

ASSIGNMENT ONE

LITERACY NARRATIVE

IMPORTANT DATES



Brainstorm due
Mon/Tues,
September 18/19
before class



Draft due
Wed/Thurs,
September 20/21
before class



Final draft due
Mon/Tues,
September 25/26
before class

WRITING SPECS



1200-1500 words
(about 4-5 pages)



Optional: 1+
images or slides



TEXTS

- NWWK "Concept 3: 3.0-3.5" (2016)
- "The Novice as Expert: Writing the Freshman Year" (Sommers & Saltz, 2004)
- Course content, posts, and discussions

EVALUATIVE CRITERIA

- Critical synthesis of storytelling and course content
- Use of source quotations, with APA in-text citations
- Significant revision based on instructor and peer feedback
- **Optional:** Connection between visual representation and literacy narrative

GOALS

- To evaluate how your literacy development was and continues to be impacted by specific experiences (for good or not-so-good)
- To connect your literacy development to course articles, concepts, and theories
- **Optional:** To re-present literacy narrative in a visual medium (Due Sept. 28)

THRESHOLD CONCEPT

Language and literacy cannot be separated from identity

Writers use language to explore ideas and subjects, create knowledge, and present themselves to the world. Their identities as writers evolve as they become active agents within a diverse range of sociocultural, academic, and professional communities. Student writers thoughtfully identify, analyze, and engage in linguistic practices appropriate to the communities in which they are members or seeking membership. By calling some of these practices into question, student writers can interrogate dominant and oppressive systems of power.

WRITING TASKS

Literacy Narrative

Critically reflect on and share 2-3 significant scenes that shaped your literacy education (how you learned to read and write). Focus on how your identity is shaped by individuals, communities, systems of power, and your own goals as a reader and writer. How have they shaped your current relationship with reading and writing? Use claims and evidence from course readings to contextualize your literacy experiences with concepts from our course. Though you may be tempted to reflect solely on your formal education, you are not confined to your experiences in school.

Optional #1—Visual Representation

Design and create a collage, series of slides, drawing, or other visual representation of your literacy history. While the written literacy narrative explicitly connects your experiences to course content, the purpose of this optional assignment is to express your literate and linguistic identity in a different genre.

Your composition can be either digital or analog, but an analog assignment will need to be photographed or scanned for submission in myCourses as a pdf, jpg, or pptx.

BRAINSTORMING QUESTIONS

- What specific experiences can you remember of learning to read, write, or another kind of literacy? Who were the people involved?
- Do these literacy experiences meet any of the 7 threshold concept criteria?
- Have you experienced the "novice-as-expert paradox" (Sommers & Saltz, 2004)? Were you able to overcome or resolve this expectation?
- Is there a specific section of NWWK Concept 3 (3.0-3.5) that you felt connected to your beliefs or identity? Did one stand out as either confirmation or challenge to your identity as a writer, reader, or literate person?

These questions are here to begin your thinking but are not meant to serve as a structure for your response