



May 6, 2020

Topic: Forms and Types of Creative Nonfiction

Subtopic: Reflective Essay

1. Reflective essay expresses the writer's insights on a subject matter. It concerns with the author's introspection especially with respect to what he/she learned from individual experiences.
2. Reflective essays describe an event or experience, then analyzes the meaning of that experience and what can be learned from it. What makes an essay reflective is that the writer is analyzing a past event from the present. It requires the writer to open up about their thoughts and emotions in order to paint a true picture of their history, personality, and individual traits. A vivid description of the experience makes the readers feel they have also experienced it.
3. The most common subjects for reflective essay are real experiences, something you imagined, a place or special object, or something you've seen or heard.

Directions: Read the selection that contains the author's reflections on a calamity brought about by one of the strongest typhoons. Then, answer the questions that follow.

BRAVING STORMS

Noel Christian A. Moratilla

One cannot talk about the year 2013 without invoking the most daunting challenges the country faced last year. I am referring to *forces majeures* that struck parts of the Philippines and tested our resilience as a people. One was the magnitude 7.2 earthquake that hit the island province of Bohol, which killed hundreds of people and destroyed several structures. Then, there was Typhoon Yolanda, which killed about 10,000 people and displaced a million more. Typhoon Yolanda will go down in history not only for the sheer number of casualties, but also for the apparent lack of preparedness for something as destructive as the storm that surges that laid to waste much of Eastern Visayas. For the victims, it was hideous nightmare.

Vivid still are the post-Yolanda images flashed on television and the internet of structures razed to the ground, of children looking for their parents, of parents searching for their brood, of cadavers locked in final embrace amid the debris. They were heart-breaking to say at least, I myself could not help shedding tears when I first saw them. Even now, whenever I check videos of the destruction on the Internet, of people begging for food or drinkable water, or of people crying over the unexpected death of a loved one, I would feel my heart burst into pieces.

In many respects, those who survived weren't really fortunate than those who perished. The survivors agonized for days and weeks without anything to eat, because of which many had to resort to theft and even murder if only to feed themselves and their families. Also disturbing was the failure of the authorities to act immediately. It was only after foreign media were on the ground that troops were sent to stop looting and establish a semblance of law and order. As expected, the disaster has also swollen the ranks of the country's unemployed.

If there was anything positive about the tragedy, it was the sense of cooperation that Filipinos showed in response to the calls for assistance. People from other parts of the country offered whatever they could in order to help ease the sufferings of millions of typhoon victims. Even those from the country's most impoverished areas, who themselves experience scarcity and want almost on a daily basis, did not hesitate to donate. The

sense of collective despair was alleviated by a sense of collective hope, as ordinary citizens volunteered to repack goods or transport them to fur-flung communities hit by the typhoon. And of course, our school, given its social orientation, could not just stand idly by. The school's covered pergola witnessed the show of teamwork and synergy involving not just members of the community but also total strangers who wanted to help. I myself made modest contributions to the sorting and repacking of goods, knowing that families in dire need would be the beneficiaries. What's great is that I was able to persuade some of my students to do the same. Others did it on their own initiative.

In such time of crisis, the role of the school as an autonomous public sphere becomes important. The school is not a venue for just academic learning but for the democratic exchange of ideas and narrativization of people's collective pain and hope. The challenge for the teacher is how to maintain a sense of hope in the face of natural and social disasters. The teacher's job, after all, is not just to teach but to engage in a kind of discourse that encourages critical optimism. In times of darkness, the teacher should be a light bearer so that his/her students and indeed, the rest of the community will not forever dwell on fear, uncertainty, and despair. As the Palestinian – American scholar Edward Said suggested, the teacher as public intellectual should “raise embarrassing questions to confront orthodoxy and dogma, to be someone who cannot easily be co-opted by governments and corporations.”

1. Why is the article entitled *Braving Storms*?
2. Why does the article say that Typhoon Yolanda would go down in history?
3. How did the narrator see the disaster in a positive light?
4. It is said that reflection essay may also express what the author has learned from individual experiences. What did the author learn from the devastation caused by the typhoon?
5. Explain Edward Said's assertion on the role of the teachers in the society.

References: Creative Nonfiction: A Textbook on Humanities and Social Sciences page 112

<https://owlocation.com/humanities/How-to-Wrtite-Reflective-Essay-with-Sample-Essay>



May 5, 2020

Topic: Forms and Types of Creative Nonfiction
Subtopic: Testimonial / Testimonio

OVERVIEW

1. Testimonio is an account of the author's experiences of marginality and oppression in a sense the narrator is a witness to such cases of abuse.
2. This narrative comes from a traditionally marginalized group in society such as workers or peasants and victims of human rights violations.
3. Testimonio may also take different forms like letters, diary entries, incident reports, and poetry among others, and may use different media like print, radio, and TV.
4. Testimonial writing is more concerned with the purpose to call public attention; thus, it does not measure up to the standards of academic communication and canonical literature.
5. The author's subject position is an important element of testimony.

Directions: Read and analyze the excerpt from a testimonio of the victim during the interview.
Answer the questions that follow.

"I experience that especially when I'm walking alone. Most of the guys always whistles or wink at me. Sometimes they're also saying hi to me while looking at my chest even though I'm wearing decent clothes. And it creeps me out because I don't even know them personally. One time I also encountered a tricycle driver who touched my hand while I'm on my way home. He approached me and said "Miss!" then he held my hand again before I got out of the vehicle. I was so shocked that time that's why I wasn't able to do anything about it."

1. Express your opinion on the content of the testimonial narrative.
2. If the woman decided to file charges against the driver, would she win the struggle? Why or why not?

Directions: Look for an article that reports cases of abuses against workers. Paste the article in a piece of paper.
Based on the article, answer the questions that follow.

1. What were the different abuses experienced by the workers?
2. In your opinion, what is the general condition of the workers in the said report? Why?

Reference: Creative Nonfiction: A Textbook on Humanities and Social Sciences page 119

<https://gwynethfernandez.wordpress.com/2017/11/02/testimonio/>