

Essay II

This second essay asks you to write a sustained, thesis-based argumentative interpretation based on the material of the first two units: the overlap between Paulo Freire's "The Banking Concept of Education" and Walker Percy's "The Loss of the Creature." **Your essay is due November 18 at 11:59 pm. A formal proposal & thesis conference may be held Nov 5-9. A thesis is due on Nov 11 at 11:59 pm. Rough Drafts (≥500 words) are due on D2L's Dropbox and Discussion list on Nov 14. Rough draft & Revision conferences are REQUIRED the week of Nov 12-16.** Your essay must reflect a critical, insightful understanding of the texts and the issues we've read and discussed this semester. Your essay must **directly** respond to one of the three prompts below; any essay, no matter how skilled, that fails to respond to the prompt will fail.

1. Percy's essay details an *almost* impossible task for the educator—the educator is almost *driven* to guide the student, but Percy makes it clear that all of the efforts of the educator produce for a student nothing but confusion, or worse. But isn't it possible to use Freire's rather expanded notion of the teacher/student to somehow alleviate this issue for Percy's theory of learning? How might Freire's notion of the teacher's role help Percy's educator achieve the difficult but imperative task of helping the student become aware that he has a fight on his hands? Write an essay that argues that these two educational theories are compatible, and that—by bringing the two together *on the topic of the educator's role and task*—a coherent and successful model of learning is possible. Map out a process consisting of three or four mechanisms/impacts/avenues/results of combining these two analyses of learning.

2. One of the most difficult challenges faced in Freire's model of learning is the requirement for a solution to the teacher/student conflict—not that it's impossible to solve this conflict, but rather it seems impossible to solve this conflict *before any learning happens*. But isn't it possible to use Percy's complex—but absolutely student-driven—*notion of the dialectical movement to somehow alleviate this issue for Freire's theory of learning?* How might Percy's description of learning as a dialectical movement between oneself and others help Freire's method achieve the difficult but imperative task of equalizing the roles of students and teachers? Write an essay that argues that these two educational theories are compatible, and that—by bringing the two together *on the topic of the relationship between the learner and the educator*—a coherent and successful model of learning is possible. Map out a process consisting of three or four mechanisms/impacts/avenues/results of combining these two analyses of learning.

3. By far the most difficult task for the learner in Percy's model involves the Preformulated Symbolic Complex, or PSC. Percy's model of learning involves a learner who both poses the problem—the PSC is entirely an internal obstacle posed by human consciousness itself—and the learner must also solve this problem. Percy's solution to this challenge is not exactly clear—shrouded in metaphor and indirectness. However, isn't it possible to use Freire's powerful notion of praxis to somehow assist Percy's model for how the learner overcomes the problem of sovereignty posed by the PSC? How might Freire's idea of praxis help the learner in Percy's model overcome the PSC, or the loss of sovereignty? Write an essay that argues that these two educational theories are compatible, and that—by bringing the two together *on the topic of the learner's role and task*—a coherent and successful model of learning is possible. Map out a process consisting of three or four mechanisms/impacts/avenues/results of combining these two analyses of learning.

You must submit a 5 to 8 page essay, measured as **between 1200 and 1600 words**. Essays that do not fall within the wordcount **will receive an F**. The essay that you submit should adhere to the standards of college-level essay writing in terms of mechanics, polish, and completeness. I expect your essay to reflect your best work of the semester by demonstrating thoughtful reflection and considered revision. Any essay that exhibits shoddy workmanship or a lack of preparation will fail on its face. **Late essays will receive an F at best.**