

## Literacy Narrative Prompt

**Final Draft Due Date:** Monday, February 5 by 4:30 pm

**Length and Formatting Guidelines:** The narrative should be 4-5 pages long, double-spaced, using 12-point font.

- Include a header (with your name, the date, and the course name/number).
- Include a creative and specific title.
- Include MLA citation style (with optional outside sources).

**Purpose:** The goal of the literacy narrative is to “develop a narrative-based reflection that illuminates a significant aspect of [your] experiences as a reader and/or writer” (Guide to Teaching First-Year Writing). This assignment offers you an opportunity to reflect upon and create an argument based on your own language and literacy background within the context of your identity and community. Choose **one** memory or event to focus on rather than retelling your life story. In writing the narrative, you could consider questions such as: in what ways has this experience with reading or writing influenced your life? What insights or lessons about language or literacy have you gained from this experience?

**Audience:** Write for an audience that includes your instructor and peers in the class.

### Possible Ideas:

Write about an experience that...

- ... invites reflections upon the concept of literacy.
- ... connects a reading or writing memory with a personal or societal insight or lesson.
- ... conveys your process of learning a language and/or culture.
- ... relates how particular words, phrases, or dialects have affected your life.

### Materials for Study:

Published Essays:

- Marjorie Agosin, “Always Living in Spanish”
- Sherman Alexie, “Superman and Me”

- Amy Tan, “Mother Tongue”

Sample Literacy Narratives:

- Sample Student Essay 1: Jordan Davis, “The Old Man and the Sea... and Me”
- Sample Student Essay 2: Alina Moroz, “Regaining Russian”

Sample Literacy Narratives from the Digital Archive of Literacy Narratives (DALN):

- <http://daln.osu.edu/>

**Criteria:**

**Note:** The difference between an A- and B-level paper is that while an A-level paper offers a sophisticated, original, and innovative idea, a B-level paper offers observations that are less original and well-crafted. A C-level paper may offer summary instead of analysis and provide less thorough development and support.

<b>Development/Argument:</b>	<b>Structure/Organization:</b>	<b>Craft/Language:</b>
<b>A-Level: Extraordinary</b>		
<ul style="list-style-type: none"> <li>- Development: thoroughly develops ideas using specific evidence and consistent attention to detail</li> <li>- Analysis and Reflection: offers insightful and sophisticated analysis and reflection; effectively connects the experience to a larger, universal theme or meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative Arc: incorporates a clear narrative arc (exposition, rising action, conflict, falling action, resolution)</li> <li>- Transitions: integrates varied transition words and phrases in order to create a clear logical flow</li> </ul>	<ul style="list-style-type: none"> <li>- Word Choice: employs precise word choice and an authentic voice; incorporates figurative language such as sensory details, imagery, and metaphor</li> <li>- Grammar and Style: is written consistently in the past or present tense, using appropriate grammar and style</li> </ul>

**B-Level: Excellent**

- Development: develops ideas using specific evidence, though some examples may be less specific or thoroughly supported
- Analysis and Reflection: offers analysis and reflection upon the experience, though the ideas may be more simple and predictable and less insightful than in an A-level essay

- Narrative Arc: incorporates a generally clear narrative arc (exposition, rising action, conflict, falling action, resolution)
- Transitions: integrates varied transition words and phrases

- Word Choice: employs generally effective word choice and voice; incorporates figurative language such as sensory details, imagery, and metaphor
- Grammar: is written consistently in the past or present tense using appropriate grammar and style, though there may be a few errors

**C-Level: Good**

- Development: offers less thorough development and support and less specific evidence
- Analysis and Reflection: offers some analysis and reflection upon the experience, or includes summary instead of analysis

- Narrative Arc: offers an unclear narrative arc (exposition, rising action, conflict, falling action, resolution)
- Transitions: includes limited transitions

- Word Choice: employs general word choice; incorporates some figurative language
- Grammar: includes errors in grammar and style or is written in consistent tenses

