June Jordan, Fan Shen, Amy Tan and Louise Erdrich all write about their experiences with languages other than the standard English authorized by this country’s academic and mainstream cultures. Each author writes about how her language and identity are linked, and about how using standard, authorized English requires her to subjugate certain aspects of her identity. In “Looking Out Across Columbus: What We Mean by ‘Multiple Literacies,’” Bloome and Enciso make claims about the specific connections between language and identity. They argue that rather than teaching a single, authorized form of literacy/language, schools should instead teach students how to develop and effectively use multiple literacies/languages.

Your purpose in this paper is to explain to your reader why you believe June Jordan, Fan Shen, Amy Tan and/or Louise Erdrich would completely support, partially support or completely reject Bloome and Enciso’s call for teaching multiple literacies in schools.

Your audience consists of your reading and writing instructors, your classmates and the instructors on your portfolio committee.

1. “Looking Out Across Columbus: What We Mean by ‘Multiple Literacies’” by David Bloome and Patricia Enciso
2. Choose at least TWO:
   - “Nobody Mean More to Me Than You and the Future Life of Willie Jordan” by June Jordan
   - “The Classroom and the Wider Culture: Identity as a Key to Learning English Composition” by Fan Shen
   - “Mother Tongue” by Amy Tan
   - “Two Languages in Mind, but Just One in Heart” by Louise Erdrich

This paper will be an expository paper. That means that you will be explaining something to your reader. In this case, you will be explaining ideas presented in various texts and how these ideas are related to each other. This type of paper relies on empirical and/or textual evidence, rather than opinion.
• Realize that your personal opinion of Bloome and Enciso’s call is not the point of this paper – what you believe Jordan/Shen/Tan/Erdrich’s opinion would be is. If you want to include your own opinion in this paper, do so only in the conclusion, for the purpose of explaining how the ideas in the body of the paper apply in a broader context.

**CONVENTIONAL REQUIREMENTS**

Your paper should be 1200-1500 words and follow standard edited English usage. MLA-formatted in-text citations and a works cited page are required. Your paper must be typed and double-spaced in 12-point font, with your name and page number on every page.

**DUE DATES**

Conference and graded drafts must be submitted by the due dates (see box below).

<table>
<thead>
<tr>
<th>List</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Monday, November 10</td>
</tr>
<tr>
<td>Planning/organizing</td>
<td>Wednesday, November 12</td>
</tr>
<tr>
<td>First draft</td>
<td>Friday, November 14</td>
</tr>
<tr>
<td>Conference draft</td>
<td>Wednesday, November 19</td>
</tr>
<tr>
<td>Conferences</td>
<td>Thursday, November 20 and Friday, November 21</td>
</tr>
<tr>
<td>Graded draft</td>
<td>Monday, December 1</td>
</tr>
</tbody>
</table>

**GRADING**

To earn a passing grade, your paper must demonstrate that you have met the following course goals, which correspond to the standards on the Paper 3 grading rubric posted on Blackboard:

**Rhetorical Knowledge**

• Develop appreciation for multiple points of view;
• Realize that reading, writing and thinking occur in a social context and that meaning is socially constructed;
• Develop an understanding of basic rhetorical terminology;
• Develop understanding of the basic demands of rhetorical performance, such as: persona/voice, audience, subject, purpose, background, and occasion;
• Write to an audience beyond their teachers;
• Provide necessary information in order to communicate with that audience;
• Differentiate rhetorical choices concerning levels of language and diction;
• Choose the level of language and diction according to contextually appropriate audience expectations.

**General Reading, Writing, and Thinking Skills**

• Read with the text, in other words, make meaning from the text;
• Make meaning from a variety of texts and media;
• Extrapolate an author’s main idea from a text;
• Draw inferences from a text;
• Find major evidence that author uses to support main idea;
• Write a summary of a text that is based on an author’s main idea;
• Develop an explicit thesis from particular evidence using inductive reasoning;
• Support a thesis with sound evidence using deductive reasoning;
• Demonstrate knowledge that a paragraph is a cohesive unit of thought containing a topic sentence, and supporting details;
• Write a multi-paragraph essay, containing an introduction with an explicit thesis, a body with supporting evidence, and a rhetorically effective conclusion;
• Sustain a focus on a single thesis throughout a multi-paragraph essay;
• Sustain coherence within and between paragraphs in a multi-paragraph essay;
• Recognize the different methods of support and development;
• Use appropriate textual evidence to support a thesis;

**Processes**

• Produce multiple drafts to create and complete a successful text;
• Develop and use appropriate strategies for generating, revising, editing, and proof-reading;
• Use appropriate writers’ resources (for example, handbooks, dictionaries, thesauri) to check conventions;
• Collaborate productively within small peer groups and tutorial sessions;
• Read and evaluate and critique their own writing critically.
• Use technology productively (such as word processing, electronic classrooms and web links).

**Conventions**

• Begin to control general conventions of spelling, grammar, and punctuation expected in standard edited English;
• Acknowledge use of sources via in-text MLA citation;
• Use the appropriate conventions of format, organization, and language according to specific rhetorical situations.