

07S: 193/ 08P: 198 Teaching Literature to Adolescents

Michelle Holschuh Simmons

Fall 2004

Reading Autobiography Assignment

Due Wednesday, September 15th

Length: 4-6 pages double-spaced

INTASC Standard H

Description: The reading autobiography is designed for you to explore your own development as a student and as a future teacher of literature. It asks you to excavate your reading memories, choosing the poignant memories (both positive and negative) that have influenced you in how you view the reading and literary experience. **This is not a pure chronology of your reading life.** Instead, it asks you to focus on three to five focal events, people, or themes that have somehow shaped you in significant ways. For example, you might focus on a school experience that was positive or negative, a teacher or adult figure that played a prominent role at some point in your reading life; a book or author that spoke to you, etc. Finally, the paper should offer some insight into how these experiences have shaped you in becoming the reader and future teacher you imagine for yourself. How have these experiences shaped your own goals for your literature classroom? As a result of these experiences, what is or is not important to you?

Assessment: A superior paper will exhibit the following qualities:

- Displays evidence of critical thinking and offers insight into author's reading life;
- Is clearly and deliberately organized, perhaps with a thesis statement and topic sentences;
- Is *not* a simple chronology of everything author has read;
- Shows evidence that it has been revised and *not* simply written as a stream of consciousness from beginning to end with no revision;
- Uses the conventions of written English (spelling, punctuation, grammar, sentence structure, etc.);
- Shows awareness of the audience by being engaging to read.

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