

Literacy Autobiography Sample Assignment Sheet

From the course syllabus:

The Literacy Autobiography is a semester-long project during which you will examine, describe, and reflect on your personal journeys with reading and writing.

- 1) The project will be “emerge” like a collage over the term, rooted in the **journals** you complete for ENGL 110. A journal is a “free-writing” response to a given prompt.
- 2) You will choose the journals to include and to expand on; you will think critically about how to organize and structure the narrative of your journey.
- 3) In consultation with your professor, you will choose a medium for your presentation.

*The **Literacy Autobiography Project** will support mastery of the key rhetorical modes and learning outcomes for ENGL 111 through:*

- 1) Defining what literacy means to you, past and present;
- 2) Classifying the different types of literacy;
- 3) Examining the causes and effects that events, people, cultures, circumstances, and behaviors had and continue to have on your literate life;
- 4) Comparing and contrasting our journeys to those in the nonfiction selections you’ve read; comparing and contrasting your former selves to your current and (perhaps) future selves
- 5) Arguing a reflective “thesis” about your journey, and providing supporting evidence for the claims made;
- 6) Determining and demonstrating an understanding of one’s audience by choosing a voice and format appropriate for presenting your topic.

Acceptable Formats

You may:

- write a paper
- create a PowerPoint or similar slide presentation
- create a video
- create a poster
- write a song or poem
- create a blog or website
- other formats are acceptable if first approved by the professor

Tips for Developing your Autobiography Project

- Much like the personal essays we have read, you will use storytelling devices such as scenes, details, voice, chronology, and reflection to help you tell your autobiography.
- You may use any **visual** elements to complement the text such as: clip art/graphics, family/school photos, images of books/characters, cartoons/comics, etc.

Some details you may include (many of these topics were covered in your journals):

- What is your personal definition of literacy? How is “literacy” a concept that may change over time and generations?
- First book(s) you remember as a child?
- Any memories of reading as a child. How did reading make you feel?
- Any family history that is relevant to your journey, for example: where you grew up; ways your family influenced, encouraged, or even negatively impacted your learning; socioeconomic factors, peer influences, etc.
- Did you go to the library with an adult or have a library in school?
- Early memories of reading and writing in school
- Triumphs and setbacks – specific memories
- Teachers who had a positive/negative impact on you
- A book/story/movie character who engaged your imagination as a child or teen
- Memories of writing; how would you feel when you had to write something?
- Were there some types of writing you enjoyed more than others?
- Did you think of writing as a chore or a means of expression?
- Did you ever keep a journal?
- Challenges you faced in school
- Challenges you continue to face
- What are some other “literacies” that you can claim?
- Examples of other things you taught yourself. Can these “self-taught” strategies be applied to reading and writing?
- Do you experience writer’s block? How do you overcome writer’s block?
- How might reading/writing may be useful in your future?

How to Get from A to Z: Your Unique Chronology!

There is no one “right” or “wrong” way to organize your project. Your project need not be chronological; the structure you employ should be one that best helps you get your personal story across. A few options include:

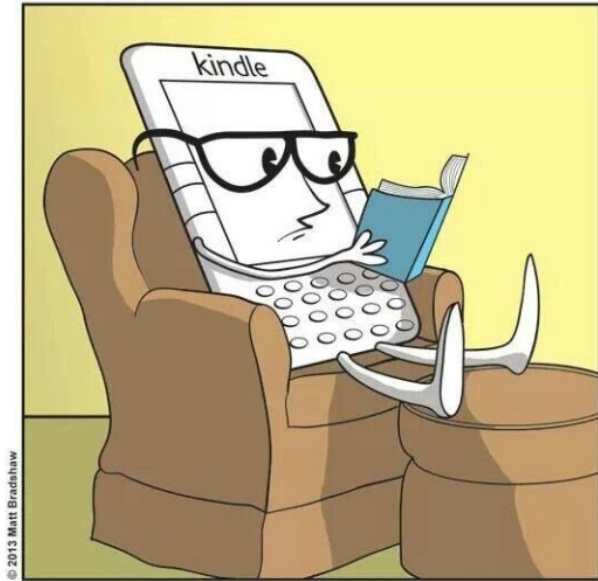
- Start with your childhood and progress chronologically, hitting on various “milestones” along the way.
- Start with the present day life and challenges and then flash back to the past to identify several influences, ending the presentation back in the present day with “what I learned”.
- Start with any significant event, a “hook”, (for example, being suspended from school in 9th grade or discovering Harry Potter in 7th grade) and then move back and forth between the past and present, filling in your story.

A Few Final Requirements!

- You will be required to present to the class. If you compose a video or a PowerPoint with your voice pre-recorded, you can simply stand at the podium and play your presentation for us. If you do not use a narration, you will have to talk us through your PowerPoint/presentation.
- If you write a paper, you will read it to us.

- We will have a **Q & A** after you present so that the class can ask you additional questions. (It is YOUR life, so these will be easy questions for you to answer!)
- You will be required to fill out a **Self Assessment Questionnaire** after your presentation.
- Feel stuck? Find some examples of Literacy Autobiographies uploaded by college students and professors on YouTube.

GERBIL WITH A JETPACK



HIPSTER KINDLE READS PAPER BOOKS IRONICALLY.