**Personal Literacy Narrative**

(Objectives: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11&12)

January 17-18 through February

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This Personal Literacy Narrative is the first major paper and one that will be included in your personal writing portfolio. This assignment builds upon material that you have already read in *The Norton Field Guide to Writing* textbook (chapters 1-6, 23-27, 29-30, 36-37, 39) and also deals with ideas that we have been discussing together in class.

**What is a Personal Literacy Narrative?** It is simply a narrative written about one’s own literacy. Although, literacy is often easiest to consider-- and then write about—in small doses, like in the form of one particular literacy event. John Trimbur says that “[t]he term *literacy event* gives us a way to think about how reading and writing enter our lives and shape our interactions with others” (29). Have you ever really considered how your own literacy affects your life and your relationships? This assignment will give you a chance to do so. This project will also give you a chance to call upon your own knowledge and experiences for the information, ideas, and details that needed for your narrative. For this project, ***you*** are the “expert”!

**Learning objectives for this assignment**

* To begin to recognize & understand ***your own*** writing process
* To create an interesting and appropriate thesis
* To understand the rhetorical situation (i.e. type of writing, purpose, and intended audience) for your narrative project
* To begin to recognize the influence of audience on what and how you write
* To write focused and well-developed paragraphs
* To use memories, reflections, observations and descriptions in your writing to *show* instead of *tell*

**Assignment Specifics**

For your Personal Literacy Narrative, you will need to

* **Think** about a particular encounter (as a child or as an adult) that you had with writing or reading. This literacy event should be something that directly involved you—either as participant or observer—and that you have strong feelings and memories about. *Who else was involved? What details can you remember about the encounter? Was it a positive or negative experience for you? How were other participants affected? Was reading or writing a part of the conflict or misunderstanding? Or, did reading or writing somehow help to relieve tension or resolve a conflict? In other words, what role did writing or reading play in the situation?*
* **Analyze** your personal literacy event. Describe what happened, explaining the social context and the involvement of others. *What type of reading or writing was used? What was its purpose? Did the reading or writing ultimately achieve its intended purpose? Why, or why not? Did all of the event participants see things in the same way? What were some of the similarities and differences in viewpoints or perspectives? How did individuals (including you) deal with this event?* Describe the relationships between each of the participants. *What role did writing or reading play in their relationships? How did the individuals interact through writing (and reading)? Was this a positive or negative interaction? How did each person view writing or reading before the event? Did perspectives change in any way after the event? Why, or why not? What did you and the other participants learn about the possible consequences of writing or reading?*
* **Write a three to four (3-4) page Personal Literacy Narrative in which you describe and analyze your literacy event.** Use Strong images and details in your analysis of the event. Show clearly how those involved were affected by the encounter, and how they were influenced by writing or by reading afterwards. **Completed, typed drafts are due at the specified times as shown on the syllabus schedule! A one-page Reflection should also be included with the final draft.** Remember to follow the format requirements for all ENG 111 papers—Times New Roman font, size 12, and MLA style guidelines.
* **Please keep this in mind as well:** we will continue to move forward in class-- covering new material and completing in-class writing assignments-- after you workshop/peer review your first drafts. You are responsible to make revisions to your projects outside of class.

**The following criteria will guide the grading of this project:**

* Appropriate title, thesis, and basic organization & format
* Effective structuring and strong development of the narrative
* Strong, effective descriptions & observations are included
* Characters (participants) and settings for the literacy event are well-developed and are presented clearly to the reader
* Narrative includes a strong balance of description and analysis of the literacy event; an effective interweaving of reflection, commentary, and interpretation is present
* Narrative fulfills all of the particular project requirements as well as the general expectations for a strong ENG 111 paper

Trimbur, John. *The Call to Write, Brief Third Edition*. New York: Pearson/Education, 2005. 29-36

**Grading Points:**

**Included in the total of 200 possible points are the following:**

**Journal(s), take-home quizzes, thesis statement and organizational plan, rough draft, peer review, and final draft. Sections not submitted on time will be given “0” points (no make-up)/**