

ASSIGNMENT SHEET

UNIT 1: ACADEMIC EXPOSITION

Explaining Literacy via Literacy Narratives

ENGL 001-1075 (Tu/Th 12:35-1:50)
ENGL 001-1083 (Tu/Th 2:00-3:15)
FALL SEMESTER 2005
MR. GOGAN
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(& by appointment)
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I. ASSIGNED WRITINGS

- 1 Expository Thesis-Support Essay
- 1 D2L Discussion Board Posting
- 3 Short Writings (abbreviated SWs)

II. EXPOSITORY ESSAY ASSIGNMENT

TOPIC:

Write an academic thesis-supported essay explaining your understanding of different kinds of literacy as well as their effects on people's lives. Use at least 3 of the readings (which may include another student's literacy narrative) plus your experiences/observations/reasoning as *particular textual evidence* for your general points.

Prewriting Questions: To help you get started, use the expository strategies that we've been studying to generate information for your essay. For example, as a prewriting activity, contemplate the following questions (but by no means do you need to answer them all in your paper!):

- How do the readings *define* literacy and its importance? Do you agree?
- How do different literacy narratives *compare/contrast* with each other? What is significant about the *c/c*?
- How do your experiences/observations compare/contrast with any of the authors' claims about literacy?
- What different *classifications* of literacy are there—e.g., academic, cultural, print, visual, computer, etc.?
- How might a particular cultural literacy differ from academic literacy?
- How do cultural categories that *classify* people—such as gender, ethnicity, age, class, nationality, etc.—affect each author's experience with literacy?
- What are the *intended effects* of literacy? What are the *actual effects* of literacy for the authors, for you, for your friends? Are the intended effects consistent with the real effects? Why? Why not?

Purpose:

- To introduce you to academic inquiry, where you investigate an assigned topic, enter a conversation about that topic, and assert your own voice in that conversation
- To familiarize you with expository strategies of definition, classification, comparison/contrast, cause/effect

Audience:

- Teacher & classmates who are part of a conversation on academic literacy and who have read the same articles

Format:

- 4 double-spaced pp. of text *plus* a WC page. Use the following heading in the upper left-hand corner of your essay:

Your Name
English 1
Mr. Gogan
Fall Semester, 2005
Essay #1

Essay Grading Criteria:

1. Purpose/Audience Negotiation:
 - How well is your *purpose* stated in the introduction and/or thesis statement?
 - How well does the paper address the *class and the teacher as an audience* who is part of an academic community reading the same literacy narratives?
2. Organization:
 - How rhetorically effective is the *organization of ¶s* in your paper?
 - How effectively is the paper *introduced* and *concluded* (does the conclusion move beyond summary)?
 - How well does the *thesis statement* state the writer's main claim and organize the paper?
3. Development/Exposition:

- How clearly are your *general points* stated?
 - How well are *particular details* from class readings and your own experiences/observations/reasoning employed as textual evidence?
 - How well are *strategies of definition, classification, comparison/contrast, and/or cause/effect* employed?
4. Writerly *ethos*:
- How well does the essay employ a college student *ethos*—i.e., informed, confident, appropriate tone?
5. Readability
- How effective are the choices about sentence *punctuation* and *subject position*?
 - Are there any spots where *sentence shape* (length, punctuation, wording . . .) interferes with meaning?
 - How effective are academic citation practices: i.e., *MLA parenthetical citation* and *Works Cited page*?
- **Note: Here's a sample MLA Works Cited entry for your Works Cited page:**
- | <i>Author</i> | <i>Article Title</i> | <i>Book Title</i> | <i>Edition</i> | <i>Editor</i> | <i>City</i> | <i>Co.</i> | <i>Year</i> | <i>pages</i> |
|---------------|------------------------------|------------------------------|-------------------|---------------------------|-------------|------------|-------------|--------------|
| Rose, Mike. | "I Just Want to Be Average." | <i>Critical Literacies</i> . | 2 nd . | Ed. Ed. Krista Ratcliffe. | Boston: | Pearson, | 2002. | 51-62. |

Due Dates:

9/12 M D2L Posting due: See instructions on D2L

9/15 Th Peer Review Session: draft of essay 1 due; author sheet; & peer review sheet. **Style Workshop**

9/20 Tu Unit One Portfolio due: SW's 1, 2, 3; Essay 1; Peer Review Sheet; Author Sheet

III. SHORT WRITING ASSIGNMENTS (SW):

Writer's Task and Due Dates:

These sequenced writings are intended to help you think about your essay topic so that you can revise your ideas as we proceed through the unit. If appropriate for your paper, your SW's *may be incorporated into your final essay*.

- 1. SW 1: 9/6 Tu** Explain how 3 cultural categories inform an author's education
- Discourse Conventions:*
- type 1 paragraph (@ 200 words, DS); bring 1 copy to class
 - use topic sentence that names the author, the title, and 3 categories
 - use general point to particulars strategy to develop the paragraph
- 2. SW 2: 9/8 Th** Write an autobiographical literacy narrative
- Discourse Conventions:*
- revise your writing from 8/30 (@ 400 words, SS); bring 3 copies to class
 - use any form (e.g., poem, essay, narrative)
 - refer to class discussion on 9/1 for class-generated list of conventions
- 3. SW 3: 9/13 Tu** Compare/contrast 2 effects of literacy in any of the readings
- Discourse Conventions:*
- type 1 paragraph (@ 200 words, DS); bring 1 copy to class
 - use a topic sentence that names the author, the title, and the point of c/c—i.e., general-point-to-particular strategy
 - use divided or alternative method of c/c to develop the paragraph
 - use subject positions effectively

Audience:

Teacher & classmates who are part of a conversation on literacy and who have read the same articles.

Format

Use same paper heading as for your essay.

SW Credit Criteria:

1. Completed and brought to class on assigned dates for use in in-class work
2. Evidence of having employed the above discourse conventions for each

IV. UNIT 1 D2L DISCUSSION BOARD: (1 point) 1% of final course grade

Your discussion board posting will not be reflected in your unit portfolio grade. Instead, each posting will contribute to your final course grade. See D2L for specific topic instructions.

V. UNIT 1 GRADE: (15 points) 15% of final course grade

Your unit grade will be awarded to the final essay; *however*, short writings must be completed on due dates AND turned in with Portfolio One in order for you to receive full credit for the unit; otherwise, you may lose 1/2 (percentage) point for each SW not completed on time or included in your portfolio. (See English 001 Policy Statement for other grading policies).