

Writing a “Who Am I?” Autobiographical Sketch about a Classmate

Interviewing a Classmate and Using the Information for an Autobiographical Sketch

Project Summary

This assignment will help you practice three essential skills: listening, speaking and writing. These are important skills for this class—and for life. In this project, you will use all these skills as you get to know some of your new classmates. Over the next several days, you will have time to interview three different classmates. Then I am going to ask you to use your notes to write a “Who Am I?” autobiography about one of the classmates you interviewed. You will write the sketch as though you are that classmate and include information that would allow others to guess who “you” are.

Writer’s Purpose

Your purpose is to be informative. Your goal is to tell enough about the person you interviewed to enable classmates to guess that person’s identity. Feel free to be entertaining, but do not embarrass the classmate you are describing. No cheap shots!

Writer’s Role

After gathering information about your classmate, you will write a “Who Am I?” autobiography in the first person (use I) as though you were that person.

Audience

You are writing for your classmates who may not know a great deal about “you.” Based on the information you provide, they will be trying to guess who “you” are.

Form

This assignment will be an autobiographical sketch (15-25 lines) about “you.”

Focus Correction Areas

1. Accurate information—eight to ten facts (use information from your questionnaire, but do not use any physical characteristics) ____ points
2. Write in first person (use I, never he or she) ____ points
3. To be determined ____ points

Procedure

Before submitting your autobiographical sketch, you will complete several activities.

- Type One writing: In six lines or more, describe the kind of information you think should be included in an autobiography



to make it informative and interesting. We will discuss your responses in class.

- We will review the suggested questions on the Interviewer’s Notebook Focus Sheet. You may add other questions of your own.
- During three different class meetings, you will spend part of each period interviewing a different classmate (and being interviewed by that classmate). Take notes and label them.
- On the fourth day, I will announce which of the three interviews I want you to turn into the “Who am I?” autobiography.
- Draft your autobiographical sketch. Due date: _____.
- Read your draft in a one-foot voice; make changes you feel will improve your piece.
- Work with a partner to get feedback on your autobiographical sketch; double-check your FCAs to make sure you have done a good job in those areas.
- Write a second draft with all of your improvements.
- Due date: _____.