

## Literacy Narrative Essay

2 pages | 476 words

As a child I have repeatedly favor writing over reading. I remember in elementary school all the way up until my sophomore year of high school, I had the very low reading scores and classes. Reason being wasn't because I wasn't understanding the material it was more than I didn't want to read or do the assignments. But unlike my reading my writing has always been great. I have always had a special thing for writing but never reading. Communication through writing is so more powerful than people think. I find it extremely interesting and always have had love for writing. When I say writing I don't just mean essays, I mean anything from writing what I learned in class to making up a cooler version of fairytales. But in my sophomore year of high school my interest in reading took a whole 360. We had a book report assignment on *And then there were none* by Agatha Christie. Immediately when I got handed the book the cover caught my eye instantly. Before I could read the books synopsis, I admired the books cover photo. It was a dark grey spooky feeling mansion on water. Which to me was completely out the usual considering I had low scoring classes with kid books. Since this wasn't a boring looking book and I had to pass my English class to graduate I said to myself "Give it a chance for once." I began to read the book, I could not find myself to put it down. I remember taking a pause and thinking "am I really into this book?" Day in and day out my face would be in the book and taking notes about what I read in every chapter. I was stun when I finished the whole book in just three days. When I had mentioned it to my family, they didn't believe me until I showed all my notes. I couldn't blame them for not believing me. Hey, I never did read in any other class or even thought about it. After reading through my notes and criteria required for the book report. I was excited because I had almost everything. I needed for my report in just the first week of getting the assignment. After finishing my book report, it took me 2 weeks from start to finish. We had a month to get everything done but I got ahead by a bit. When turning in my paper and hearing my teacher say, "wow you must really like to read." I then thought to myself "hmm I guess I do." I then realized that I do enjoy reading. But not only because it gives me something to do but also because I can write about it afterwards. This process helped me realized that I do like to read and that its just as fun as writing.

# Literacy Narrative Sample Student Essay

**Christina Ortmeier-Hooper, Todd  
Ruecker**



## **Literacy Narrative Sample Student Essay:**

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**Language and Image in the**

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**Writing, Imitation, and Performance** Irene L. Clark, 2022-12-02 This book reconsiders imitation as a valuable pedagogical approach in Writing Studies Countering concerns about product oriented teaching formulaic writing paternalistic or elitist pedagogy and plagiarism the book maintains that the use of imitation can offer a writer greater insight and help to develop a clear writerly identity Positioning that writers often use imitation as a step toward developing new directions structures and styles and that this imitation is indeed a form of performance the author explores the neuropsychological aspect of imitation to show how it is a valid form of writing instruction She explains how learning experience and role playing are manifested in the brain and influence one's sense of self one's identity The book emphasizes that imitation can provide students with opportunities to perform habitually as writers readers and critical thinkers enabling them to develop new understandings and confidence in their ability to improve It also includes suggestions for classroom application written by Craig A Meyer This book offers important insights for scholars and teachers of writing and composition education and communication studies

*Writing the Classroom* Stephen E. Neaderhiser, 2022-11-21 Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero

Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth

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*Linguistically Diverse Immigrant and Resident Writers* Christina Ortmeier-Hooper, Todd Ruecker, 2016-07-15 Spotlighting the challenges and realities faced by linguistically diverse immigrant and resident students in U S secondary schools and in their transitions from high school to community colleges and universities this book looks at programs interventions and other factors that help or hinder them as they make this move Chapters from teachers and scholars working in a variety of contexts build rich understandings of how high school literacy contexts policies such as the proposed DREAM Act and the Common Core State Standards bridge programs like Upward Bound and curricula redesign in first year college composition courses designed to recognize increasing linguistic diversity of student populations affect the success of this growing population of students as they move from high school into higher education

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**Home-study Department** University of Chicago. Home-Study Department, 1908

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