## Literacy Narrative Assignment Schedule

**Formatting:** Each assignment should be typed, double-spaced, using 12 pt. font.

Assignment	Due Date	Submission Guidelines
LSWA 1: Introductory Letter (graded on completion)	Monday, January 8 at 10 am	Upload onto Canvas under Assignments.
LSWA 2: Literacy Narrative Prewriting 1*	Wednesday, January 17 at 10 am	Upload onto Canvas under Assignments.
LSWA 3: In-Progress Draft/Prewriting 2 (one-two pages of an in-progress draft)	Wednesday, January 24 at 10 am	Upload onto Canvas under Assignments.
Completed First Draft (four-five pages)	Monday, January 29 at 10 am	Email the draft to each group member and me.
Peer Review Letters	Wednesday, January 31 at 10 am	<ol style="list-style-type: none"><li>1. Email the letters to each group member and me.</li><li>2. Bring hard copies of the letter for each group member and yourself.</li></ol>
Final Draft + Materials in One Document Include: <ol style="list-style-type: none"><li>1. Final draft</li><li>2. First draft</li><li>3. Letters from peer reviewers</li><li>4. Reflective cover letter/annotations*</li></ol>	Monday, February 5 by 4:30 pm	Upload onto Canvas under Assignments.

**\*LSWA 2: Literacy Narrative Idea and Prewriting** (two-three pages, double-spaced): due on Wednesday, January 17

1. Brainstorm an experience you would like to write about for your literacy narrative. Remember that the memory should relate with reading or writing. Explain why you chose to write about this experience (one-two well-developed paragraphs).
2. Reflect upon the larger meaning, lesson, or insight you gained from this experience. Your reflection will help you construct the narrative's argument (one-two well-developed paragraphs).
3. Outline ideas for the structure of your narrative:
  - **Exposition:** introduction, background, and setting
  - **Rising action:** details that build toward the central conflict/idea/issue
  - **Conflict:** main external event or internal conflict/idea/issue
  - **Falling action:** details that build toward the resolution
  - **Resolution:** closure, insight, and lesson gained

**\*Reflective Cover Letter/Annotations** (one page for the cover letter): due with the final draft on Monday, February 5

We will work on four major writing assignments this semester. For two of the essays, write a cover letter. For the other two essays, directly annotate your final draft using the comments function. The purpose of the letters/annotations is to help you reflect on your writing process. For either choice, consider the following questions:

1. How did you go about writing this piece?
2. If applicable, in what ways did our work in class influence your writing process?
3. What do you think works well in this piece, and why? Please provide specific examples.
4. In what ways, if any, do you think you could improve in writing this essay, or what might you do differently next time? Why?
5. In what ways did writing this essay help you to meet one or more of your writing goals for the semester?

**LSWA (Low-Stakes Writing Assignment) Rubric** *(adapted from M. Sweeney, E. Tacke, N. Limlamai)*

In evaluating the low-stakes assignments, I will provide feedback including a score from 1-5 as well as written comments. At the end of the semester, I will add the LSWA scores, and the total score will count toward your daily participation/engagement grade, which is worth 15% of the overall grade.

Score	Criteria
5: Extraordinary (A)	<ul style="list-style-type: none"><li>-thoroughly addresses all aspects of the assignment and may exceed the requirements</li><li>-offers nuanced, insightful, and thoughtful analysis</li><li>-provides specific evidence and support</li><li>-demonstrates consistent attention to detail</li></ul>
4: Excellent (B)	<ul style="list-style-type: none"><li>-addresses all aspects of the assignment</li><li>-offers thoughtful, though less specific or developed, analysis</li><li>-provides evidence and support</li><li>-demonstrates attention to detail</li></ul>
3: Good (C)	<ul style="list-style-type: none"><li>-does not address all aspects of the assignment</li><li>-may be less thorough or developed</li><li>-may need more evidence, support, or clarification</li><li>-includes some errors</li></ul>
2: Fair (D)	<ul style="list-style-type: none"><li>-does not address all aspects of the assignment</li><li>-may be less thorough or developed</li><li>-does not offer sufficient evidence or support</li><li>-includes several errors</li></ul>
1: Poor (F)	<ul style="list-style-type: none"><li>-does not address all aspects of the assignment</li><li>-is underdeveloped, unclear, or oversimplified</li><li>-does not offer sufficient evidence or support</li><li>-includes several errors</li></ul>

