

English 1500; Spring 2020
Critical Literacy Narrative Unit
Scribner & Brandt: Group Work

In your groups, answer the following. When applicable, use textual support to develop your responses.

Create a shared document wherein all members can add notes and return to the document at a later date; also, share it directly to me.

Part 1: (10) Defining literacy.

As a group, define literacy. Consider not only the traditional or common definition of literacy but how literacy is used in your own lives, from informal communication to digital correspondence to completing schoolwork. How are you literate? Who is “illiterate”? Explain using specific examples from daily life.

Part 2. (20) Using textual evidence, define and apply definitions of literacy for each of the following.

- A. Define literacy as a state of adaptation and give an example.
- B. Define literacy as a state of power and give an example.
- C. Define literacy as a state of grace and give an example.
- D. For each literacy metaphor described by Scribner, give a possible sponsor of literacy for that state of literacy.

Part 3: (10) Scribner writes, “What is ideal literacy in our society? If the analysis by metaphor presented here contributes some approach to that question, it suggests that ideal literacy is *simultaneously* adaptative, socially empowering, and self-enhancing” (18; emphasis mine). Thus, ideal literacy would allow you to thrive in your public and personal life, at the grocery store and workplace, as an active, engaged citizen, and as a creative, developing mind/soul. At this point in your life, SLU is a primary sponsor of literacy (this includes individual professors and assignments). How is this sponsor working to develop your literacies? What will it (SLU) *gain* from your literacy development? Explain.