LCS323LITPROJECT

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Faculty of Arts

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LCS323 – Literacy Studies

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Tutorial day/period: Tuesday 2ⁿᵈ

Tutor: Sifundo Metula

Assignment: Literacy Project – First Submission

Due Date: 25 September 2019

Plagiarism Declaration

1. This summary/ exercise is my own work, and not plagiarised in any way. Plagiarism is to use another's work and pretend it is one's own.
2. I know plagiarism is wrong. Plagiarism is to use another person's work and present it as one's own.
3. Each significant contribution to, and direct quotation in this assignment that I have taken from the works of other authors has been acknowledged and referenced. I have not copied texts of more than 10 words without a reference.
4. I have not allowed, and will not allow anyone to copy my work with the intention of passing it off as his or her work.
5. I am aware of the fact that plagiarism could lead to the cancelling of my marks and, in serious cases, to expulsion from the university.

Signed…………………………………….   Date………………………

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Topic	Page Number

Literacy is an important aspect of the communication process. It is what allows the interaction between individuals, communities and institutions, over time and space, as they build social relations through language. The story of through three major lifespan phases namely pre-formal schooling, formal schooling and homemaker/workplace. The literacy life history produced was then analysed in light of the current course readings in the field of reading and literacy. This paper will investigate an individual about their literacy history, practices and experiences. It will then use the theoretical concepts and ideas covered in this course to reflect on the responses received from the participant. In addition to this, it will firstly introduce the respondent, reflect on the relationship that exists between us.

One participant was chosen for the purpose of this paper and this allowed for a thorough qualitative analysis. My chosen participant is Victoria Ntshingila, aged 50, was born in Vryheid, KwaZulu-Natal. She finished formal schooling in what was formally known as standard 8 (grade 10). She has five children and lives with her family in Eerste River, Cape Town. After moving to Cape Town, she began work as a seamstress from the family home, so that she could work and still be able to be home with her children. She currently works as a Chef for a restaurant and is active in her church and bible study classes.

To reflect, more on a personal aspect, my learning how to read and write was fostered by my mother, my respondent for this paper, who was my primary caregiver at the time. She taught me how to write my name, each vowel, which one had a dot on top, which one curved and she also taught me how to pronounce them. The relationship that exists between me and the participant is a mother-daughter relationship and there is also a huge generation gap. It is one more of a power-dependence relation as I rely on her for a number of my basic needs. In the case of this essay, I asked the questions and controlled the direction of the topic whereas the respondent answered the questions posed to them.

The setting of our interview is the respondent's bedroom, in our family home which had her religious books on the bedside table. These were also the only evidence of texts in her room, along with a mural gift (refer to image 1 in appendix C). The respondent read the information sheet with understanding and understood that they have ongoing consent and can withdraw at any time, they are also aware about who has access to the data and what will be done with the results. This knowledge and the interview, which was used as the primary data source and the participant's literacy artefacts, are what will allow for the analysis of my participant's literacy histories.

Although literacy is often a major topic of educational research and practice, it has no definitive meaning. As Venezky (1991) stated, literacy "has meant different things at different times and in different places" and this is expected of a term which is constantly evolving. According to Lycke, Hurd & Husband (2018), being literate in the 21st century involves active meaning-making and communication across multiple modes and mediums. The most common definition and understanding of this term is the ability to read and write, and when asked about her earliest memories of reading and writing, she responded:

> My first steps of reading and writing was in Grade 3 at the age of 10, in 1979. I can't remember the first time I saw words but I knew how they looked like because of things around our home like the bread tin and our surname on the wall of the house near the house number.

When examined from a socio-cultural perspective, it looks at literacy events and practices. Heath (1983:93) identifies the former as being any occasion in which a written text is involved in a social interaction and a literacy practice as referring to both people's behaviour and to their understandings of the uses of reading and/or writing. When documented from this perspective, Hamilton (2010) introduces five dimensions that have to be taken into account. Firstly, participants, this is who is involved in an interaction with a written text. Secondly, activities, which is what participants do with texts. Another dimension is the setting which involves where the interaction happens physically. This is followed by domains which has to do with the different areas of social life, such as family/household & community etc. Here the notion of domain involves values and purposes, not just places. Lastly, resources, these might be cognitive skills and knowledge; they might also be physical in the form of a paper, a wall or other surface to write on. In the above response, the respondent and the teacher who was involved in her teaching instruction. The activity is the respondent being taught how to read and write. The setting is the classroom, as well as her home. The domains in this response intersect as she touches on the academic and household domains, where in one she is a student and where she is a child in the other.

