

essay 3/final draft



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Essay 3/ Final Draft

Self-education as a skill of knowledge acquisition has seen many people gain experience in different spheres of life without formal schooling (Gadamer 530). People have indeed crafted personal plans which have kept them on track on whatever they would want to learn. Despite life challenges, self-learning has ~~been to be the most effective method~~ whereby individuals get intrinsically motivated to overcome challenges and arrive at amicable solutions. In their autobiographical accounts, Benjamin Franklin and Malcolm X epitomize the significance of self-education. Their self-learning methods for instance through imitation of written sources make them soar higher and realize their life goals. The paper will thus examine various points of contact in Franklin and Malcolm's self-education accounts to show the similarities and contrasting ideas. Such points will be based on their imitation learning techniques, self-teaching methods, and their mentor figures as addressed below.

To begin with, both Franklin and Malcolm X learn through imitation of written sources. In the autobiographical account, it is clearly shown how Franklin imitates the Spectator to acquaint himself with excellent writing skills (p. 453). With continuous and relentless efforts, Franklin fixes his faults and amends them accordingly. In the process, he boosts his linguistic competency: both written and spoken. Similarly, Malcolm X learns by copying the dictionary entries. As Haley suggests that in the attempt to broaden his language, Malcolm literary copies the dictionary (p. 456). He first starts by copying the first section: section A and proceeds to write millions of words from subsequent sections. Consequently, he is surprised for not only

being able to write the words correctly but also getting the meanings of such words (p.456).

Considering the techniques, it is evident that Franklin and Malcolm gained more insight through imitations of the written sources. However, the learning engagement process for Malcolm and Franklin is contrasted. Franklin through self-learning acquires an insight to express his feelings and emotions through written works (p. 453). Franklin with the help of a tradesman: Mr. Matthew who spotted his ambition in writing lends him several books that enable Franklin to fancy poetry. In that line, he composes occasional ballads. According to Franklin, "the ballad such as the Lighthouse Tragedy was an avenue to reaching a wider range of people thus passing pertinent societal issues" (p. 453). On the other hand, Malcolm's self-learning enabled him to boost his handwriting and vocabulary (p. 455). He also leaned on the meanings of various words. Nonetheless, he was not able to draft a piece of work to express his emotions and feelings based on societal expectations.

Secondly, both Malcolm X and Franklin express and intrinsic motivation in their quest for knowledge. Malcolm X, despite the tough conditions in prison, creates time to read several books. The self-drive propelled him to read in isolation despite the rehabilitation's heavy emphasis. His interest in books defied all odds. He recounts how he could intensively read up to late in the night using the glow when the lights were out (p. 457). Likewise, Franklin demonstrates an intrinsic motive for reading. In a retrospect, we get how as a young child, he valued reading books (p. 452). Any amount Franklin got; he could use it to buy books. Further, he could sell the books he had gone through and buy new versions. Also, Franklin could sacrifice any free time to go through such texts. As he recounts, he could read at night after work and wake up quite early for the same before going for work (p.454). This self-reading habit demonstrated Malcolm and Franklin's ambitions in their quest for the acquisition of linguistic

competency. However, the motivational factors are contrasting. Malcolm X devastatingly acquires his self-education. As an inmate of his studies take place in prison and the conditions were not the best. Malcolm X explains, "So, when "lights out" came, I would sit on the floor where I could continue reading in that glow" (p. 456). Also said, "At one-hour intervals, the night guard paced past every room. Each time I heard the approaching footsteps, I jumped into bed and feigned sleep. And as soon as the guard passed, I got back out of bed onto floor area of the light-glow, where I would read for another fifty-eight minute" (p.457). This is a clear example of overcoming, that despite the adversities Malcolm X noticeably focused on his goals and motivations. On the other hand, Franklin had a friendly environment, his home setting was a stimulating factor for knowledge acquisition. Franklin had the support of his father and brother. Due to the environment in which Franklin developed, it is no wonder he got enough time to read and compose more poems.

The third one, both Franklin and Malcolm X had a mentor. Franklin had a mentor figure in his self-reading journey. In his self-education account, Franklin recalls his ordeal with his eloquent and fluent friend, John Collins (p. 453). Each time he shared with his friend, he felt bored as he could not match his linguistic capabilities (p. 454). Again, the letters that Franklin wrote to his friend were erroneous. On spotting the errors, Franklin's father advised him to improve on his poor grammatical sentences. The advice dawned on him which instilled more determination to endeavor and improve in his writings (p. 454). Similarly, Malcolm X views Bimbi and Mr. Muhammad as great mentors. Bimbi was a mentor who he knows in prison, Malcolm X said, "When Bimbi first made me feel envy of this stock of knowledge. Bimbi had always taken charge of any conversations he was in, and I had tried to emulate him" (p. 455). Also, Mr. Muhammad's teachings prompted Malcolm to get engrossed in the books and acquire

more information. Malcolm  ched on the historical lessons about the whites and  Negros/
 As such, he got the urge to acquire more information  on the discipline just like his teacher, Mr.
Muhammad (p.457).  The encounter demonstrates the peer, mentor, and collaborative figure
impact on the self-realization of both Malcolm and Franklin.

