**College Admissions Essays and Personal Narratives**

**Overview**: Not only do personal narratives help us explore our own identity, but they also allow us to share that identity with others through story. While colleges use the personal narrative to get to know the students that are applying to the school, they are also looking at how students use language and ideas to craft an engaging piece of writing in a short amount of space. This writing assignment will help you learn how to express a personal experience and reflections on that experience as well provide you with a real-world writing assignment and audience

**Requirements:** You must do the following to receive full credit:

* Write a 500-600 word essay using the Common App prompts, another prompt that is useful to you, or a reflective essay on one moment in your life
* Create an engaging piece of writing that has a defined introduction, rising action, climax, and *reflective* conclusion.
* Employ literary terms on the literary terms list to advance your writing.
* Craft a personal voice and tone that sounds original to you.
* Utilize precise language that communicates bigger picture ideas, such as theme. (Vague language is limited)
* Use correct grammar and punctuation.

**Standards Covered in this Unit**

[CCSS.ELA-LITERACY.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/)  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.3.A](http://www.corestandards.org/ELA-Literacy/W/11-12/3/a/)  
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-LITERACY.W.11-12.3.B](http://www.corestandards.org/ELA-Literacy/W/11-12/3/b/)  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.C](http://www.corestandards.org/ELA-Literacy/W/11-12/3/c/)  
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-LITERACY.W.11-12.3.D](http://www.corestandards.org/ELA-Literacy/W/11-12/3/d/)  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.E](http://www.corestandards.org/ELA-Literacy/W/11-12/3/e/)  
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Process** Throughout the next few weeks, we will revise and edit rough drafts for setting, characterization, narrative elements, and *\*sigh\** grammar before you turn in the final paper. Throughout the process, you will bring in: an outline containing evidence to be used in the paper, two rough drafts (one to revise while focusing on big picture ideas, one to edit before the final paper is turned in) and a final paper.

PLEASE BRING IN DRAFTS ON REQUIRED DAYS. Drafts will be checked for appropriate level of completion. If you don’t bring in the suitable draft, you will not be able to participate in class, miss valuable learning time, and ultimately receive a suffering final grade. Seriously, don’t be that person. ☺