When asked whether the respondent likes reading and how this makes them feel, she responded:

> I do like reading a lot. I uh, read mostly my bible and the recipe books. I enjoy reading the bible because I feel like it strengthens my faith and relationship with my God and

these makes me feel very good. The recipe books I read for work so that I can be good at my job which makes me happy.

It is in the setting where the interview took place where we can see the books on her bedside table. These were also the only evidence of texts in her room, along with a mural gift (refer to image 1 in appendix C).

As alluded above, literacy is an evolving concept. With this we are brought to interrogate digital literacies. These are defined as more than the mere ability to use software or operate a digital device, however, they also include a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. When asked about how the respondent feels the change in times and technology has affected their reading and writing, her response was:

> It wasn't easy, I didn't like adapting to the new ways which were introduced with the change in times and uh, texting is something I never became fond of. I use my phone a lot nowadays, but I still can't use a computer, that is something I think I will always confuse me.

If we are to refer to the social practice framework, the resources introduced by technology advancements and the change in times presented a huge shift in the literacy practices of the respondent. With this in mind, when asked to reflect on past literacy interactions and how they differ from her daily routine (refer to image 2 in appendix C) involving literacy, she said that:

> They differ a lot, because I, uh only write on paper at work and this differs from when I was still in school. I write my own recipes and no one can tell me if they are wrong or right because I make them.

Barton (1994) identified that people's literacies are situated in broader social relations. He further goes on to say that this makes it necessary to describe the social setting of literacy events, including the ways in which social institutions support particular literacies. This was among other views he brought forward in the case for the social basis of literacy. The informant's social settings differed greatly varying from school, to home, to her workplace. In all these domains, there were different people that she would interact with (participants) as well as different activities happening with the text. In her home, she places value on text as she assists her children in their early reading and writing attempts. At her place of employment, the respondent engages specific guidelines of which she must follow to accurately prepare a

meal, of which is of utmost importance in her area of work and lastly, with her not having a rich academic history, she does owe her early writing and reading attempts to her teachers who were her primary sources for acquiring literacy.

As I conclude, this paper examined the participants own account of their reading and writing practices examining her practices across three different life phases within the context of the socio-cultural factors. The interview highlighted that the respondent's literacy is indeed a social process because there is more than one person involved, there was something being done by the participants with text and the literacy always occurred in a setting, in the physical form. With each of the responses given, there were different areas such as the respondent's family, religious, academic involved and lastly, there were resources at her disposal. This essay has shown that more studies are needed into what people choose to read and write and why they read. I have also learnt that parenting and assisting in literacy development seem to go hand in hand. Even though this was not the case with the respondent and her mother, she created her own literacy activities, like teaching them how to write and this brings me to the remark that as literacy differs in definition to different people, so does its practices across generations.

Reference List

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Appendix A – Consent Form

Consent Form   University of the Western Cape

Title: Fostering inclusion: New student voices in higher education

Researcher: _Bandile Ntshingila_

Supervisor: Prof Zannie Bock

Please initial box

1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project [VN]

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (If I wish to withdraw I may contact the lead research at any time) [VN]

3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result from the research. [VN]

4. I agree that the data collected from me can be used in future research. [VN]

5. I agree to take part in the above research project [VN]

7. I understand that I may decline to be audio-recorded at any time [VN]

VICTORIA NTSHINGILA	20·04·19	_signature_
Name of Participant (or legal representative)	Date	Signature
Bandile Ntshingila	20·04·19	_signature_
Name of researcher (if different from lead researcher)	Date	Signature
Prof Zannie Bock	Date	Signature

| Researcher:	Supervisor:	Chairperson:
[Add your name and contact details] Bandile Ntshingila 3121156@mywcu.ac.za 0119580031	Prof Zannie Bock zbock@uwc.ac.za 021 959 2380	Prof B Antia bantia@uwc.ac.za 021 959 2380

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Appendix B – Interview Questions

