

English 1101 – Essay Assignment #1

“A Literacy Narrative: Language & Identity”

Due: Sun., Sept 12th by 5:00 p.m.

Assignment Description:

You will compose a literacy narrative that explores your own experiences with both language and identity. Be sure to define what these terms mean to you. This is your opportunity to reflect upon how fundamental language may be to one’s cultural identity. A key component to the essay’s success will be to **provide evidence of in-depth analysis** as well as appropriate **integration of both academic and colloquial styles of writing** in standard American English (the typical academic construct) and your native language — whether it is a language other than English, such as French or Spanish, or a distinct dialect of World Englishes, such as Southern American English or Irish English. Consider how language has not only influenced your identity but answer the following question: **how has language influenced your academic career?** The essay should adhere to the requirements provided below. Your **audience** will be your peers as well as your professor.

Purpose:

The purpose of this assignment is to allow students an opportunity for self-reflective and rhetorical writing composition. Students will discern rhetorical choices made in writing an **opinion-based** genre while engaging both their native language and various dialects of World Englishes. You will have the opportunity to demonstrate, evaluate, and analyze the concepts of how language and identity are related, which further leads to the understanding of rhetorical choices in composition writing for multiple audiences. These same types of rhetorical choices can be used in other genres of writing; hence, by studying the choices you make in the literacy narrative, you will be better prepared to analyze the effectiveness of rhetorical devices/appeals used by other writers (i.e., **code-meshing and translanguaging for authenticity – transcultural ethos** (see MacDonald and DeGenaro pp. 30-32).

Learning Outcomes:

- Identify, practice, and create writing as a process-oriented product.
- Evaluate, practice, and employ elements of rhetorical grammar, both academic and colloquial.
- Demonstrate critical thinking and metacognition through reflection and documentation of rhetorical choices made in composition.
- Differentiate and distinguish rhetorical choices to include audience, purpose, and mode of communication in composition writing.
- Investigate and employ code-meshing and translanguaging techniques in writing composition.
- Construct written composition that integrates multiple languages and/or various dialects of World Englishes — providing students the opportunity to write from diverse perspectives.
- Interpret the explicit and implicit arguments of multiple styles of writing from diverse perspectives.

- Analyze how style, audience, social context, and purpose shape your writing in electronic and print spaces.
- Craft diverse types of texts to extend your thinking and writerly voice across styles, audiences, and purposes.

Guidelines and Requirements: This essay should be a **minimum of 750 words** and follow MLA guidelines (double-spaced, 12-point Times New Roman font, 1-inch margins), and include the following information:

- An introductory paragraph that defines what language and identity mean to you, in addition to a clear and identifiable thesis statement.
- Body paragraphs that provide evidential support of the relationship/claim/opinion/stance the literacy narrative is presenting while utilizing persuasive rhetoric to support the claims being made.
- A concluding paragraph that links directly back to the thesis statement and cohesively addresses why your viewpoint on language and identity is relative to your experiences throughout your academic career.
- Carefully proofread and edited to be free of careless errors, typos, and consistent grammatical errors. Grammatical errors, when they occur, are not distracting and/or do not interfere with the rhetorical effectiveness of the essay, giving a chance for students to express a connection between language and identity while fostering compositional freedom of blending multiple dialects of World Englishes/languages.
- Integration and expressed awareness of composition writing to include either a minimum of two distinct dialects of World Englishes or two distinct languages. Code-meshing and/or translinguaging should be incorporated into the narrative prose – similar to examples practiced in the classroom assignments and discussions.

Grading: This essay will comprise 20% of your final grade for the course. The holistic rubric used for grade evaluation is a modified version (to include assignment requirements) of the standard provided for all English composition courses at KSU and is listed below as additional guidance of required performance criteria.

(A): This grade represents superiority in composition, content, and style. An “A” is the result of originality of thought, depth of understanding and analysis, and outstanding style, as well as excellence in grammar and development. As rhetoric, an “A” paper convinces the reader of the soundness and validity of its argument/stance and incorporates and utilizes code-meshing and/or translinguaging to incorporate a minimum of two distinct languages or two distinct dialects of World Englishes. The true “A” paper, relatively rare, goes way beyond expectations.

(B): This grade is indicative of a paper in which the material has been presented in an above-average manner with a minimum number of errors of any kind. As rhetoric, a “B” paper makes a sound argument but lacks the brilliance of an “A” paper. Depth of understanding and analysis is present but could be expanded to convince the reader of the soundness and validity of its argument/stance. Elements of code-meshing and/or translinguaging are present but could be developed for rhetorical effect.

(C): This grade represents work that is average. A “C” paper presents and illustrates a clearly stated thesis and avoids serious errors; it lacks, however, the rigor of thought, development, and expression/analysis required for a grade of “A” or “B.” A paper receiving a grade of “C” or higher must have few mechanical errors. On the other hand, an essay may denote the writer’s competence in grammar, punctuation, mechanics, and diction and still receive a grade of below “C” because the organization or content is unsatisfactory. As rhetoric, a “C” paper is an argument with perhaps some strong features but with some problems in execution. Code-meshing and/or translanguaging is not cohesively integrated throughout the context of the paper.

(D): The “D” grade represents below-average, unsatisfactory work — a paper with numerous grammatical errors that affect the overall clarity and effectiveness in originality of thought, depth of understanding, and analysis. Code-meshing and/or translanguaging is not effectively incorporated throughout the context of the essay. No clear thesis is able to be identified, and the paper lacks structural and/or chronological cohesiveness.

(F): The “F” grade designates writing that is unacceptable at the university level. As rhetoric, the “F” paper fails to persuade, inform, or demonstrate a clear understanding of the assignment guidelines.

Visiting the [KSU Writing Center](#), in addition to peer-review sessions held during class, is highly advised.

MacDonald, Michael T., and William DeGenaro. “Negotiating a Transcultural Ethos from the Ground Up in a Basic Writing Program.” *Journal of Basic Writing*, vol. 36, no. 1, 2017, p. 25. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsjsr&AN=edsjsr.26547207&site=eds-live&scope=site&custid=ken1.