



*Engaging Stories of Literacy
Histories, Values & Practices*

Jason Tham & Students of WRIT 1301-055, Spring 2015

2015 First-Year Writing Symposium, Dept. of Writing Studies, UMN



The HUMN Project

Welcome!

Thank you for visiting our homepage. The HUMN Project is an initiative created by the students and instructor of University Writing, a first-year composition course at the University of Minnesota, Twin Cities.

The HUMN Project aims to explore and share the literacy histories, values, and practices of different individuals at the University of Minnesota (hence H"UMN"). We have collected narratives from several individuals about their literacy experiences and composed video essays that capture these experiences.

At the time of this writing, The HUMN Project remains a private research project (approved by UMN IRB, April 2015). And to protect our interviewees, we only allow viewing of these entries to those who are interested in looking at the site as an inspiration for their own research activities. So, if you would like to view the full collection of The HUMN Project interviews, please contact us by submitting a request via the "Ask HUMN" button on the top left corner of our website. Or, you may also email us at thamx007@umn.edu for further inquiries.

Thank you for stopping by!

Apr 23rd, 2015





The HUMN Project

Public/Welcome Page

www.thehumnproject.tumblr.com

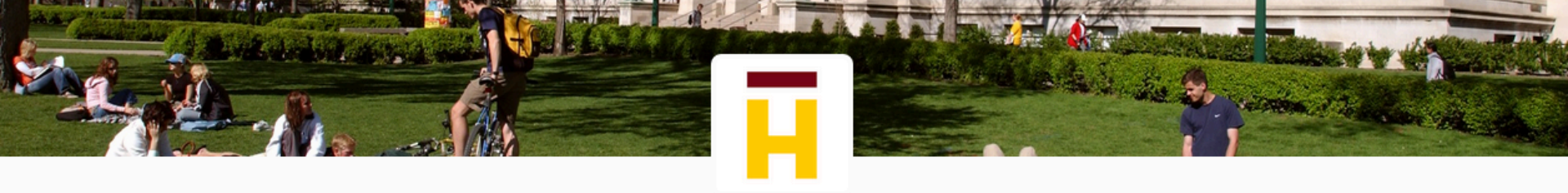
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www.humnproject.tumblr.com



Aims & Rationale

- To design a space for civic discourses & community engagement
- To facilitate a contact zone for learning and grappling with diverse literacy practices & values
- To encourage active learning



Literacy Narratives

- Understanding reading & composing as situated practices & values
- From the DALN:

"Literacy narratives are powerful rhetorical linguistic accounts through which people fashion their lives and make sense of their world, how they construct the realities in which they live."

DALN Home
Login

Digital Archive of Literacy Narratives



Welcome! The Digital Archives of Literacy Narratives (DALN) is a publicly available archive of personal literacy narratives in a variety of formats (text, video, audio) that together provide a historical record of the literacy practices and values of contributors, as those practices and values change.

The DALN invites people of all ages, races, communities, backgrounds, and interests to contribute stories about how — and in what circumstances — they read, write, and compose meaning, and how they learned to do so (or helped others learn). We welcome personal narratives about reading and composing all kinds of texts, both formal and informal: diaries, blogs, poetry, music and musical lyrics, fan zines, school papers, videos, sermons, gaming profiles, speeches, chatroom exchanges, text messages, letters, stories, photographs, etc. We also invite contributors to supplement their narratives with samples of their own writing (papers, letters, zines, speeches, etc.) and compositions (music, photographs, videos, sound recordings, etc.).

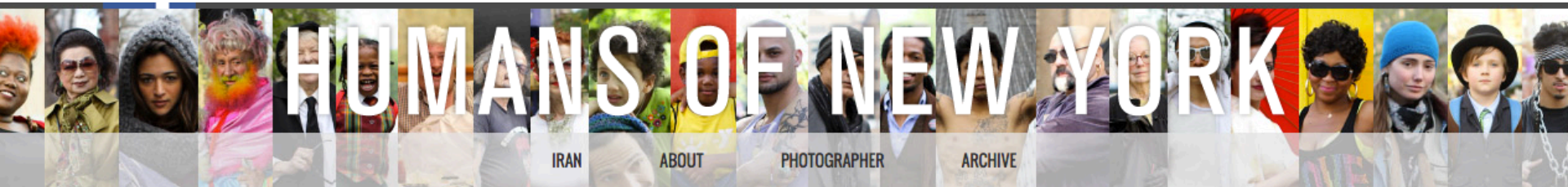
If you would like more detailed information about creating a literacy narrative and contributing it to the DALN, please visit our [resources and help pages](#).

