I peer edited Tempestt Owens’ first draft.

Tempestt Owens

Jade Bittle

English 111-11

25 September 2012

My Literacy Experiences

Literacy may not be the strongest aspect in life, but don’t worry we all have problems with reading, writing and speaking. We’ve all had to do one of these three things in our lifetime. We may not have enjoyed doing any of them but its apart of everyday life. Some may have had a positive or a negative moment with these things but we have learned from them all. In my life I’ve experienced both positive and negative literacy moments.

First off I was in middle school and my teacher started off class by reading this announcement about writing an essay to get a computer. Now, as I was sitting at my desk listening to my teacher talk about it, I started to think, hey I need a computer. It was a new computer it was a used computer that Stanly Community College had fixed up, but to me it was new. They had to pick the top three essays from different schools. I was so excited, that when I got home I told my family about it and they helped me get ideas of what to write about. I put my all into that essay because I was determined that I was going to be the first place winner from my school. I wrote my essay and turned it in to my teacher. I was so nervous and excited at the same time while we had to wait to see who the three people were. Sure enough, I was the first place winner and I was able to go to Stanly Community College and learn about computers and also get my computer that I worked hard for.

Secondly I remember one day in high school I had to get up in front of the class and read a page out of my history book. I was so nervous because I didn’t like to get up and read in front of people. That has been something I haven’t liked to do since I learned how to read. I got up to read and as I started reading I came across some words that I didn’t know and I started to get nervous. I didn’t want my classmates to think I couldn’t read or to pick on me, but I had to keep on reading. As I got done reading I was so embarrassed and as I was sitting at my desk all I could do was think how bad I did and what my classmates was thinking or saying about me.

Third of all I got the opportunity to speak to a group of young ladies about being young and having a baby. I shared my story on being pregnant at the age of 20 and having my baby when I turned 21. It was not easy being a teen pregnant and trying to go to school at the same time. I also shared with them that I didn’t have a job at the time, so it was hard for me to supply for my baby but I got through it all with the help and support of my family and his dad. I also told them to wait to have sex because becoming pregnant requires a lot of maturity. You also have to give up the things you want to do in life for your child because you have to take care of them and think of there needs first instead of thinking of yours. I was so glad to speak to these young ladies because by sharing my story and how it was for me, I was able to help another young lady and that meant a lot.

To conclude all of the literacy moments that we’ve experienced in life have helped us in some shape of form to become the person today. I won’t to leave you with this quote,“Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfillment, happiness and personal benefit by learning how to read and write. Literacy... means

far more than learning how to read and write... The aim is to transmit... knowledge and promote social participation.” (Top)

Works Cited

"Top Rated Famous Quotes." Famous Literacy & Reading Quotes. N.p., n.d. Web. 2 Oct. 2012.

<http://www.readfaster.com/famousquotes.asp>.

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| |  | | --- | | **Introduction Rubric**  Student Name:     \_Tempest Owens\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Hook** | Hook captivates the audience and makes them want to know more. | A hook was attempted and somewhat captivates the reader’s attention. | Hook was attempted but the reader is not engaged. | Hook is missing and/or reader is not engaged. |
| **Length** | Paragraph meets the length requirement. | Paragraph is missing 1 sentence in order to meet length requirement. | Paragraph is missing multiple sentences in order to meet the length requirement. | Paragraph is not developed and does not meet the length requirement. |
| **Thesis Statement** | Thesis statement is easily identifiable and contains all the qualities of a good thesis. The location of the thesis is also correct. | The thesis is identifiable but the statement does not contain all the elements of a strong thesis statement. The location of the thesis is correct. | The thesis statement is lacking in areas and/or is in the wrong location. | The thesis statement is not included in the intro. paragraph. |
| **Progress** | Substantial effort and progress has been made through the creation of the map, first draft, and now the second draft of the intro. | Progress had been made through the creation of the map, first draft, and now the second draft of the intro. | Little progress has been made through the creation of the map, first draft, and now the second draft of the intro. | No progress has been made through the creation of the map, first draft, and now the second draft of the intro. |

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| |  | | --- | | **Body Paragraphs Rubric** | |

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| CATEGORY | **3** | **2** | **1** | **0** |
| **Transitions** | Transitions are easily identifiable at the beginning of each paragraph and also are used correctly within the paragraphs to take the reader from one idea to the next. | Transitions are identifiable and are used within the paragraphs to take the reader from one idea to the next. | Transitions are only used at the beginning of paragraphs. | No transitions were stated. |
| **Topic Sentence** | The topic sentence clearly informs the reader of the subject of the body paragraphs. | The topic sentence informs the reader of the subject of the body paragraphs. | The topic sentence does not directly link to the main idea of the body paragraph. | The topic sentence does not inform the reader of what they should expect to see in the body paragraph. |
| **Supporting Sentences** | The sentences clearly support the topic sentences and there is enough details included to meet length requirement. | The sentences supports the topic sentences and there is enough details included to meet length requirement. | The sentences are not easily readable and do not support the topic sentence; in turn, does not meet the length requirement. | Missing supportive sentences. |
| **Wrap-up** | The paragraph has a sense of conclusion about it with the last sentence tying the reader back to the topic sentence. | The paragraph is complete but needs to be tied back to the topic sentence a little more clearly. | The paragraph needs more wrap-up so that the reader is reminded of the topic sentence and main idea stated within the paragraph. | The body paragraph is stopped abruptly. |
| **Aligned with Thesis Statement** | The paragraphs is directly aligned with the thesis statement |  |  | The paragraphs is not aligned with the thesis statement. |
| **Conventions** | The paragraphs are free of most grammar mistakes such as cap., end marks, and spelling. | The paragraphs are have few grammar mistakes such as cap., end marks, and spelling, but are still comprehendible. | The paragraphs are difficult to understand due to grammar mistakes such as cap., end marks, and spelling. | The paragraphs are not comprehendible due to grammar mistakes. |

