

**Part I: Literacy Narrative**

What is a Literacy Narrative? A literacy narrative is a story in which a writer explores their involvement in a cultural literacy group and uncovers how they interact with, learn from, and adapt to the expectations of literacy in this culture. Some cultural literacy group examples include: baking literacy, automotive literacy, technology literacy, reading literacy, etc.

Literacy narratives will often focus in on **a single memory** **or experience** in an individual’s literacy acquisition to illustrate a central point or idea in the essay. Literacy narratives are not stories with no point/overall message. Instead, your literacy narrative should seek to change the reader’s understanding of literacy as well. A good literacy narrative conveys some **overall point** about an individual’s literacy experiences in a rhetorically effective manner.

In your narrative, you will choose a cultural literacy group to which you belong and explore/consider the following questions:

* What is your literacy group?
* What activities or discourses define this group?
* Who taught or influenced your acquisition of this literacy?
* Was there a specific moment in your acquisition or experiences in this literacy group which affected you or changed you in a noticeable way?
* Did others influence your participation and engagement with your literacy?
* If someone wanted to acquire this literacy, how might you guide them?

This piece will give you the opportunity to draw upon your own experience as inspiration for your writing. We begin our semester with the literacy narrative to allow you to develop your own writing habits without having to worry about incorporating new knowledge. *Let’s just focus on writing.*

Craft your piece based on an experience(s) in **your life**. Perhaps you’d like to write about an event that happened in your family or peer group. Writing about our relationships with others can often connect us with audience members who have similar social structures or patterns. Remember that narratives and memoirs are personal stories. Stories have:

Characters

Plot

Audience

Settings

Conflict & Resolution

A Purpose

In this assignment, you are writing for your peers. Your goal is to entertain and inform—you can accomplish this in a number of ways: *surprise, humor, self-reflection, transformation*.

Expectations/Requirements

Your narrative should be 2-3 pages (~500-750 words), double-spaced, and in MLA formatting.

Evaluation Criteria

* Specific, relevant, and personal events that support the overarching “point” of your narrative
* A first-person narrative (a story with a beginning, middle, and end)
* 1-2 instances of figurative language (similes, metaphors, personification, hyperboles, oxymorons, etc.)
* Concrete, descriptive details that grounds the narrative in specific times and places (use sensory details: smell, sight, sounds)

*See sample literacy narratives in Canvas.*

Evaluation Criteria Checklist

* **Your literacy narrative should**:
	+ Have a well-developed introduction, with a thesis.
	+ Show how you understand the way literacy interacts with your culture/subculture.
	+ Have clear, concise, and grammatical paragraphs.
	+ Have paragraphs with clear central ideas.
	+ Have transitions between paragraphs that connect your ideas together and flows seamlessly.
	+ Have 1-2 instances of figurative language.
	+ Have a conclusion that answers the question, “*So what?*”

**Process and Due Dates:**

* Week 2: Proposed outline due to Canvas.
* Week 3: First partial draft due to Canvas (2 full body paragraphs).
* Week 4: Second draft due to Canvas (Complete draft) and
* Week 5: Final draft due to Canvas (Finalized draft – at least 2 pages) AND writer’s memo due (see separate assignment sheet).

**Calendar and Process Work:**

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| **Due Date:** | **Task:** |
| **Week 1** | **Assignment introduced; start outlining/brainstorming (participate discussion board on Canvas).** |
| **Week 2:** | **In-class writing workshop: organizing, outlining, brainstorming, and writing. Submit proposed outline to Canvas.** |
| **Week 3:**  | **First Partial Draft Due; Peer Review in Google Drive.** |
| **Week 4:**  | **Second Partial Draft Due, Peer Review in Google Drive. Revision Plan due to Canvas.** |
| **Week 5:**  | **Final Draft Due to Canvas with Writer’s Memo.** |

Getting Started Checklist

* Consider these questions:
* What is your literacy group?
* What activities or discourses define this group?
* Who taught or influenced your acquisition of this literacy?
* Was there a specific moment in your acquisition or experiences in this literacy group which affected you or changed you in a noticeable way?
* Did others influence your participation and engagement with your literacy?
* If someone wanted to acquire this literacy, how might you guide them?
* Remember that being literate simply means you are particularly competent an knowledgeable in a specific area. To get started, you might ask yourself in what cultural groups in your life you possess a lot of knowledge.
	+ For example, are you a baker? Did your grandma teach you how to bake (literacy sponsor)? Did you carry that literacy knowledge on with your younger siblings?
	+ Perhaps you possess a high level of fitness literacy. Explain how you became literate in fitness and choose a specific instance in this acquisition which was pivotal for you or taught you something new.

Before Submitting Checklist

* Double check your MLA formatting.
	+ Do you have an MLA heading, your last name and page number in the top left header, and 12-pt, double spaced, Times New Roman font?
* Do you answer all of the questions on the assignment sheet?
* Do you meet all of the assignment requirements and criteria of the assignment sheet?
* Look over the assignment rubric and “grade” yourself. Make any changes based on your results.