CONTEXT
In the introduction to *Water Street*, Crystal Wilkinson writes, “[E]veryone has at least two stories to tell. One story that the light of day shines on; the other that lives only in the pitch black of night, the kind of story carried beneath the breastbone, near the heart, for safekeeping” (3). Because Wilkinson introduces this idea at the beginning of the book, we expect to find that each character in the book will actually have “two stories” to tell – one “light of day,” or public, story and one “black of night,” or private, story. We may also be prompted to think more deeply about our own experiences and the “two stories” we have to tell.

As we read *Water Street* we see that the characters use their “two stories” to create different realities – a public and a private reality. We see that in choosing what to say, the characters have power over the way others view them. The same is true of the stories we tell.

PURPOSE
Your purpose in this paper is to show your reader how “light of day”/public and “black of night”/private stories are used to shape perceptions.

AUDIENCE
Your audience consists of your reading and writing instructors, your classmates and the instructors on your portfolio committee.

FORM
This paper will take the form of an embedded narrative. That means the bulk of your paper will be a story you tell from your own experience. However, you will “frame” your story with a discussion that lets your reader know why the story you tell matters in a larger context.

APPROACH
To fulfill the purpose of this paper, you will:

1. Select one character we have read about in *Water Street*.
2. Identify that character’s “light of day”/public story and the character’s “black of night”/private story.
3. Discuss how the character uses the stories to shape perceptions of himself or herself.
4. Tell your own “light of day”/public or “black of night”/private story.
5. Discuss how you use or have used that story to shape perceptions of yourself.

ADVICE
- Effective narratives often describe relatively minor events that happen in everyday life. It is you, the writer, who gives the incident its meaning and significance by narrating it effectively. It is not necessary, for instance, to share your deepest, darkest secret in order to tell an effective “black of night” story.
- If you have difficulty thinking of a story from your own experience to share, consider writing a story about the experience of a friend, relative or other person. Or make up an experience to write about.
• Include the details your audience will need to find your story convincing.
• You should also provide your audience with context for your discussion of Water Street. Do this by adapting the Water Street summary you submitted to your reading instructor.
• Don’t write about an experience you are uncomfortable sharing with your classmates. Your paper will be posted to our class discussion board and may be used by someone else as evidence for Paper 2.
• Devote about half of your paper to the “big scene” of your story, the one that answers the question, “So what?”
• The “big scene” you focus on should be something that happened in a matter of minutes (not hours, days or weeks).

CONVENTIONAL REQUIREMENTS

Your paper should be 1200-1500 words and follow standard edited English usage. It must be typed and double-spaced in 12-point font, with your name and page number on every page.

DUE DATES

Conference and graded drafts must be submitted by the due dates (see box below).

Brainstorming ....................... Friday, October 3
Planning/organizing .............. Monday, October 6
First draft ......................... Wednesday, October 8
Conference draft ............... Friday, October 10
Conferences .................... Monday, October 13 and Tuesday, October 14
Graded draft ..................... Friday, October 17

GRADING

To earn a passing grade, your paper must demonstrate that you have met the following course goals, which correspond to the standards on the Paper 1 grading rubric posted on Blackboard:

Rhetorical Knowledge
• Develop an appreciation for multiple points of view;
• Realize that reading, writing and thinking occur in a social context and that meaning is socially constructed;
• Develop an understanding of basic rhetorical terminology;

• Develop an understanding of the basic demands of a rhetorical performance, such as: persona/voice, audience, subject, purpose, background, and occasion;
• Write to an audience beyond their teachers;
• Provide necessary information in order to communicate with that audience;
• Differentiate rhetorical choices concerning levels of language and diction;
• Choose the level of language and diction according to contextually appropriate audience expectations.

General Reading, Writing, and Thinking Skills
• Read with the text, in other words, make meaning from the text;
• Extrapolate an author’s main idea from a text;
• Draw inferences from a text;
• Find major evidence author uses to support main idea;
• Write a summary of a text that is based on an author’s main idea;
• Develop an explicit thesis from particular evidence using inductive reasoning;
• Support a thesis with sound evidence using deductive reasoning;
• Write a multi-paragraph essay, containing an introduction with an explicit thesis, a body with supporting evidence, and a rhetorically effective conclusion;
• Sustain a focus on a single thesis throughout a multi-paragraph essay;
• Sustain coherence within and between paragraphs in a multi-paragraph essay;
• Use appropriate textual evidence to support a thesis;

Processes
• Produce multiple drafts to create and complete a successful text;
• Develop and use appropriate strategies for generating, revising, editing, and proof-reading;
• Use appropriate writers’ resources (for example, handbooks, dictionaries, thesauri) to check conventions;
• Collaborate productively within small peer groups and tutorial sessions;
• Read and evaluate and critique their own writing critically.
• Use technology productively (such as word processing, electronic classrooms and web links).

Conventions
• Begin to control general conventions of spelling, grammar, and punctuation expected in standard edited English;
• Use the appropriate conventions of format, organization, and language according to specific rhetorical situations.