

# Me and My Shadow

## Posting a blog to our class website

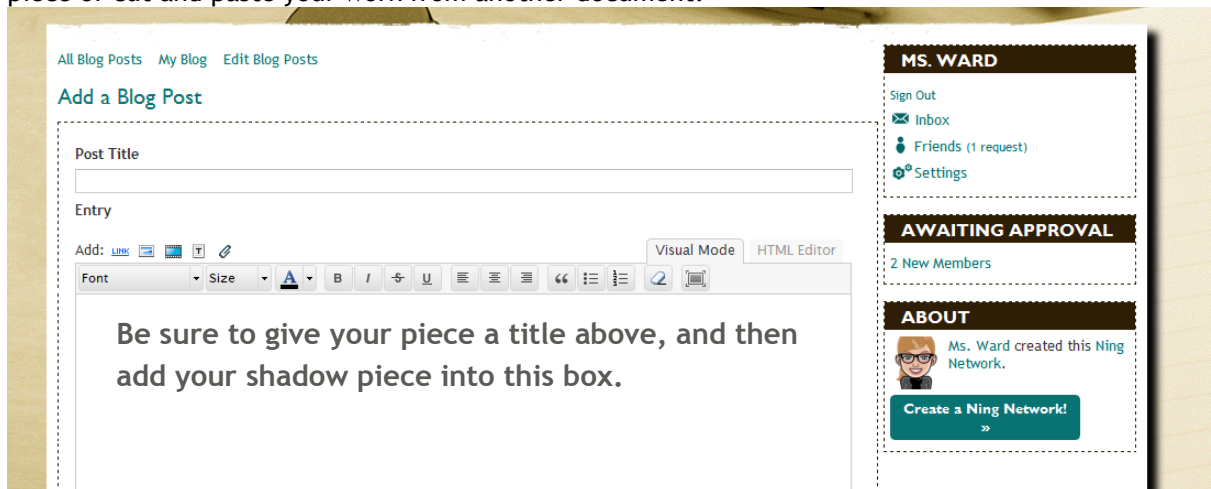
As writers, we are sometimes guilty of censorship. Not of censoring others, but of censoring ourselves. We write what we think others want to read, not what we really think or feel. Writer Susan Goldsmith Wooldridge writes about this in her book *Poemcrazy*. One way that she thinks about this self-censorship is as her shadow. She says that we hide parts of ourselves that we think will not be accepted; they become part of our shadow-selves. "To become more fully who we are, it's a good idea to invite our shadow to speak now and then," she writes (77).

What does the voice of your shadow have to say? It's time you give your shadow voice.

- In your Writer's Notebook, begin to describe your shadow. Use the prompt at the end of the chapter to guide you as you begin to give your shadow voice.
- Try turning this description into a more polished piece. You decide whether that piece will be a poem, a story, an essay, or a play. Your more polished piece will reflect on who your shadow is and the role he or she plays in your life. This piece will go through multiple levels of revision before it is turned in for a grade.
- Post your piece as a blog post to our class website.
- Help others revise by commenting on at least two other blog posts.
- Turn in a revised, polished copy of your writing piece.

## HOW TO POST A BLOG:

1. At the top of our class website - [hhscreative.ning.com](http://hhscreative.ning.com) - click on tab that reads "Blogs", and then click on the link that reads "Add Blog".
2. You'll be taken to an editor which looks much like Word where you will be able to either type your piece or cut and paste your work from another document.



3. Once you finish your post, you'll need to add in your "Tags" and adjust your publication settings. Tags are the keywords that we can use to search for posts on our site. Please add the tag "shadow" to this piece **before** you hit the "Publish Post" button.
4. You can also select who in our class can read your post. You do need to make sure that others can read your work, but you don't necessarily need to have the whole class read your work. Underneath "Tags" select either "Everyone" or "Just My Friends" for who can view your post. If you've gone

through and added friends, only these classmates will see your post. If you select this option, please make sure to add Ms. Ward as a friend, otherwise she can only see an unformatted version of your post. However you decide to publish your piece, please leave the setting clicked on so that “Everyone” can comment on your work.

5. When you are ready to publish, select the “Publish Post” button. Your work will not show up immediately on our site as Ms. Ward has to approve your post before it appears on our class website.

The image shows a screenshot of a social media post creation interface. The interface includes a text input field at the top, followed by a 'Tags:' field. Below that is a date and time selection section with options for 'Now' and 'Choose a date and time'. The date is set to September 9, 2012, at 1:00 PM AST. The 'Privacy & Comments' section is highlighted with a dashed box and contains three sub-sections: 'Who can view this post?' with 'Everyone' selected, 'Who can comment on this post?' with 'Everyone' selected, and 'Comment Moderation' with 'You are not currently moderating blog comments.' Below this section are three buttons: 'Save as Draft', 'Preview', and 'Publish Post'. Annotations with arrows point to the 'Everyone' options and the 'Publish Post' button.

#### GRADING:

As our focus the first few days of class has been exploring where writing ideas come from, this assignment will be graded on how successfully you take the initial writing prompt and develop it into a more polished piece. I will be reading to see how well you reflect on the prompt and on yourself, as well as how well you revise and help your classmates revise their work.

**IDEA DEVELOPMENT:** (5 points) The writer spent time developing an initial blog post that reflects on who their shadow is and the role he or she plays in the writer’s life. The writer appropriately and skillfully incorporates relevant examples, elaborations, explanations, and descriptions.

**SELF REVISION:** (5 points) The writer demonstrates thoughtful revision which is evidenced through content and editing changes made from the initial blog post to final copy.

**PEER REVISION:** (5 points) The student used the comment section on our class website to leave constructive criticism for at least two classmates to help them in revising their work.

**FINAL PIECE:** (15 points) The writer obviously spent time considering the format of the piece. The writing format chosen by the student to reflect on his or her shadow self is creative, appropriate for the content, and well-thought out. The writer purposefully uses a variety of sentence structures, rich vocabulary, colorful verbs, and descriptive language to describe his or her shadow. The writer has clearly considered the effect of his/her word choice (diction), sentence structure and arrangement, and tone on the reader.