

Who are you Rubric			
Criteria	Description	Met	Not Met
<b>Authentic Personal Disclosure (Rhetorical Vulnerability)</b>	The letter demonstrates a sustained engagement with personal truth through reflective disclosure that communicates the writer’s lived experiences, emotional realities, and internal responses to life events. The writing reflects intentional self-examination rather than surface-level narration, revealing moments of uncertainty, growth, tension, or self-recognition. The rhetorical choices—tone, pacing, emphasis, and detail—indicate an effort to communicate honestly rather than performatively, allowing the reader to encounter the writer as a complex, evolving individual rather than a curated persona.		
<b>Past Experiences: Specificity and Meaning-Making</b>	The letter engages the writer’s past through richly detailed, concrete storytelling that situates experiences within clearly identifiable contexts, including specific names of people, locations, time periods, institutions, or environments that shaped those moments. The writing references lived experiences involving harm, difficulty, joy, love, loss, or transformation and describes them with sensory, emotional, and situational detail rather than generalization or abstraction. These moments are not presented as isolated events but as experiences that were processed, interpreted, and carried forward, demonstrating reflection on how they influenced the writer’s identity, beliefs, coping mechanisms, or worldview. The narrative shows awareness of cause-and-effect relationships between past events and present perspectives, revealing emotional residue, memory, and lasting impact without requiring closure or resolution. The past is framed as formative and ongoing, illustrating how personal history continues to inform the writer’s present behaviors, values, or self-understanding.		
<b>Present Identity and Lived Reality</b>	The letter articulates a clear sense of the writer’s current state of being, including emotional, academic, social, or personal conditions that define this moment in their life. The writing reflects an understanding of ongoing challenges and sources of stability, peace, or motivation, conveyed through reflective language rather than summary. The present is framed as dynamic and unfinished, revealing tensions, coping strategies, or contradictions that illustrate how the writer navigates their current circumstances.		

**Note:** Any clarifications provided by the instructor overrides items listed. Please see instructor Blackboard (or whatever LMS is being used) for clarity and/or further instructions.

<p><b>Future Orientation and Forward Movement</b></p>	<p>The letter engages the future as an extension of the writer’s narrative rather than an abstract aspiration list, expressing goals, hopes, or desired growth with a sense of intentional direction. The writing suggests awareness of obstacles and acknowledges effort, resilience, or strategy without requiring certainty or resolution. The future is framed rhetorically as a possibility shaped by past experience and present awareness, emphasizing movement rather than outcome.</p>		
<p><b>Rhetorical Awareness and Purpose</b></p>	<p>The letter demonstrates an understanding of rhetoric as connection, employing narrative, emotional appeal, detail, and reflection to communicate identity and experience to a specific audience. The writer’s choices indicate awareness of how language creates meaning, establishes trust, and invites understanding. The writing prioritizes communication and relational clarity over correctness or performance, aligning rhetorical strategy with the purpose of mutual understanding rather than persuasion or evaluation.</p>		
<p><b>Teacher Address and Instructional Insight</b></p>	<p>The letter concludes with a direct, reflective address to the instructor that communicates specific needs, preferences, or conditions under which the writer feels supported, understood, or capable of learning. The feedback demonstrates self-awareness and agency, articulating expectations or requests rooted in the writer’s experiences rather than generalized statements. The communication frames the teacher-student relationship as collaborative and responsive, grounded in mutual responsibility.</p>		
<p><b>Genre Fidelity: Business Letter as Personal Form</b></p>	<p>The submission adheres to business letter conventions in structure and presentation while maintaining a personal, natural voice appropriate to a private, reflective communication. Formatting choices support clarity and intentionality without overshadowing content. The letter reads as correspondence rather than an academic essay, balancing formality with intimacy in a way that reinforces sincerity and respect for the genre.</p>		
<p><b>Completion and Submission Requirements</b></p>	<p>The assignment meets the stated length requirement of at least two double-spaced pages, is written in full sentences and paragraphs, and is <b>submitted as a PDF</b>. The document reflects care in completion, demonstrating that the writer engaged fully with the scope and intent of the assignment rather than submitting partial or abbreviated work.</p>		

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