

Literacy Narrative

In your Literacy Narrative you will be telling us, an audience of your classmates and me, a story from your “literacy life.” As this is an English course, you should strongly consider writing about how your literacy (in the traditional sense of the word) has been shaped, was affected, etc., by a specific event. But this is certainly not the only subject out there. If you feel you can produce a better narrative about a different “literacy,” then you should do so. You must, however, be certain that what you are writing about is in fact an example of literacy and not just a skill.

Your purpose is to entertain your audience with a good story, but you also want to investigate a part of your own life in a way that reveals something to you. We learn unexpected things when we write, and sometimes we write things that we didn’t realize that we already knew. All writing is itself an exploration of a topic. In this case the topic is you.

You will use your abilities of description and narration to pull your readers into your story. Be sure to convey the *significance* of your story to make your readers care about what you are saying. It is important and beneficial for you to use the ideas and skills we will learn over the next four weeks, especially from *The Norton Field Guide to Writing* (pp. 21-38), to develop your ideas in this narrative: pre-writing; organization; defining audience and purpose; ethos, pathos, logos; narrative elements; and effective techniques for introductions, conclusions, and paragraphs.

literacy -noun

1. the quality or state of being literate, esp. the ability to read and write.
2. possession of education
3. a person’s knowledge of a particular subject or field.

"literacy." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 22 Aug. 2007.

Literacy Narrative Map

In the Literacy Narrative you are sharing a part of your own “literacy life” that holds your readers attention and provides them (and in the process, yourself) with a clear idea of where you came from and where you are in your literacy. The Narrative Map is a visual companion piece to the written component. The Map should reflect the central themes of the Narrative.

The purpose of the Map is to get you thinking about how visual rhetoric and textual rhetoric are similar and how they can work together. We will be studying composition

design strategies in more depth later in the semester, but with all the visual media you are exposed to on a daily basis, try to utilize as much of your daily subjection to visual compositions in your own work. Be creative. Be thoughtful. But most of all, make sure that the Map expresses the central purpose of your Narrative Project.

I will present some examples of creative and thoughtful Narrative Maps in class to help give you a better idea of the possibilities that are out there. BFF style collages made from magazine clippings is a good example of an unsuccessful Map. We will be learning how to use visual applications in the computer lab so that you can make the most of your Map, but don't feel that these applications are the methods you can use.

Length: 3 page minimum for the Literacy Narrative. 1 page for the Map

Format: MLA style, double-spaced, 1 inch margins, 12 point Times New Roman font. Be sure to use the proper headings outlined in the course syllabus.

Due Dates: The Literacy Narrative and Map are due Friday, January 25th.

Grade: The Narrative project counts for 10% of your final grade. Creativity will certainly be a factor, but more importantly, this project will be graded in regards to the rhetorical skill, organization, and the overall mechanics.