

Project 1: Literacy Narrative

Context: For this segment of our course, we will be discussing literacy as a dynamic facet of our lives. With our discussion of the writings of Deborah Brandt, Joan Didion, Sherman Alexie and Malcolm X, we will consider the personal, social, and economic implications of literacy. We will stretch our definitions in order to include literacy practices beyond reading and writing and will consider the ways that the practices we develop in one area may be transferred to another. This assignment asks us to look backward, inward, and outward as we consider the way that we have pursued literacy and literacy has pursued us.

Writing Scenario: Draw on Brandt's concept of "sponsors of literacy" to reconstruct key moments in your literacy history and identify agents of this literacy. You may explore previous writing, reading, or communication activities and/or name the different literacies you have/use. You may choose to interview parents, teachers, siblings or friends about your literacy history; however, the focus will be on your own experiences. Although looking backward suggests that you will explore your past, you may decide how far backward you will recount. In other words, the narrative does not have to begin at a certain age. It should, however, discuss at least one key moment or theme in your literacy history.

Requirements: This assignment requires that you write a narrative or story. Although some analysis or interpretation may figure into your text, a narrative element must be present. To strengthen the narrative, you should draw on specific examples or experiences. Through description and dialogue you can strengthen the reader's ability to "see" and not just "hear" your experiences.

With the completed assignment, you will submit a reflective **1 ½-2 page** Cover Memo that explicitly connects the theme(s) of your writing with the concepts from our course readings. Additionally, you will submit (for credit) your first draft.

Goals: This project aims to (1) connect our personal literacy with larger theories of literacy acquisition, (2) validate the breadth of our individual literacy practices, (3) give us practice at writing in a familiar genre, and (4) offer a springboard for future writing assignments.

Pertinent Resources: Alexie, Brandt, Didion, Malcolm X, and *Norton Field Guide to Writing*

Length: 1,000 words

Worth: 15%

Draft due: Friday, 9/12

Final draft with Cover Memo due: Monday, 9/22

Project 1: Literacy Narrative Schedule

Weekly Info: Conference Topics and Assignment Due Dates	Daily Topics	Daily Readings and Assignments <i>NFG = Norton Field Guide</i>
Week 1: Aug. 25-29 Group conferences: Introductions and course goals	<i>Mon.</i> Introductions	
	<i>Wed.</i> Introduction to Project 1: Literacy Narrative	Didion, "Why I Write" (BB) and <i>Composing Yourself</i> , p. 41-46; <i>Response #1</i>
	<i>Fri.</i> Benefits and Disadvantages of Literac(ies)	Alexie, "Superman and Me" (BB) and Malcolm X, "Learning to Read" (BB); <i>Response #2</i>
Week 2: Sept. 1-5 Group conferences: Bring literacy timeline	<i>Mon.</i> Labor Day—NO CLASS	
	<i>Wed.</i> Literacy Narrative Genre	<i>NFG</i> , Ch. 7 Signed policy agreement due (p. 109 in <i>Composing Yourself</i>)
	<i>Fri.</i> Sponsors of Literacy	Brandt, "Sponsors of Literacy" (BB, p. 165-173) <i>Response #3</i>
Week 3: Sept. 8-12 Group Conferences: Bring a partial draft of your literacy narrative	<i>Mon.</i> Sponsorship and Access	Brandt, "Sponsors of Literacy," Pt. 2 (BB, p. 173-183) and <i>NFG</i> , Ch. 25 <i>Response #4</i>
	<i>Wed.</i> Dialogue and Description	<i>NFG</i> , Ch. 37-38 Bring a hard copy of your current draft
	<i>Fri.</i> Peer Review	<i>NFG</i> , Ch. 27 Be able to access your draft <i>Project 1 Draft due on Blackboard</i>
Week 4: Sept. 15-19 Group Conferences: Bring a draft Project 1 Due Monday, Sept. 22 at 5 pm	<i>Mon.</i> Literacy Technologies	Baron, "From Pencils to Pixels" (BB) <i>Response #5</i>
	<i>Wed.</i> Revising and Editing	<i>NFG</i> , Ch. 28
	<i>Fri.</i> Writing a Reflective Cover Memo Work Day	Be able to access a current draft