

Project #1: Literacy Narrative

Your first project this semester is a **literacy narrative** — *an account of 2-3 formative literacy moments in your life which leads to insights about what literacy is and some of the reasons reading and writing habits are complex*. Generally, literacy refers to fluencies with written language. These fluencies are shaped by interactions with texts, observations of others who read and write in everyday life, and the attitudes they project toward reading and writing. With this in mind, your project will be informed by **1)** recalling personal history and experiences with literacy and **2)** storytelling, or retelling brief narratives that include specific and carefully selected details. Successful literacy narratives will include memories told as stories in such a way that deepens, complicates, and even challenges assumptions about what literacy entails.

Getting Started and Generating Questions

Before composing your narrative, think about the types of literacy experiences writers have reflected on in our class readings and how they organized their stories to convey the importance of their literacy experiences. Then consider which of your experiences have had a lasting impact on you that you feel comfortable writing about and sharing with others. Review the list of generating questions below as you begin to develop your narrative.

- What is literacy? What materials (e.g., printed texts, device screens) are assumed to be operating in snapshots of literacy development? And which materials are not (e.g., a coach's marker board, sidewalk chalk, Snapchat)?
- How do specific micro-narratives, or brief stories, deepen or complicate a basic sense of literacy as it has operated in your life?
- Who are some of the people who have sponsored your literacy development? What are some of the institutions that have urged you to become more fluent with language? Do you *trust* these people and institutions? In what senses did these people or institutions have your best interests at heart?
- When did you first learn to write? To read? Who was present? Who encouraged you? How did those interactions play out? Note, too, that although this is not a project that requires you to interview anyone or to collect artifacts, such as photos, you could enrich your account by talking to a family member, retrieving and analyzing a photograph of a scene of reading or writing from your childhood, and even including these in your literacy narrative.
- Have you encountered negative attitudes or statements toward literacy? Have you overheard or been subjected to discouraging or disparaging remarks about school literacy? When? From whom? How did you respond?

As you compose, keep in mind the characteristic features of writing a narrative as presented in *Everyone's an Author* and shown within the narratives you read these next few weeks:

A clearly identified **event**: What happened? Who was involved?

A clearly described **setting**: When and where did it happen?

Vivid, descriptive **details**: What makes the story come alive?

A consistent **point of view**: Who's telling the story?

A **clear point**: Why does the story matter?

Project Requirements

- Due: _____
- Submission: Canvas in Word Document form
- Word Count: 1000-1250 words
- MLA Format

Grading Rubric

Introduction <ul style="list-style-type: none"> • Project begins with a clear introduction sentence that captures the reader's attention. • Includes a definition of literacy in the author's own words. • Provides any background information essential to understand the rest of the essay. • Ends with a thesis statement that effectively communicates the focus/purpose of the project. 	/15pts
Content <ul style="list-style-type: none"> • Each body section clearly identifies a key moment in the author's literacy journey to support the project's thesis. • Specific evidence supports main topics. • Sections connect the key experiences to a larger understanding/impact of literacy in the author's life. 	/40pts
Organization <ul style="list-style-type: none"> • The author uses vivid language and narrative conventions throughout project. • Sections are organized appropriately using topic sentences and transitions. 	/25pts
Conclusion <ul style="list-style-type: none"> • The conclusion restates the thesis. • Brings together final connections between the author's narrative and understanding of literacy. 	/10pts

<ul style="list-style-type: none">• Briefly discusses the how the project has shaped the author's view of literacy.	
Formatting/Grammatical Conventions <ul style="list-style-type: none">• Submitted on time.• Proper MLA formatting.• The project falls within 1000-1250 words.• The project has minimal grammatical errors.	/10pts