

# MA1 Outline

In this task, you will **tell a story about a significant moment(s) of your literacy (reading/writing/speaking/etc.) development and analyze your experience(s) using at least one of the frameworks covered in our readings.** You will support your analysis with specific details, examples, and connections to our course readings. Finally, you will make a specific, arguable, and thematic claim that answers the question **“HOW have your PAST experiences with literacy and language impacted your PRESENT writing identity (including: writing practices, language use, writing-related values, beliefs, and attitudes)?”**

- How did you learn to write, read, and speak?
  - I learned from my parents and pre-k and kindergarten. I also learned Slovak from my mother from a very young age, however I eventually lost it because I could not speak in Slovak at school so I lost that language.
- What kinds of writing/reading have you done in the past?
  - For writings I Mostly did it for school assignments but once or twice I did writings on cybersecurity on my own time that I really enjoyed. As for reading, my parents made sure to always have me reading instead of watching tv so now I love reading!
- What are particularly vivid memories that you have of reading, writing, language acquisition, or activities that involved them? Were any of these experiences particularly powerful, influential, painful, or memorable? Why?
  - Some vivid memories I had: once in class (I think that I was in 1<sup>st</sup> grade or kindergarten) I started speaking a mix of Slovak and English and the other kids and teacher looked at me confused and that really embarrassed me, so since then I always spoke in English inside school. Another memory was when I had surgery on both of my legs and could not walk and I needed a wheel chair, at this time I was playing baseball(I was pretty ok at it actually) but because of the surgery it sucked because I was in a wheel chair and physical therapy for months so I had to find a different way to entertain myself and I turned to books. I pretty much spent hours of my day reading stories from books my favorites were: the lotr, the hobbit, harry potter, 1984, and pretty much fantasy stories.
- What varieties of language were you encouraged (or discouraged) to use while reading and writing? What sense did you get, as you were learning to read and write, of the value of reading and writing, and where did that sense come from? What are your current attitudes, feelings, or stance toward reading, writing, and using language? Where do you think your feelings about and habits come from?
  - I never really wrote in Slovak so I just always spoke in English. I never really understood much of the importance of reading, I just understood that they have great stories in them.

- What in your past has made you the kind of writer, reader, and language user you are today?
  - Mostly the schools. I never really wrote outside the school so most of my writing skill comes from the academic format and I really don't know how to write personal essays. My love of reading from a young age made me appreciate literature and even now I still love reading difficult texts (right now I am reading the Silmarillion).
- Who are some of the people in your life who have acted as literacy sponsors?
  - My mother I would say is my most "literacy sponsor" since she had me reading at a really young age. Another would be my 11<sup>th</sup> grade English teacher Ms. Diaz, she really did not push the "academic" standard and encouraged us to find and explore subjects in reading that we really enjoyed
- What are some institutions and experiences in your life that have acted as literacy sponsors?
  - Pretty much what I said about Ms. Diaz, but a lot of my previous English teachers just went by the book and did not really go to much into writing outside of the academic way
- In what ways has your literacy development been impacted by "privilege" or lack thereof?
  - I really can't think of any way my literacy development has been impacted, maybe when I would talk Slovak in class and had to switch to English? I don't know but for me at least it does not seem that privilege was a major contributing factor
- What have any of the readings in this unit reminded you about from your past or present as a reader and writer?
  - The one that kind of responded with me the most was the one describing how the institution used English to keep minorities down in schools. I have seen that first hand since some of my friends in high school spoke English as their second language, they had to work extremely hard on the English section of the SAT because that was half of their score

Choose two:

1. ethnic and linguistic identity ([https://cah.ucf.edu/writingrhetoric/wp-content/uploads/sites/27/2019/10/Stylus\\_9\\_1\\_Wan\\_Chinks.pdf](https://cah.ucf.edu/writingrhetoric/wp-content/uploads/sites/27/2019/10/Stylus_9_1_Wan_Chinks.pdf)):
2. silence, linguistic terrorism, survival (<https://easyinfoblog.com/wp-content/uploads/2021/03/Anzaldua-Wild-Tongue.pdf>):



Works Cited:

- Gagich, Melanie. "An Introduction to and Strategies for Multimodal Composing." *Writingspaces*, [writingspaces.org/wp-content/uploads/2021/04/1gagich-introduction-strategies-multimodal-composing-1.pdf](https://writingspaces.org/wp-content/uploads/2021/04/1gagich-introduction-strategies-multimodal-composing-1.pdf). Accessed 6 Sept. 2024.
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