

Workshop for WA 1: Response to Literacy Narratives

Before Workshop: Consider why you decided to write in the genre you chose (literacy narrative, analysis, or commentary) and how you responded to that rhetorical situation. Write a paragraph or two answering the following questions, trying to pull out specific examples from your text:

1. What are your goals in writing this piece? What are you trying to highlight and/or communicate to your audience? How did you accomplish these goals in the composition of your work?
2. Who is your audience? (Hopefully, it's beyond the limits of this classroom!) How did you respond to this imagined or real audience? In what ways did this shape the structure or content of your essay?
3. What are the genre conventions that you focused on in writing this piece? How did you respond to these conventions?

Post this as a response to your rough draft on the discussion board.

Workshop: During the workshop, you will all take time to read one person's piece and then discuss it. When your piece is being workshopped, I recommend reading through while everyone else does and imagining coming to it as a first time reader.

Read about the how the writer crafted their rhetorical stance and then their draft. Write a brief note to the writer and post it as a response to the original. Discussion and response should address the following things:

1. How effectively did the writer accomplished their goals, address their audience, and follow the genre conventions?
2. What is working well in this piece and where can it be further developed?
3. Does the writer engage with the definition or concept of literacy? How does literacy figure into the piece as a whole?
4. For the literacy narrative: Does the writer define literacy and connect it with the narrative? Is there character development over the course of the piece? Does the writer include analysis and reflection to help put the narrative in the context of literacy?
5. For the analysis of a literacy practice: Does the writer deeply analyze the practice as well as the social implications? Is the genre defined clearly for audiences unfamiliar with it? Does the writer keep a "distance" from the piece (this should not include the same personal/narrative elements as the literacy narrative)?
6. For the commentary: Does the writer pull together various sources to analyze and interpret a trend or pattern? Do they balance examples with analysis? Does the writer point out differences as well as similarities between the pieces—is there synthesis of the sources?

You should spend 10-15 minutes discussing each person's piece. Writers should take notes during the workshop so they can refer to them during revision.

After Workshop: Before beginning to revise, take some time to create a plan for revision. Reflect both on your peer's comments as well as the writing you did before the peer review. Think about how you can adjust or refocus your paper in response to your goals, audience, and genre. Remember that your goals may change as you continue working. As you revise, remember that revision is not just about cutting and adding in small ways. This is a large-scale revision in which you reconsider your methods and ideas. Writing is a process and revision is a major part of it. The more you adjust your piece to reflect your shifting and developing perspective on the draft and your goals as a writer, the better! **Revised version of WA 1 along with first draft and reflection on rhetorical stance (step 1 on this sheet) are due to Canvas on Thursday, February 4.**