

Framing & Reflection

Short Assignment 2

Personal Abecedarius

Interdisciplinary and social-expressivist goals.

One of my goals is to help students build confidence in strategies that move in and out and within and around different types of rhetoric, so feeling prepared to view writing as an interdisciplinary craft. The Personal Abecedarius assignment asks students to reflect on themselves and what has “coded” them (their sociocultural identity, their “context”), with the epistemic underpinnings of the autoethnography presented here in the form of creative nonfiction. So: students are in control of the language they are using, but the greater question the assignment is asking is scaffolding towards more epistemic perspectives.

With regards to the “liberal education redux” and social-expressivism philosophy, the Personal Abecedarius seeks to connect self to social and natural worlds, in order to better promote understanding of diversity: that no identity is more or less legitimate, that all identity is complex and contextual--that nothing, not even ourselves, are ahistorical or apolitical, and thus neither is our interpretation and experience of the world.

Sequencing.

The other point of the Personal Abecedarius is to understand how our own embodiment and experiences are not ahistorical or apolitical, that our identities are informed by context. This leads to the Antiracist and Inclusivity Statement Major Project, hopefully preparing students to look at privilege and their relationship to it by prefacing here with an assignment that examines themselves in relation to society and culture via autoethnography.

Note to self: I may end up looking into adding an assignment that is more like a braided lyric critical essay--incorporating creative writing and research. Kind of like a Personal Abecedarius + annotated bib? We'll see.