

Project I: Multimodal Literacy Narrative

Introduction

Drawing on the different readings from the course (Brandt) so far and the literacy narratives (Alexie, Malcolm X, Coates) you have been exposed to, examine and reflect on your literacy history to learn more about your reading and writing practices and what factors have shaped those practices. The ultimate goal of this part of the assignment is to produce your own multimodal literacy narrative. Like the example literacy narratives we will view in class, this part of the assignment also asks that you work in multiple modes, using a variety of media (print, audio, video, image, sound, etc.) to tell the story of one particular aspect of/concept regarding your literacy acquisition.

Description

Project 1 will ask you to carefully brainstorm, draft, and present a multimodal literacy narrative. Choose one literacy in which you are proficient and tell your audience how you acquired this proficiency. Identify the sponsors of literacy who helped you in this endeavor. Most importantly, be creative! Create a compelling story!

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| Purpose | This project primarily focuses on your own creativity and your presentation of yourself as an author and speaker in front of your audience. You will become acquainted with presentation technologies and strategies that will help you in your future career. Also, you will engage in various brainstorming techniques to plan your writing. You will have the unique opportunity to present yourself as an expert in a specific literacy to your classmates. |
| Audience | Your ENGL 1011 classmates and your instructor |
| Genre | Analytical, personal narrative |
| Stance | Reasoned and persuasive Use the opportunity to present yourself as an expert in your literacy. |
| Medium | varies |
| Length | 400 – 600 words and 3 minute presentation |
| Resources | Brandt, CRAP handout, UTC Library Studio presentation |

What Makes this Project Successful?

As we are exposed to more examples of literacy narratives, you should begin to notice certain features that are common and typically present in most literacy narratives. You might notice, for instance, that these types of narratives often focus in on a single memory or experience in an individual's literacy acquisition to illustrate a central point or idea in the essay. You might also think about the kinds of strategies writers of literacy narratives typically use to make their experiences more vivid and compelling, for instance: sensory details, specific images, and descriptive language to heighten a specific memory or moment in time. Finally, you'll want to pay close attention to the rhetorical function of these narratives. What kind of insight about literacy is

the writer attempting to convey? While literacy narratives are focused on the writer's personal experience, they are not typically meant only for this writer. Rather, they seek to change the reader's understanding of literacy as well. A good literacy narrative, then, conveys some overall point about an individual's literacy experiences in a rhetorically effective manner. It also works with(in) the conventions of the genre while experimenting with the expanded communicative potential multimodality allows.

Project 1 Criteria: What I'm Looking For

- Narrative is multimodal, creatively employing use of different media, materials, and/or technology to accomplish specific rhetorical goals. Further, it is professional and polished in appearance with an attention to design and detail.
- Narrative uses creative devices (such as imagery, emotion, suspense) to engage and keep reader's attention. If you use images, they must be your intellectual property.
- Narrative demonstrates awareness of concepts from course readings on literacy: for example, sponsorship, access, etc.
- Narrative illustrates an awareness of the rhetorical implications of textual genre conventions (tone, person, tense) and conventions of specific media (web writing, digital video, etc.).
- Narrative cites and acknowledges all sources, including visual and audio texts.
- Narrative meets required length requirement.
- You are required to deliver a presentation and to participate in peer review.

Important Deadlines:

First Draft is due on September 20 for peer review. You also need your cover letter on this day. You will give the presentations on your projects on September 25 and 27. The final first draft of your project 1 (after revision after peer review) is due September 27.