1. What are your earliest memories of reading and writing?

2. Growing up, were reading and writing encouraged in your home? How was this done?

3. Can you recall your first memories of reading/writing instruction?

4. Have you ever helped someone learn how to read or write?

5. How do you think your ability to read and write has contributed to your life?

6.   Do you like reading? What do you like reading and how does this make you feel?

7. How do you think the change in times and technology has affected your reading and writing?

8. Reflecting on your past literacy interactions, how do they differ from your daily routine, involving literacy, today?

Appendix C – Images and creative artefacts

Image 1: Bedside Table

Image 2: Recipe
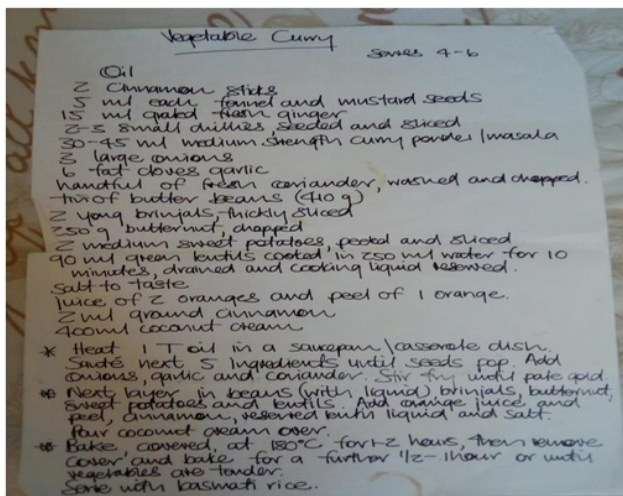
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FINAL GRADE

GENERAL COMMENTS

Instructor

76/100

PAGE 1

PAGE 2

PAGE 3

Comment 1
That's a strong word!!

PAGE 4

PAGE 5

Comment 2
Need some referencing here to support your statement/argument.

PAGE 6

PAGE 7

PAGE 8

Comment 3
Include the information sheet.

PAGE 9

PAGE 10

CONSENT (5%)   3 / 5

and ethical considerations

WEAK (1)	
FAIR (2)	
GOOD (3)	**Consent form attached to project**
EXCELLENT (4)	Consent form attached, and essay includes some consideration of ethical issues
EXCEEDS EXPECTATIONS (5)	Consent form attached, and essay includes careful reflection on ethical issues.

INTERVIEW (5%)   3 / 5

Questions

WEAK (1)	5 or less questions included in Appendix
FAIR (2)	6-8 questions – all relevant, but not likely to elicit stories and attitudes
GOOD (3)	**6-8 questions – all relevant, reasonably formulated to elicit stories, histories and attitudes**
EXCELLENT (4)	6-8 questions – all relevant, well formulated to elicit stories, histories and attitudes and encourage open-ended discussion
EXCEEDS EXPECTATIONS (5)	6-8 questions – all relevant, well formulated to elicit stories, histories and attitudes and to encourage open-ended discussion. Well written and neatly presented.

INTRODUCTION (5%)   3 / 5

WEAK (1)	There is no clear intro outlining the focus, scope, aim of the project
FAIR (2)	The intro offers an uneven attempt to provide an overview of the focus, scope and aim of the project
GOOD (3)	**The intro provides a competent and generally coherent outline of the focus, scope and aim of the project**
EXCELLENT	The intro grabs the reader's attention in an articulate and fluent outline of the focus, scope

(4)	and aim of the project.
EXCEEDS EXPECTATIONS (5)	The intro grabs the reader's attention in an outstandingly articulate and fluent outline of the focus, scope and aim of the project.

PARTICIPANT (5%)   4 / 5

WEAK (1)	The participant and/or setting are introduced in too little, OR too much detail. Work hastily done.
FAIR (2)	The participant and/or setting are introduced, although not very well, or in irrelevant detail OR in too much detail.
GOOD (3)	The participant and setting are introduced, and adequately described.
EXCELLENT (4)	**The participant and setting are well introduced and described, in relevant, detail.**
EXCEEDS EXPECTATIONS (5)	The participant and setting are well introduced, in relevant and interesting details.