In conclusion, the above points of contact expose the contrasting and similarities in
Malcolm and Franklin's self-education accounts. Franklin and Malcolm X either with their
difficulties or advantages always tried to excel and inspire themselves to achieve their goals. In
this sense, it is ideal to affirm that self-learning should not have limits; therefore, everyone
should strive to acquire what people long for in life.

Works Cited

- Franklin, Benjamin. *The Autobiography of Benjamin Franklin: 1706-1757*. Vol. 1. Regnery
Publishing, (2007): 452-454
- Gadamer, Hans-Georg. "Education is self-education." *Journal of Philosophy of Education* 35.4
(2001): 529-538.
-  Haley, Alex. *The Autobiography of Malcolm X*. Vol. 386. New York: Ballantine Books, (1964):
455-461

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GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

This would be an NC, [REDACTED] and it'd need a mandatory rewrite by the end of the week (I'll revise the schedule to give you till Th or Fri or Sat: please watch your email).

The biggest problem is that you still aren't understanding what a quotation is, which makes it impossible for you to work adequately with sources like these. Please see my on-draft note on page two about this, but also my note on page one about who's *speaking* in the Malcolm X selection: it's not Alex Haley.

PAGE 1



Comment 1

Please don't use outside sources, [REDACTED] don't want to fail you for plagiarism, and using outside sources almost guarantees you'll misuse them and leave yourself open to that fate . . .



Comment 2

learn?



Comment 3

"Despite" is never followed by a comma. Ever.



Comment 4

who proved it? please don't make hopelessly generalized statements about "self-education" for everybody or whatever Gadamer was on about - discuss the subject at hand: what are the two sources you're comparing, and what do they have in common that you're going to compare?



Comment 5

WW: wrong word....



Comment 6

what "challenges" and "solutions" are you talking about. Education is about "learning," not any of this stuff. That's why you need to focus on "learning" and specifically the "learning" these two selections are about. They're *about* how two men educate themselves to use language better to *communicate* with people. *That's* what your paper is about, so it's what you need to discuss here--not challenges and "amicable solutions," whatever those are. Your sources are not *about* "amicable solutions"; they're about self-education in literacy. So get to your subject, and omit all this irrelevant stuff.



Comment 7

WW: wrong word.



Comment 8

omit the flights of fancy, please.



Comment 9

Which one? "This" one?



Comment 10

Please read item d. (the last sentence especially) and item a. in the instructions for what it asks you not to do: read the second line of a., the words in quotes. That's what you're doing here. Tell us what the *specific* comparisons you're going to make--for example, by telling us what you *mean* by "mentor figures" (are you going to discuss how each *is* a mentor figure or *has* one, and what's the phrase mean?) or by "self-teaching methods" (and how these are different from the self-teaching method you started with, imitation of written sources).



Comment 11

Why tell us what the points of contact "based on" these things? Tell us what the points of contact between the two sources *are*, not what they're based on?



Comment 12

We *know* the sources are about "self-teaching" and its methods. Your job is to tell us what they *are*--what "methods" are you talking about? You'd need to *name* them (or it) here--if you can't say what these "methods" are, you shouldn't be telling us about them. Do you not realize that "imitation" is *one* of these "methods"? Why are you *separating* it from whatever other methods you have in mind, and why are you not recognizing that a "technique" is the same thing as a "method" of self-teaching?



Comment 13

Excellent

Strikethrough.



Comment 15

Please see the models in Essay 1 and ever since. We're 4 weeks into the course, and you still haven't mastered the mechanics that were prerequisites. . .



Comment 16

HIs "faults"? Maybe you should tell us which ones. This sounds like he's overcoming a drinking problem or some other sin he's resolving not to commit ever again.



Comment 17

just comma



Comment 18

You're really not understanding your source or who wrote it or who's *talking* in it, Nancy--and that's a pretty big problem. Just as the pronoun "I" in the Franklin except is *Franklin*, the "I" in this source is Malcolm X. He's talking about himself because that's what an autobiography is--a person telling his own story. Alex Haley is not "suggesting" anything here. Malcolm X is. And you've just succeeded in confusing *your* reader hopelessly.



Comment 19

?

Strikethrough.



Comment 21

section? You mean he started with the A's in the dictionary--he went from the beginning of the book and went to the end?



Comment 22

"is surprised"?

PAGE 2



Comment 23

I have no understanding of why this is a "consequence" of his copying millions of words. How does his copying millions of words explain that he's "surprised" that he's able to write and understand them? It doesn't explain his surprise. It does the opposite: it explains *how* he's able to write and understand them, just the opposite of being surprised.



Comment 24

And your point is what? You're telling us he does this why? Explain?



Comment 25

Huh? What about them?



