewhat disconnected. Some panels or pages feel text-heavy or visually unclear. | Text and images do not work well together. The relationship between the two feels disjointed or forced. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |
| **Emotional Impact & Theme** | The story resonates deeply with the reader. Strong emotional and thematic layers are woven throughout the work, creating a lasting impact. | The story evokes some emotional response. The theme is clear, though it may not have the depth or resonance of a higher-grade work. | The emotional impact is weak, and the theme is underdeveloped or unclear. The story lacks emotional depth. | The story has little emotional impact, and the theme is unclear or absent. There is no real emotional resonance. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |
| **Reflection** | The reflection is thorough, insightful, and well-written. It demonstrates deep thought about the process, challenges, and personal significance of the project. | The reflection is clear and thoughtful, with a good discussion of the process and challenges. | The reflection is basic, covering only surface-level thoughts on the process. Lacks depth or self-awareness. | The reflection is incomplete or lacks insight. Minimal thought is given to the process or the project’s significance. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |
| **Technical Execution (Memoir and Analysis)** | Excellent technical execution. The work is polished, with clean lines, appropriate use of color, and well-composed visuals. | Good technical execution with only a few minor issues (e.g., stray marks, uneven inking, spelling/grammatical errors). | Adequate technical execution, but some issues with presentation, cleanliness, or attention to detail. | Poor technical execution. There are significant issues with presentation, such as grammar mistakes, poor inking, or unclear visuals. | Criteria not met or not present  Assignment may be in breach of academic integrity policies. | /10 |

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|  | **Before you post your reflection and responses to your peers...**  Be sure that your work meets the following criteria:   * + Your graphic memoir is post is 4-8 pages in length   + You have completed a 2-3 page written reflection of the process. |