

This lesson plan is designed for a service learning class that takes community literacy as its main topic of discussion. Literacy narratives are the first unit in a four-unit sequence that moves from examining personal literacy to academic literacy and genre and community literacies.

The goal of the personal literacy unit is to confront preconceived notions and standards of literacy while opening up a dialogue in the classroom. Literacy narratives are an excellent way to do this because they allow students to reflect on their own literacy while learning about others.

Following literacy narratives, students explore literacy through an academic lens by conducting research and writing annotated bibliographies. During this time, we also consider what literacy means in an academic context. Then, students explore and present different genres that they will be using in projects with community partners.

If you would like more information about specific exercises or writing prompts, please feel free to get in contact.

Unit 1: Personal Literacy

Tuesday	Thursday
<p><i>Freewrite on your name.</i> Do the freewrite and then go through and take roll as everyone tells us about their names.</p> <p><i>Syllabus.</i> Go over the syllabus.</p> <p><i>Canvas and Class Website/Blog.</i> Look at Canvas and talk about how it's used in the class. Look at the blog and talk about the requirements of the course and the community partners.</p> <p><i>Introductions.</i> 1. Name, 2. Hometown, 3. Major, 4. Other classes you're taking this semester.</p> <p><i>Surveys on research.</i> Complete surveys on research for the library.</p>	<p><i>Service Learning.</i> Suzanne Hinton comes in to talk about service learning for the first 20-25 minutes of both classes.</p> <p><i>From Silence to Words.</i> Freewrite about the reading and discussion.</p> <p><i>Literacy Definition.</i> Work through several definitions of "literacy."</p>
<p>Read "From Silence to Words: Writing as Struggle" by Min-Zhan Lu.</p>	<p>Read "The Rhetorician as an Agent of Social Change" by Ellen Cushman and "Three Literacy Narratives, Three Events" in <i>Call to Write</i>, pg 19-24.</p>

Tuesday	Thursday
<p><i>Rhetorician as an Agent of Social Change.</i> Groupwork about the different points that Cushman is making about academic writing, literacy, and service work.</p> <p><i>Conventions of the Literacy Narrative.</i> Use the examples that we have looked at so far to develop a definition of the literacy narrative.</p>	<p><i>Pass out WA 1: Response to Literacy Narratives.</i></p> <p><i>Agosin "Always Living in Spanish" and "English."</i> Talk about genres and rhetorical situations.</p> <p><i>DALN Discussion.</i> Each student talks about the literacy narrative that they found in the DALN.</p>
<p>Complete the DALN Assignment and be prepared to present on your findings in class on Thursday.</p>	<p>Read "Learning to be Deaf" by Padden and Humphries and "Note-Passing: Struggles for Status" by Margaret J. Finders in <i>Call to Write</i>, pg 24-28.</p>

Tuesday	Thursday
<p><i>Note-Passing.</i> Discuss how literacy is used to establish modes of power. Have students break into pairs and write an analysis of a literacy practice.</p> <p><i>Learning to be Deaf.</i> Groupwork about this piece.</p> <p><i>Break into community partner groups.</i> I go around and talk to each of the groups about specifics.</p>	<p><i>Review of peer review guidelines.</i> Talk about what needs to be in a peer review and what is most helpful.</p> <p><i>Peer Review Day</i> In groups of 4, you will read through and discuss your literacy narratives or commentaries. Each person should have about 20 minutes focused on their piece.</p>
<p>Complete first draft of WA 1 and bring three hard copies to class on Thursday.</p>	<p>Read “What We Don’t Talk About When We Don’t Talk About Service” by Adam Davis. Bring Call to Write to class on Tuesday.</p>