

Jillian Rafert's literacy profile

Introduction

Jillian is a junior student in UC Davis, and her major is communication and Spanish. Her hometown is Stockton California. Her hobbies include reading, playing Pokémon, hanging out with friends and family, watching big brother and survivor. Her dream job is to work HR for a video game company, to combine my two passions of being social with people and also video games. She Loved Davis a lot because it is close to home and I have made a lot of great friends here, also the classes have been very enjoyable and informative



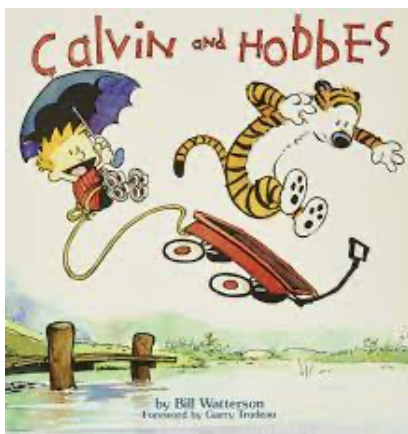
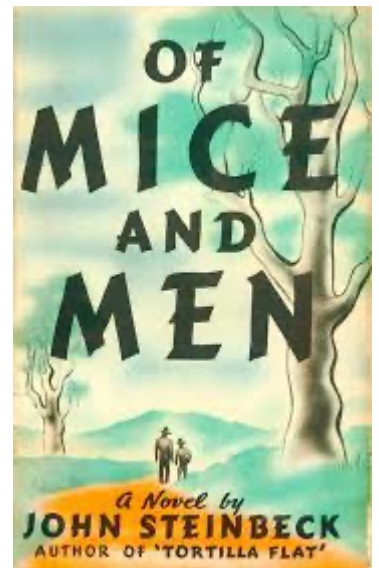
Reading and Jillian

Jillian's mother is a very important literacy sponsors for Jillian in her childhood. Her mother had great passion for reading, and she also provided many meaningful literacy events to her children. She would read the magic treehouse books every night before bed, and he also discussed books, such as "Harry Potter", with Jillian.

Jillian felt happy to spend time with mom, and her mother's passion for reading influenced her a lot. The experience that Jillian listened to the story also motivated her to learn more about words because she wanted to read the stories in books even without her mother's help.

Jillian did spelling bee in 6th grade, and this experience was the first event that gave her negative impact to reading. To prepare this match, she had to study a lot and learn about how words come together, studied long lists of words for many hours with mom. Although she did not win state, she was proud of the accomplishment to go onstage, she also got much useful knowledge about how words are put together.

In general, Jillian did not enjoy the books required for school, and she prefer personal books. However, she still remembered many interesting readings in school readings. “Of mice and men” is one of them, and this story impacted Jillian a lot. “It was the first time I had been very emotional about a written piece of work, and it showed me the power that writing can have.” (Jillian, 2022) This reading motivated Jillian to read more and write more, and she also wanted to create a story with that power.



Jillian had a library card, and she loved reading and checking out books on the weekends. These activities last many years until she left hometown and went to university. She read a lot of different kinds of books in the libraries. She still remembered she loved comic Calvin and Hobbes, and the comic peanuts at that time.

Now, she has very positive associations with reading. “I am interested in and seek out myself always brings me happiness and I try to take time each day to read from a physical book.” (Jillian, 2022) She also sometimes listen to audiobooks, and the genres she loves are romance, dystopian literature, and fantasy fiction.

Writing assignment and Jillian

Her writing experience was very similar to me, and she usually procrastinated to the last minute to start assignments. She believed this made her become more productive. After she began writing, she was halfway through writing: “I have never really had an issue writing once I sat down and began to type, but the hard part for me is actually sitting down and starting.” (Jillian, 2022)

In her opinion, writing is easier than reading because she can use phrases and words that she knows. When she was writing for schoolwork, she had to write on the computer because she felt “the words seem to flow easier than when I type them out into a Google Doc.” (Jillian, 2022)

Now, she feels nervous about writing because she did not write for English class. She thinks writing is more constricted and she usually spend more effort on writing than reading. When she is writing Spanish writing, she also has to spend more time on grammar and translate words that she does not sure.

Writing for fun and Jillian

In daily life, Jillian also like journaling. These journal entries also include some thought that came into her head, and they are written in cursive form. Compared to writing of schoolwork, this kind of writing is interesting and relaxing for Jillian, and she can write anywhere, for example, by the pool or at the restaurant I work at. When Jillian is journaling, she prefers to use a pencil and paper. She explained that “Writing with pen and paper feels more authentic to me than typing my thoughts out in Times New Roman” (Jillian, 2022)

Spanish learning

The environment Jillian grew up were surrounded by Spanish, many people in her hometown spoke Spanish. As Jillian worked in different places, she also found that many people in these shops prefer Spanish.

In order to communicate with these people, she decided to learn Spanish. She began to learn

Spanish in high school, and she faced a lot of difficulties to read and write Spanish. Grammatical problems are the main problems she faced, and she used Spanish grammar check website a lot to check if she made mistakes on her writing. “Instead of being excited to write, Spanish writing gave her anxiety.” (Jillian, 2022)

Findings

The first finding is that parents are important for children to develop their attitude to literacy. Just like Goodman (1984) mentioned in his article, literacy events in children’s early experiences could be important to their literacy. Parents were important people who could provide many guides, literacy events and ideas to their children. Jillian’s mother provided a lot of literacy events and showed a great passion on literacy. These things helped a lot on Jillian’s ideas on literacy, and this was evidence to support this statement.

The second finding is that just like Gee (1989) stated, the learning of second language could also help the learner to reconsider and analyze both their first and second languages. In Jillian’s learning process of Spanish, she compared two languages, and she noticed some differences and similarities on English and Spanish. For example, she found that some Spanish and English words are cognate words, and they were very similar. In the process of writing Spanish writing, Jillian often tried to translate Spanish sentences into English, and she also checked Spanish grammar and sometimes she noticed that she misapplied the grammar from English. In this process, she also got more ideas on how English’s and Spanish’s structure and grammars are different and similar.

Finally, I find that many students loved to write their writing assignment at very late time just before the deadline. Jillian’s experience also proved this idea. She did not begin her writing until she had to, and before her writing, she was more willing to do cleaning. This finding is important because this

might point out that many students did not have enough time to contact with instructors to get help on their writing because it is almost the due date.

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