To submit your literacy narrative, you must first [register](#) with the DALN, a simple process that requires only a valid e-mail address. Once you have registered, you can [login](#) and [submit a narrative](#).

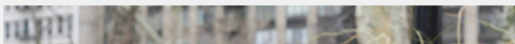
[Register](#) | [Login](#) | [Submit a Narrative](#) | [Consult Resources](#) | [View Contributing Partners](#)

[Why do we ask you to register?](#)

www.daln.osu.edu



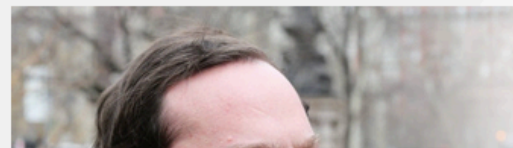
"I grew up in a village with 500 people in rural China. My parents were rice and vegetable farmers. There wasn't much education, but the people were very pure and uncomplicated. Everyone talked to each other, and they didn't think about the outside world very often. But the isolation could be limiting. I had to leave the village when I was eleven to get an education. And recently the village's only primary school closed because there was no one left to teach. So after I graduate, I'd like to go back and open a school. Then I'd like to open schools all across rural China."



"My grandparents aren't religious at all. They told my mother: 'You can bring home a white man, a black man, an asian man, or a hispanic man. Just please don't bring home a Chassid. So she brought home a Chassid.'"



"I'm proud to say that my kids' friends invite me to their parties, because I never judge. I sat down my kids early and told them: 'It's OK to get stoned. Just don't be a stoner. Because stoners are boring.' And I told them to talk to me first before they smoke, because I'll get them the good pot. And now that they're older, they get me even better pot!"



AVAILABLE NOW!



www.humansofnewyork.com

DALN Home
Login

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[Why do we ask you to register?](#)



HUMANS OF NEW YORK

IRAN | ABOUT | PHOTOGRAPHER | ARCHIVE

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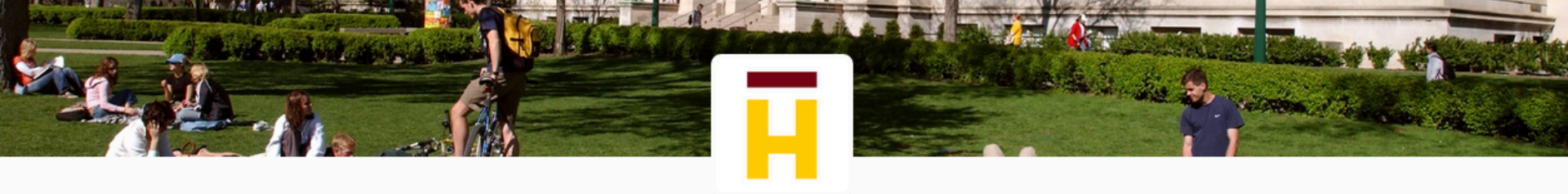
"I'm proud to say that my kids' friends invite me to their parties, because I never judge. I sat down my kids early and told them: 'It's OK to get stoned. Just don't be a stoner. Because stoners are boring.' And I told them to talk to me first before they smoke, because I'll get them the good pot. And now that they're older, they get me even better pot!"

AVAILABLE NOW!



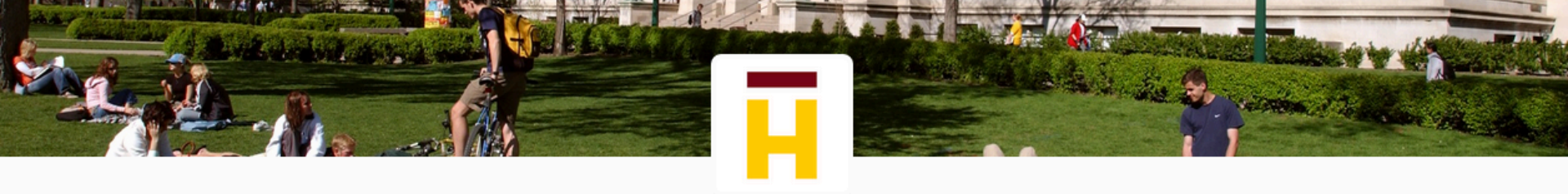
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The HUMN Project