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| CATEGORY | 3 | 2 | 1 | 0 |
| Transition | The transitions into the paragraphs are easily identifiable at the beginning of paragraph and also are used correctly within the paragraphs to take the reader from one idea to the next. | Transitions are identifiable and are used within the paragraphs to take the reader from one idea to the next. | Transitions are only used at the beginning of the paragraph. | No transitions were stated. |
| Topic Sentence | The topic sentence clearly informs the reader of the subject of the body paragraphs. | The topic sentence informs the reader of the subject of the body paragraphs. | The topic sentence does not directly link to the main idea of the body paragraph. | The topic sentence does not inform the reader of what they should expect to see in the body paragraph. |
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| Impact | The paragraph has a sense of conclusion about it leaving the readers strongly impacted and/or influenced. | The paragraph has a sense of conclusion about it leaving the readers slightly impacted and/or influenced | The paragraph needs more wrap-up so that the readers are reminded of the original purpose. The paragraph is lacking a sense of closure. | The body paragraph is stopped abruptly. |
| Restates the Thesis Statement | Yes |  |  | NO |

I completed a second peer edit of Jade Limerick

Jade Limerick

Professor Jade Bittle

English 111

24 September 2012

My Journey with Literacy

“Literacy is a bridge from misery to hope,” said Kofi Annan (“Quotes”). Literacy is one of those things in life that one simply cannot avoid. Anything and everything has to do with speaking, writing, and reading. Literacy is used most often without a person even realizing it. Throughout my life, I have had many experiences with literacy, both positive and negative. Because of all my experiences with speaking, writing, and reading, I view literacy much differently today.

For as long as I can remember, I have been good at public speaking. I have absolutely no problem going up to a group of people whom I have never met before and striking up a conversation. When I won homeroom student council representative my 8th grade year, it felt like a dream come true. I always envied the person who got to stand up in front of the classroom and give all the announcements and as for suggestions. I was finally that person. Being a homeroom representative made me extremely confident in my speaking skills. I felt as if I knew everyone in my class on a personal level. I was always smiling and there to help. Without this opportunity I do not think I would be as good at speaking as I am today. This was a huge milestone in my journey with literacy.  
 It was my junior year of high school, I was enrolled in an AP English class, which made me completely nervous. The first day of class my teacher, Mrs. Richmond, assigned a Micro theme. I had never even heard of a Micro theme. She taught about it for the entire class and I took a bunch of notes. When I left the classroom I felt very confident about the paper. It was due the next day so I went straight home and typed it up. The next morning, I turned the paper in and couldn’t wait to get my grade back. About a week later we received our grades; I made a 75. I was in utter shock because I really thought I had nailed that assignment. I wanted to cry because the feedback I received basically said, “Good try, but this is completely wrong and off topic.” Apparently, we all did really badly because Mrs. Richmond put an example up on the overhead for all of us to look at. After she finished showing it to us she explained that that particular paper was a fellow student of ours. I was really impressed by the example. It was written very well. This made me want to do better next time! I took the constructive criticism and used it to better my next paper! This experience taught me that there is always room for improvement. Even though I may think it is my best it may not always be.

Before I discovered that reading could be very enjoyable, I hated it. I used to absolutely loathe when a teacher would assign an extremely boring book for the class to read. I always found myself thinking, “How could he/she even stand to read this long enough to decide to assign it?” I finally decided to give reading a try two summers ago. All of my friends were talking about this awesome book called *The Perks of Being a Wallflower*. Anytime we went to Starbucks they would have in depth conversations about the book’s main character, Charlie. After listening to them ramble for about 45 minutes I decided to ask someone if I could borrow the book, that way I would not be in the dark anymore. One of them actually had the book with them in their purse and let me take it home with me. As soon as I got home I started reading. I kept reading and reading. Before I knew it, it was 2 A.M. on a school night! To this day, *The Perks of Being a Wallflower* is my favorite book. I am so glad I chose to read this book. It helped me realize that reading doesn’t always have to be so boring and annoying. Now I am a book lover. I am constantly looking for a new book or series to start reading. This was yet another important milestone in my journey with literacy.

There are so many more experiences that have added to my journey with literacy. These are the three that stand out the most. Every little experience we have in life adds to our journey. If at first one doesn’t succeed, simply try again!

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| CATEGORY | 3 | 2 | 1 | 0 |
| Transition | The transition into the paragraph are easily identifiable at the beginning of paragraph and also are used correctly within the paragraphs to take the reader from one idea to the next. | Transitions are identifiable and are used within the paragraphs to take the reader from one idea to the next. | Transitions are only used at the beginning of the paragraph. | No transitions were stated. |
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| Restates the Thesis Statement | Yes |  |  | NO |