

WRITING ASSIGNMENT 1 (WA1)
Literacy in Our Everyday Lives

Evaluation (from your syllabus)--

Assignment Values	Semester Grade Point Ranges
<ul style="list-style-type: none"> • WA1-WA4, 40 pts. (4 @ 10 pts. each) • Reader Responses, 20 pts. (multiple) • Peer Reviews, 20 pts. (online and face-to-face) • Final Reflective Statement 20 pts. 	90--100 pts. = A 80--89 pts. = B 70-79 pts. = C 65-69 pts. = D 0-64 = F

Purpose: To begin exploring literacy through your own lived experiences with literacy and the technologies that sustain it.

Description: This essay calls upon you to reconstruct key moments in your literacy history. You can do this in one of two ways:

Option 1: Objects of Literacy

This option asks you to reconstruct key moments in your literacy history by describe a significant object that may best represent that history for you and by helping your reader understand that significance by developing a narrative analysis of that object. What does literacy mean to you? What makes the current contexts in which you are most literate relevant to you? How can you help someone else understand the significance that literacy has had to your own life? What object may best represent the significant roles literacy plays (has played, continues to play) in your life? Take some time to describe this object with as many concrete details as the reader may need to “see” the object (or objects) that seem the most significant representation of your literacy history and offer this reader some details that help her understand what that history means to you.

Option 2: Sponsors of Literacy

This option asks you to reconstruct key moments in your literacy history by identifying the agents sponsoring this literacy and narrating the way “literacy” has “pursued [you].” How has this played out in your own lives? According to Deborah Brandt, you are not only in pursuit of literacy but “literacy is in pursuit of [you]. What does she mean by this? How might someone “permit” literacy in someone else? How might someone prohibit literacy in another person? Deborah Brandt’s essay introduces the term “sponsor” as part of the process of literacy development. According to Deborah Brandt, “sponsors . . . are any agents, local or distant, concrete or abstract, who enable, support, teach, model, as well as regulate, suppress, or withhold literacy—and gain advantage by it in some way” (166). How does this definition match up with your own understanding of what a sponsor does? How might a sponsor “prohibit” literacy or permit it? Take some time to unpack Brandt’s key arguments and your own position in relation to them. Help your reader understand some aspect of your literacy history in relationship to a person or other identifiable element in their function as your literacy sponsor.

NOTE: WHATEVER option you select, remember: specificity is the soul of narrative! Provide many concrete details. Show, don’t just tell. That’s vital to communicating your literacy narrative to another reader.

Constraints:

Page-length minimum for Peer Review: two pages (double-spaced, typed)

WA1 due for Peer Review: 9/24 (T)

Page-length minimum for Instructor Review: THREE pages (double-spaced, typed)

WA1 due for Instructor Review: 9/26 (R)