Comment 26

What "insight" do you think they gained? What you've said and quoted from the sources doesn't say a *word* about "insight," so how are you able to draw this conclusion? The sources both discuss how they gained specific, practical skills with words (vocabulary, eloquence, etc), not "insight."

Strikethrough.



Comment 28

What is this, and why are you discussing it here? Your paragraph topic is "written imitation," not "learning engagement," which is an entirely different idea, an entirely different paragraph topic. Why are you changing the paragraph topic halfway through? You know that a paragraph has one topic, right? Not two or more?



Comment 29

Who contrasts them? Do you mean this process is "different"? That would make sense because "different" means something different from "is contrasted," which isn't what you're trying to say . . .



Comment 30

Huh? As above, there's no "insight" in the source. He's discussing a practical technique of increasing his vocabulary and improving his prose style, which is what he's talking about throughout this passage and is what he says is the *purpose* of the written imitations he's doing. Only you don't seem aware of that and instead are talking about some "insight" or some kind of inspiration that he doesn't say anything about. In other words, so far you're misreading your source pretty badly.



Comment 31

huh?



Comment 32

A colon works like a period. Why would you put a period in the middle of a sentence, especially between the parts of a noun--the tradesman (which is only confusing and should be omitted) *is* Mr. Matthew, so this is like saying "My name is Nancy. Figueroa. . ." - you need to lose the colon . . .



Comment 33

you need "and" before this word or the sentence won't make any sense, which it doesn't do anyway.
..



Comment 34

What's borrowing books or liking poetry got to do with your paragraph topic, your "point of contact" about imitating written sources? Your paragraph's careening all over the place. It needs to be about *one* thing, not a bunch of things, or your reader will never be able to follow your points--at this point, I don't know what your point is . . .



Comment 35

what line?



Comment 36

to "fancy" it?



Comment 37

I don't know whose words these are, but they're not Benjamin Franklin's. So why in the world are you putting what I assume are *your* words into quotation marks and telling us Benjamin Franklin SAYS THESE WORDS ON PAGE 453. He doesn't say *any* of this, so your downright deception of your reader at this point would make this not just a failing paper but one that makes openly fraudulent statement. I assume you're not doing this to be dishonest and you're doing it because you don't understand what a quotation *is* or what quotation marks *mean*, but that's the most basic skill I was testing for in Essay 1, and it's clear you're still failing the test. (Presumably these are *your* words, but if so I have no idea what you're talking about or why you think his writing poetry could possibly have something to do with "reaching a wider range of people" about "societal issues").

All I can do is what I've already done and urge you to reread the Essay 1 instructions again (items g. and h.) and the Source Use handout. And make an appointment with the Writing Center to have them try to teach you what a quotation is and what quotation marks are used for, but since none of this has "taken" in the first month of a 6-week course, any progress you make in learning what quotations are will come too late to help you rewrite these essays to a CR, I'm afraid.



Comment 38

he "leaned on" the meanings of words? how do you "lean on" a word, let alone its "meaning"?

Strikethrough.



Comment 40

WW: wrong word. You can't "acquire" something "devastatingly". And I don't even have a guess what you're trying to say. You're clearly thinking about the fact that he's in prison, but "devastating"

wouldn't in any way describe what he says about his prison experience. It **certainly** doesn't describe his learning experience.



Comment 41

do you mean "are different"? "contrasting" doesn't mean the same thing.



Comment 42

Omit



Comment 43

I've lost track of what your paragraph topic is. I thought it was the "motivation" for their self-education. Now it seems to be the "conditions", which are a different topic altogether.



Comment 44

This paragraph topic is probably stronger than the others, but it still needs a LOT of straightening out. Your paragraph is about two things: mentor figures and peers or peer collaborators. So you'd need to start your paragraph by **telling** us that's the point of contact you're going to compare in this paragraph, and you need to **define** what you mean by those things. Unless you **define** your "point of contact" at the start of each paragraph as the instructions asked you to do, we won't be able to follow you.



Comment 45

The third what? If you're going to number it, you'd need to name it: "The third point of comparison I want to make is . . ."



Comment 46

Autobiography? The book has a name. You should use it.



Comment 47

WW: wrong word.



Comment 48

This is what the instructions called his peer or collaborator, not his "mentor." His mentor would be his father.



Comment 49

again?



Comment 50

WW: this doesn't mean "full of errors." Better look up the word and avoid using it until you understand it better.

PAGE 4



Comment 51

he "got touched"? - can't understand: are you trying to say "He was touched by"? In English to say you're "touched by" something means idiomatically that you're "emotionally moved" by it. Can't imagine how *that* could be what you're saying about "historical lessons," though. What do you mean by these?



Comment 52

sp



Comment 53

Huh?



Comment 54

what "discipline"?



Comment 55

What "encounter"? You haven't talked about an encounter.



Comment 56

Malcolm X is the primary writer. You can tell that in two ways: 1) it's his autobiography, which as we said in class means he wrote it; 2) the word "with" appears in your source before Haley's name, which tells you that Malcolm X wrote the book "with" Haley's help.