

ENG 101 – Module 3: Autobiographical Writing

Course-level Objectives	Module-level Objectives	Learning Materials	#	Activities	#	Assessments	#	
<p>1. Demonstrate the phases of writing: draft, revision, final copy.</p> <p>2. Show control of writing conventions: spelling, punctuation, capitalization, and grammar.</p> <p>3. Give effective feedback and make use of peer feedback.</p> <p>4. Critically analyze a variety of textual material.</p> <p>5. Effectively write for academic, persuasive, business, creative and personal purposes.</p>	<p>1. Plan a personal narrative using prewriting techniques.</p>	<p>NMSU Library: Search & Find – Autobiography http://lib.nmsu.edu/</p>		<p>Course Discussion: Consider your reading choice – How does the author present information in a way that is interesting and insightful?</p>		<p>Life Map (40 points)</p>		
		<p>Biographical Movies: http://www.filmcrave.com/-list_genre_movie.php?-genre=Biography</p>		<p>Write a 5-page Autobiographical Essay (see Autobiographical Essay Rubric for guidelines).</p>		<p>Quiz: Biographical and Autobiographical Writing (20 points)</p>		
		<p>3. Write an autobiographical essay.</p>	<p>Handout: Life Mapping, An Autobiographical Writing Tool (Directions and Rubric)</p>		<p>Develop a 10-minute Autobiographical Presentation (see Autobiographical Presentation Rubric for guidelines).</p>		<p>Oral Autobiography Presentation: Answer some key questions about the biographical subject you researched. (50 points)</p>	
			<p>PowerPoint Lecture: Autobiographical Writing</p>		<p>Find, checkout and read a biography from the library.</p>		<p>Autobiographical Essay (100 point)</p>	
			<p>Autobiographical Essay Rubric</p>		<p>Create a Life Map (see Directions and Rubric for guidelines).</p>			

ENG 101 – Module 3: Autobiographical Writing (Facilitator Guide with Possible Answers)

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<p>1. Demonstrate the phases of writing: draft, revision, final copy.</p> <p>2. Show control of writing conventions: spelling, punctuation, capitalization, and grammar.</p> <p>3. Give effective feedback and make use of peer feedback.</p> <p>4. Critically analyze a variety of textual material.</p> <p>5. Effectively write for academic, persuasive, business, creative and personal purposes.</p>	1. Plan a personal narrative using prewriting techniques.	NMSU Library: Search & Find – Autobiography http://lib.nmsu.edu/	MO2	Course Discussion: Consider your reading choice – How does the author present information in a way that is interesting and insightful?	MO2	Life Map (40 points)	MO1
	2. Identify key language, structure, organization and presentational features in autobiographical writing.	Biographical Movies: http://www.filmcrave.com/-list_genre_movie.php?-genre=Biography	None	Write a 5-page Autobiographical Essay (see Autobiographical Essay Rubric for guidelines).	MO3	Quiz: Biographical and Autobiographical Writing (20 points)	MO2
	3. Write an autobiographical essay.	Handout: Life Mapping, An Autobiographical Writing Tool (Directions and Rubric)	MO1	Develop a 10-minute Autobiographical Presentation (see Autobiographical Presentation Rubric for guidelines).	None	Oral Autobiography Presentation: Answer some key questions about the biographical subject you researched. (50 points)	None
		PowerPoint Lecture: Autobiographical Writing	MO1, MO2, MO3	Find, checkout and read a biography from the library.	MO2	Autobiographical Essay (100 point)	MO1, MO3
		Autobiographical Essay Rubric	MO3	Create a Life Map (see Directions and Rubric for guidelines).	MO1		

Time: 10-15 minutes.

Format: Small group discussions, large group reporting.

Give faculty 10 minutes to discuss in small groups, focusing on the module-level objectives and how the learning materials, activities, and assessments align to them. Then have each group report out something that stood out in their conversations.

Considerations to point out during whole group reporting:

Gaps – Even though you don't have to address every course-level objective in every module, you'll want to make sure you have assessed every module-level objective at least once, through assignments and assessments.

Misalignment – Make sure the work counts; if you have activities or assessments that don't align to the learning objectives, you're going to want to either omit or change the activities/assessments or add to/change the learning objectives.

Assumptions – Don't assume students have a skill set; for example, one of the activities is to use the library search engine. You may want to include directions for doing this.