**Personal Reading Response 2 (20%)**

**Assessment Details**

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.  The goal here is to explore how we can better understand the human condition through works of literature, so this response will be subjective in nature.

**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 one of the characters that we encountered in the texts that we read in Weeks 4-7.

**Instructions**

**Step 1: Review and Prepare**

1. Review the content from Weeks 4-7
2. Select either *The Best We Could Do* or *Citizen 13660*as the primary text to focus upon for this assignment.
3. Review this assignment outline in its entirety to make sure that you...
   1. [Understand the instructions](https://youtu.be/ebZOfT6sfps?si=55arA0DsHIb1hPue)
   2. Understand the [grading rubric](file:///C:\d2l\common\dialogs\quickLink\quickLink.d2l?ou=1331778&type=rubric&rCode=Sheridan-8036514)
4. Review and familiarize yourself with [Sheridan's Academic Integrity Policy](https://central.sheridancollege.ca/academic-integrity-office?check_logged_in=1) 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).

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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**. |

**Step 2: Self-Reflection (not required for submission)**

Consider the course concepts and ideas that we've covered over Weeks 4-7 and reflect upon the characters that we've encountered in the graphic memoirs from these modules.  Which character resonates most strongly with you?  Why is that the case?

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|  | **Choosing a Character**  You do **not** have to choose the protagonist (subject) of the memoir.  Life writing includes the portrayal of all sorts of different people (or "characters") with which you might resonate.  Be sure to consider the less-obvious options as well! |

**Step 3: Written Component--Connection to the text (required for submission)**

Next, you will recount explain why the character that you've chosen resonates with you.  Did you have a similar story or experience?  Does the character remind you of yourself or someone from your own life?  Have you learned a similar lesson or overcome a similar obstacle?  Is there something about the character that makes you have a strong emotional response to the narrative?

You should analyze your connection to the character using examples from both the text and your own life to discuss the significance of the text and how it creates meaning for you.  You may use "I" and feel free to approach this assignment in a structure that makes sense to you (journal entry, reflective essay, etc).

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|  | **Before you submit...**  Be sure that your written response meets the following criteria:   * + 4-5 pages in length, double spaced   + 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) |