SELF- (10%)   4 / 5
reflection

WEAK (1)	The student reveals little about his or her own identity and relationship to participant, and seems unaware of how her or his own identity/history, and presence in the interview, may be shaping the data and analysis.
FAIR (2)	The student presents her/himself and her/his relationship to the participant in minimal (or too much) detail. Shows minimal evidence of self-reflexivity in terms of power relations and the impact of the interviewer (student) on the data.
GOOD (3)	The student presents her/himself and her/his relationship to the participant; however, some detail may be unnecessary. Shows some evidence of selfreflexivity in terms of power relations and the impact of the interviewer (student) on the data.
EXCELLENT (4)	**The student presents her/himself and her/his relationship to the participant in sufficient and interesting detail. Clear evidence of self-reflexivity in terms of power relations and the impact of the interviewer (student) on the data.**
EXCEEDS EXPECTATIONS (5)	The student presents her/himself and her/his relationship to the participant in sufficient and interesting detail. Evidence of self-reflexivity in terms of power relations and the impact of the interviewer (student) on the data. Articulate and wellexpressed.

PRESENTATION (20%)   4 / 5
and analysis of participant's history/practice/experiences as a social practice

WEAK (1)	The analysis focuses on the participant's language history, or the activity they are engaged it. In other words, it does not focus on literacy events, practices and histories. AND/OR The analysis is very thin, hastily and poorly written, and may be incomplete. There is no convincing evidence of having read and understood the theory (Student is relying on lecture slides/notes.)
FAIR (2)	The analysis describes the participant's literacy history and experiences. However, it tends to be a very narrative account/summary. In other words, it does not really move beyond description to analysis. The analysis shows limited understanding of the 'social practices' approach to literacy, and does not successfully 'link' the theory to the analysis of the data. The writing may be weak in parts.
GOOD (3)	The analysis describes the participant's literacy history and experiences. While it may still be quite descriptive, there is some engagement with the theory beyond the obvious 'define and illustrate'. The use of theory may not be all that sophisticated, but should reflect some success in using the core ideas of the 'social practices' approach to understand and reflect on the data. In other words, rather descriptive and thin theoretically, but still some understanding of key terms and ideas, and how to use these in an analysis.
EXCELLENT (4)	The analysis clearly describes the participant's literacy history and experiences. It successfully uses the theory to analyse several examples of literacy events and practices described by the participant, and successfully shows how these have been shaped by different social factors. Overall, the analysis shows a good understanding of the core ideas of the 'social practices' approach, and uses these to understand and reflect on the data. The analysis explores issues of gender/ power with some success.
EXCEEDS EXPECTATIONS (5)	The analysis clearly describes the participant's literacy history and experiences. It skillfully uses the theory to analyse several examples of literacy events and practices described by the participant, and successfully shows how these have been shaped by different social factors. Overall, the analysis shows an exceptional understanding of the core ideas of the 'social practices' approach to literacy, and uses these to understand and reflect on the data. It explores issues of gender/power with considerable success.

USE OF (15%)   4 / 5

theoretical references

WEAK (1)	Analysis only makes reference to two or three core references. It is not clear that the student has read all these readings. Reference to them may be very superficial.
FAIR (2)	Analysis makes reference to four core references. It is not clear that the student has read all these readings. Reference to them may be very superficial.
GOOD (3)	Analysis makes reference to four core references. It is clear that the student has read these readings, and is engaging with the theory in a meaningful way.
EXCELLENT (4)	Analysis makes reference to four or more course readings. It is clear that the student has read these readings, and is engaging with the theory in a meaningful way. Essay shows ability to work with theoretical ideas.
EXCEEDS	Analysis makes reference to five or more course readings. It is clear that the student has

EXPECTATIONS (5)	read these readings, and is engaging with the theory in an outstandingly insightful way. Essay shows theoretical breadth and depth.

USE OF DATA (5%)   4 / 5

to illustrate findings

WEAK (1)	Only one or two quotations are included to support the analysis, and the quotations do not 'add' to the argument. They may not be well integrated into the analysis or properly formatted (e.g. in quotation marks).
FAIR (2)	Analysis makes poor use of quotations to substantiate the arguments. There may be too many, or they may not 'add' much to the argument. They may not be well integrated or formatted.
GOOD (3)	Analysis makes good use of choice quotations to substantiate the arguments. The quotations are integrated into the analysis, and longer quotations are generally indented. However, there may be some problems with formatting and integration.
EXCELLENT (4)	**Analysis makes excellent use of choice quotations to substantiate the arguments. The quotations are well integrated into the analysis, and longer quotations are indented (longer than 10-15 words).**
EXCEEDS EXPECTATIONS (5)	Analysis makes excellent use of choice quotations to substantiate the arguments. The quotations are skillfully integrated into the analysis, and longer quotations are indented (longer than 10-15 words). We get a real sense of the participant's own 'voice'.

