



In class this week, we will discuss many strategies for constructing an engaging, thorough, and effective narrative. We will also be thinking about literacy in a broad sense, reading the narratives of other's experiences of reading and writing, as well as defining personal experiences of literacy. After a number of building block assignments, you will write your own polished literacy narrative.

Before You Begin Writing

Think about how you have gotten to where you are now as a writer and reader and consider how this could relate to literacy in a larger context. Look back at your readings, the Literacy Narrative Brainstorming exercise, and class discussion to help you with ideas, details, and direction. In this assignment, you should not only narrate, but most importantly, also reflect on these experiences. You will also be asked to locate your narrative within a larger conversation about what literacy means and how it functions.

Goals and Outcomes

For this assignment, you will write a narrative of your experiences learning to read and write. The narrative aspect of your paper should explore the ways in which your experiences with reading and writing—both your positive experiences and difficulties—have shaped you and your relationships with other people and groups, both in and outside of school. The readings we have done this week—especially Alexie, Douglass, King, and Tan—will serve as a springboard for thinking about your own experiences with learning to read and write. Please note that this does not mean we expect you to have the same or even similar experiences to these writers; rather, we hope that their experiences will encourage you to think more critically about your own, individual experiences of gaining and sustaining literacy. Most importantly, you need to be sure to move beyond just explaining your experiences, to reflecting on how literacy functioned in your development as a reader and writer. Use the readings as examples to think about the purpose literacy served in this development, and what it allowed you to think, realize, act on, challenge, or question.

Although this is a reflective paper, it is still a formal paper, which means you need to have an introduction, body, and conclusion. We would also like you to specifically refer to at least one of the readings from this week.

A strong Literacy Narrative will exhibit attention to both content and form. Here are some of the evaluative questions that instructors will use to assess these narratives:

Content

- Does the writer fully develop his/her ideas?
- Does the writer sufficiently support his/her ideas through the use of detail?
- Does the writer engage with the question of what literacy means (by showing familiarity with a larger conversation about literacy; arguing against, challenging, supporting, or modifying a definition of literacy; or demonstrating attention to different viewpoints on literacy)?

Form

- Does the writer effectively integrate narrative with critical reflection?
- Is the overall organization of the narrative clear and engaging?
- Are the paragraphs cohesive and developed?
- Does the writer communicate his/her ideas effectively to a college-level audience, in a clear language?

Guidelines and Due Dates

Format: 3 full pages, typed, double-spaced, 1" margins, title, proper heading, 12-point Times Roman font, MLA format, proofread and edited, stapled

Due: Monday, July 20 at 9:00 AM