Pedagogical Objectives

- Create opportunities for conversations where inclusion, access, and students' relationship to writing are central concerns
- Guide students to think critically and rhetorically about how their literacy practices have served their own developments
- Hands-on research appropriate for FYW



Learning Objectives for Students

- Examine literacy practices as critical acts of inquiry
- Study the cultural influences that shape individuals' identities as learners
- Examine the literate lives of those who are students and not students
- Develop a sense of narrative agency



Learning Objectives for the Instructor

- Explore patterns of local literacies and literacy histories
- Reflect on the influences, people, and values that shape literacy practices
- Learn how to instruct and execute a collaborative project that serves the students' pedagogical needs

Stages

Presentation

Publication

Production

Planning & Practice

Preparation





1. Preparation

- Introduce the genre
- Facilitate in-class discussions and development of students' personal literacy narratives



2. Planning & Practice

- Introduce rationale and goals of The HUMN Project
- Facilitate workshops to collectively generate interview questions
- Discuss research ethics and informed consent
- Conduct in-class simulations

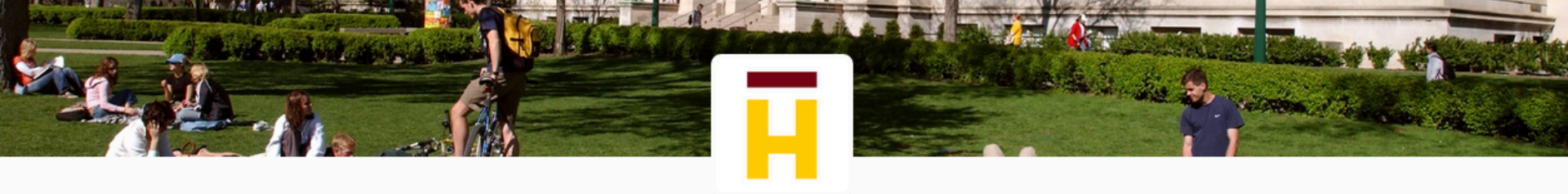


3. Production

- Conduct interviews (2-3 subjects per group)
- Discuss breakdown and breakthrough experiences
- Create shared dropbox for data storage

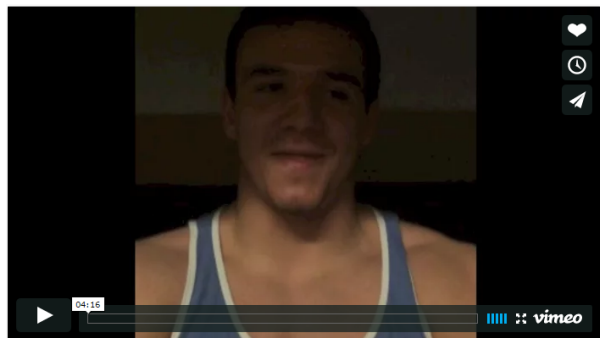
HUMN Interview Questions

1. A literacy sponsor is someone or something or circumstances that make it possible for you to become literate or help you to acquire literacy. Who/what is your main literacy sponsor? What are your experiences with your literacy sponsor?
2. Do you use computers or other digital technologies for reading and composing? Smartphones? Internet? Other devices and applications? How have they shaped your literacy practices?
3. Can you tell us a story about a time when you felt illiterate?
4. Given your experience in the past and your current lifestyle, what do you think is most important about literacy?



4. Post-production & Publication

- Gather, clean up, edit, and render narrative data
- Reproduce textual narratives and visual (images, audio, video) representations of data
- Choose and design a web portal for hosting the data





5. Presentation

- Soft-launch the HUMN Project website
- In-class reflections and discussions of lesson learned
- Present at the FYW Symposium

Rhetoric

The Rhetorical Situation

Discourse Communities

Power Relations

Language & Agency

Literacy Sponsors

Genres

Methods

Writing Arguments

Autoethnography

Composition / Production

Multimodal Composing

Visual Rhetoric



Experience/Feedback

- What was the most fun part of the project?
- What was the most challenging part of the project?
- What did you learn from doing the project?



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Thank You!