SELF NARRATIVE

Purpose: For this assignment, you will write a narrative about yourself that reflects your relationship to agriculture and farm related experiences. The purpose is to get you thinking and reflecting on your farm experiences and learn to identify them, describe them, and communicate introspective/critical ideas.

Context: You are studying at the first land grant university, which is well known for its agriculture college and which is located in a state that has one of the highest agricultural output in US. In addition, you are participating in a learning community that focuses on agriculture-related studies. I am also assuming that you have some sort of farm experience although it might not entirely be true. In any case, you are surrounded by an agricultural community from which you can draw experiences.

Audience: The audiences for this paper are the following: your instructor, your peers, and members of the agricultural community. Make sure that your narrative is academically appropriate, engaging to your peers, and insightful to members of the agricultural community.

Criteria

Page length: 1 ½ single-spaced pages (Times New Roman, 12-point) + images (optional)
Due Date: September 18, 2006

Tasks

1. Free write 3 narratives about yourself (one of them has to be only one sentence long)
2. Select one of the above narratives
3. Develop the narrative
   a. Include details such as who, when, where, what, why, how
   b. Include a narrative aspect: there should be a story
   c. Include sensory inputs such as sight, smell, touch: recreate sensory inputs for the reader
   d. Include an introspective element of how you react by looking back at the incident
   e. Discuss a learning moment you experienced through this incident

Some Hints

These are simply hints; you don’t have to limit yourself to these ideas.

1. The-lights-went-on Moment: Come up with an incident when you grasped an idea, a concept, or a particular skill that was eluding you. Write a narrative of your progress toward understanding. How did you come to understand? How did your perceptions change? What changed? Your paper could reflect on your process, its relevance, and the change in your perceptions. Help the reader relive the moment.

2. I-was-a-kid-then Memory: Pick a vivid memory from your childhood. Recreate the childhood context, your sensibilities, your beliefs, and your view of life. Reflect back on how it is similar or different now. Relate to the reader why this memory is important /memorable to you.
3. **I-achieved-something Event**: Think of a time when you achieved a personal goal. Relate to your readers how you met your goal. Describe your successes, failures, frustrations, and moments of glory. Make sure that your readers understand why the goal is important to you.

4. **Things-are-not-what-they-seem Moment**: Consider an event that you initially thought was a bad experience, but then you later (or even now) realized that it wasn’t so bad after all. Describe the event, relate why you thought it to be bad. Reflect on how your perceptions on it have changed, to what extent and why. Recreate for the readers the initial perspective and lead them through the perceptual change.

**Evaluation Criteria**
The following is a checklist for evaluation

**Process**
Each criterion is based on the drafts you turn in.
- Free writing samples
- Peer response draft
- Final draft

**Product**
These criteria are based on the final draft

**Content**
- Details such as who, when, where, what, why, how
- Narrative aspect
- Sensory inputs
- Introspective element
- Critical learning moment

**Rhetorical Triangle**
- Addresses the audience
- Achieves the purpose
- Creates the context

**Structure**
- Has a coherent sense of organization
- Uses smooth transitions between idea chunks
- Is effectively developed that readers don’t have more questions than answers

**Grammar**
- Has mechanically correct sentences
- Is proofread
- Has a distinct style