

**Literacy Narrative**  
**400-500 Words**  
**DUE 08/30**

This short, low-stakes writing assignment will act as a way for me to get to know you better and to better understand your experiences with reading and writing. Here are a few ideas of how to frame your paper:

- You can tell me about an experience you've had in a writing classroom.
- You can tell me why you like, or don't like writing with specific examples.
- You can tell me about a book/story/poem you read that had an impact on you.
- You can tell me about a pivotal moment in your writing "career."

There are many more ways you can go about framing this paper. As writer Anne Lamott says, "Everything that happens to you is yours, and you get to tell it."

The only stipulation I have for this paper is that you make it specific and in that way make it unique to you. For example, if you'd like to talk about your past experience with writing in the classroom, tell me a story of a specific text or teacher or experience that changed you in some way. Don't just tell me a list of courses you've taken or books you've read—many of your peers have probably taken similar courses or read similar books. I'm interested in learning about how YOUR experience with writing is unique.

	<b>High Proficiency</b>	<b>Proficient</b>	<b>Some Proficiency</b>	<b>No/Limited Proficiency</b>	<b>Score</b>
<b>Thesis/Focus</b> (5 points)	Thesis and purpose are clear to the reader; closely match the writing task; highly original	Thesis and purpose are fairly clear and match the writing task; mostly original	Thesis and purpose are somewhat vague OR only loosely related to the writing task; vague and unoriginal	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task; so vague it could apply to any student	
<b>Organization</b> (5 points)	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	No transitions Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Unclear organization OR organizational plan is inappropriate to thesis.	
<b>Support/ Reasoning</b> (5 points)	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	
<b>Audience awareness</b> (4 points)	Stance is that of an expert who consistently and skillfully anticipates reader's needs. Rhetorically sophisticated.	Stance is somewhat tentative and meets reader's needs with some skill, but is not as consistently successful.	Stance is that of a novice attempting to please an expert.	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.	

<b>Style</b> (2 points)	Sentences are varied, complex, & employed for effect. Diction is precise, appropriate, using advanced vocabulary. Tone is mature, consistent, suitable for topic and audience	Sentences show some variety & complexity. Uneven control. Diction is accurate, generally appropriate, less advanced. Tone is usually appropriate	Sentences show little variety, simplistic. Diction is somewhat immature; relies on clichés. Tone may have some inconsistencies in tense and person	Superficial and stereotypical language. Oral rather than written language patterns predominate	
<b>Writing Conventions</b> (2 points)	Essentially error free. Evidence of superior control of diction	Mechanical and usage errors that do not interfere with meaning	Repeated weaknesses in mechanics and usage. Pattern of flaws	Grammar/Spelling / usage/Punctuation Mechanical & usage errors so severe that writer's ideas are hidden	
<b>Presentation</b> (2 points)	Essay looks neat, crisp, and professional	Essay looks neat but violates one or two formatting rules	Essay looks fairly neat but violates some formatting rules	Essay looks untidy and does not follow basic formatting rules (e.g., margins, headers & subheaders)	
<b>Total Score</b>					/25