CONCLUSION (5%)   4 / 5

WEAK (1)	Conclusion missing, may not sum up key points raised, may include new ideas not covered in main analysis.
FAIR (2)	Adequately sums up key points raised, lessons learned, may include new ideas not covered in the main analysis.
GOOD (3)	Articulate summing up of key points raised, to highlight what the author has said/ learned about literacy as a social practice.
EXCELLENT (4)	**Articulate, thoughtful summing up of key points raised, to highlight what the author has said/learned about literacy as a social practice and how this gives insight into the lived experience of the participant.**
EXCEEDS EXPECTATIONS (5)	Outstandingly articulate, insightful, thoughtful summing up of key points, highlighting what the author has said/learned about literacy as a social practice and how this gives insight into the lived experience of the participant.

OVERALL (10%)   4 / 5

structure and writing

WEAK	No apparent structure or logical ordering of ideas. Use of bullet points. Poor grammar,

(1)	punctuation, spelling etc which undermines meaning, impedes readability.
FAIR (2)	Very little clear structure or logical ordering of ideas. May use bullet points. Some grammar, punctuation, spelling etc impede readability.
GOOD (3)	Some clear structural elements, but not consistently organized. A number of grammar, punctuation, spelling errors that may impede readability. Writing may not be explicitly signposted.
EXCELLENT (4)	**Generally a clear and logical structure. Argument is clear and easy to follow – with helpful signposting. Few grammar, punctuation, spelling errors.**
EXCEEDS EXPECTATIONS (5)	Clear and logical structure, prose is well sign posted. Grammar and punctuation carefully constructed to support and enhance meaning. Very few or no punctuation, spelling etc errors.

REFERENCING (5%)   4 / 5
(in-text and reference list)

WEAK (1)	In-text references largely missing, numerous errors. Over-reliance on direct quotes and paraphrasing. Paraphrasing poorly done. Reference list missing or very poorly laid out.
FAIR (2)	In-text references largely present but numerous errors. Over-reliance on direct quotes and paraphrasing. Paraphrasing poorly done. Reference list present but contains errors throughout. Unable to demonstrate mastery of academic writing conventions
GOOD (3)	In-text refs present, but may be a few errors. Use of direct quotes and paraphrasing used to support key arguments with moderate success. Reference list present with a few errors. Demonstrates some familiarity with academic writing conventions.
EXCELLENT (4)	**In-text referencing present and largely accurate. Direct quotes are used to support the argument, author is developing an authorial presence, Reference list present and largely accurate. Demonstrates familiarity with academic writing conventions**
EXCEEDS EXPECTATIONS (5)	In-text referencing present and accurate. Direct quotes are used to excellent effect, author has developed an authorial presence; Reference list present and accurate. Demonstrates mastery of academic writing conventions.

IMAGES (5%)   3 / 5
and creative artefacts

WEAK (1)	There are less than 2 (or more than 4) images/artefacts, the relevance of these images is not explained or clear.
FAIR (2)	There are less than 2 (or more than 4) images/artefacts, the relevance of these images to the focus of the project is poorly described or explained
GOOD (3)	**There are between 2 and 4 images, the relevance of these images/artefacts to the focus of the project is described and explained**
EXCELLENT	There are between 2 and 4 interesting/creative images/artefacts, the relevance of these

(4)   images to the focus of the project is adequately described and explained

EXCEEDS   There are between 2 and 4 interesting/ creative images/ artefacts, the relevance of these
EXPECTATIONS images to the focus of the project is articulately described and explained
(5)

OVERALL (5%)   4 / 5
Presentation

WEAK (1)	Project is very messy, and may be over or under the word limit. It does not adhere to the formatting requirements Student name, number and name of tutor are not clearly displayed.
FAIR (2)	Project is rather messy, and may be over or under the word limit. There may be some problems with formatting requirements. Student name, number and name of tutor clearly displayed.
GOOD (3)	Project is reasonably presented, and adheres to the word limit and the formatting requirements. Student name, number and name of tutor clearly displayed. Tutor's name may be incorrectly spelt/recorded.
EXCELLENT (4)	Project is neatly presented and adheres to the word limit and the formatting requirements. Student name, number and name of tutor clearly and correctly displayed.
EXCEEDS EXPECTATIONS (5)	Project is beautifully presented and adheres to the word limit and the formatting requirements. Student name, number and name of tutor are clearly and correctly displayed.