**Blueprint Note:** The following assignment sheet language is provided to support instructors and GTAs implementing the Literacy Narrative Project. The suggested language includes project overview, project specifics and generating questions, formatting, and due dates. If you are attempting to customize this template for your section(s) of ENGL1105, please download an editable version or create a copy (i.e., make sure you are working with your own version before attempting to apply customizations).

*As you customize the document, please remove this blueprint note and header* so that all text appears with consistent, intentional design choices, such as common typeface size and color scheme. In customizing the blueprint assignment sheet language, ensure that any customizations work toward the program outcomes for ENGL 1105 and the goals for each unit. Finally, be sure to include a separate rubric or a section below that clearly outlines how students’ projects will be assessed based on your expectations and requirements.

**Project #1: Literacy Narrative**

**Overview**

For the first project this semester you will develop a literacy narrative—*an account of one to three formative literacy moments that leads to insights about what literacy is and some of the reasons reading and writing habits are complex*. Generally, literacy refers to fluencies with written language, and these fluencies are shaped by interactions with texts, observations of others who read and write in everyday life, and also the attitudes they project toward reading and writing. With this in mind, your project will be informed by 1) recalling personal history and experiences with literacy and 2) storytelling, or retelling brief narratives that include specific and carefully selected details. Successful literacy narratives will include memories told as stories in such a way that deepens, complicates, and even challenges assumptions about what literacy entails.

**Getting Started and Generating Questions**

Before composing your narrative, think about the types of literacy experiences writers have reflected on in our class readings and how they organized their stories to convey the importance of their literacy experiences. Then consider which of your experiences have had a lasting impact on you that you feel comfortable writing about and sharing with others. Review the list of generating questions below as you begin to develop your narrative.

* What is literacy? What materials (e.g., printed texts, device screens) are assumed to be operating in snapshots of literacy development? And which materials are not (e.g., a coach's marker board, sidewalk chalk, Snapchat)?
* How do specific micro-narratives, or brief stories, deepen or complicate a basic sense of literacy as it has operated in your life?
* Who are some of the people who have sponsored your literacy development? What are some of the institutions that have urged you to become more fluent with language? Do you *trust* these people and institutions? In what senses did these people or institutions have your best interests at heart?
* When did you first learn to write? To read? Who was present? Who encouraged you? How did those interactions play out? Note, too, that although this is not a project that requires you to interview anyone or to collect artifacts, such as photos, you could enrich your account by talking to a family member, retrieving and analyzing a photograph of a scene of reading or writing from your childhood, and even including these in your literacy narrative.
* Have you encountered negative attitudes or statements toward literacy? Have you overheard or been subjected to discouraging or disparaging remarks about school literacy? When? From whom? How did you respond?

As you compose, keep in mind the characteristic features of writing a narrative as presented in *Everyone’s an Author*:

A clearly identified event: What happened? Who was involved?

A clearly described setting: When and where did it happen?

Vivid, descriptive details: What makes the story come alive?

A consistent point of view: Who’s telling the story?

A clear point: Why does the story matter?

**Formatting**

In writing your essay, be sure to

* Compose your narrative within **1000-1250 words**
* Give your narrative a creative and fitting title; use the title to entice the reader about what is to come!
* Include an MLA heading (Name, Instructor’s Name, Course, Date) in the top left corner.
* Use **purposeful** punctuation, grammar, and syntax to enhance your narrative.

**Due Dates**

* A half-draft of at least 500 words is due by the start of class on [DATE]
* A final draft of 1000-1250 words is by the start of class on [DATE]