

Writing Our Civic Futures

A collaborative project of
The National Writing Project and Marginal Syllabus

Writing Our Civic Futures invites educators to a year of social reading, collaborative web annotation, and public conversation that explores our civic imaginations and literacy landscapes. As civic engagement changes and evolves, Writing Our Civic Futures will consider implications for connected learning and teaching.

In this National Writing Project and Marginal Syllabus collaboration, we partner with—and draw texts from—a range of educators, youth, scholars, media makers and journalists to think about the relationship between civic engagement and education while imagining ways that we can engage ourselves and our students as writers and makers of our civic futures. This project leverages the web annotation platform Hypothes.is, adding multiple voices to critical conversations about equity and education.

How it works:

- Writing Our Civic Futures will kick off the first week of October 2017 and runs through May 2018.
- The first week of each month a new reading will be posted for sharing and social annotation.
- Related events happening that month will also be announced. CLTV broadcasts will be aired at educatorinnovator.org; follow [@innovates_ed](https://twitter.com/innovates_ed) to keep abreast of these opportunities.
- We encourage your participation in the week-long annotation of each text, though readings will remain online throughout the month for annotation and discussion.
- We also encourage you to use these readings and the opportunity to annotate however it best works for you—organize a study group, bring a class you are teaching, engage as an individual, connect it to a meeting.



Get Started with Online Annotation via Hypothes.is

Annotation is the act of commenting and/or otherwise marking up a set of texts in order to add to your reading and/or keep track of your thinking. As an open online platform, Hypothes.is adds a new dimension to your reading and note-taking, making it publicly available and therefore socially shared.





Using Hypothes.is is as easy as clicking on this activated link to the texts shared in the Writing Our Civic Futures Syllabus (see below). From there you can see and read all public annotations left by others; Join/login to Hypothes.is to add your own.


You can also use Hypothes.is more regularly to annotate other online content; visit the [website](#) to learn how.

Writing Our Civic Futures, 2017-2018 Syllabus

Organized around the themes of civic imagination and supporting youth civic engagement and writing, this syllabus has been created to connect in various ways to other events also happening during the 2017-2018 school year across the National Writing Project network.

Click on the links below to activate the annotatable version of these readings (used with permission); connect with us during live events or browse the event archives.

Dates	Reading/Annotating	Related events
October 2-6	 <p>Excerpt from Chapter 2: Youth Culture, Youth Practices</p> <p>From <i>Participatory culture in a networked era: A conversation on youth, learning, commerce, and politics</i>. By Henry Jenkins, Mizuto Ito, and danah boyd. Published by John Wiley & Sons, Polity Press, 2015.</p>	<p>October 5 & 6, 2017: 2017 Digital Media and Learning Conference keynotes (simulcast by DML & Educator Innovator)</p> <ul style="list-style-type: none"> • Keynote with danah boyd: October 5, 9-10am PT • <i>Do We Still Believe Networked Youth Can Change the World?</i> Henry Jenkins and Esra'a Al-Shafei: October 6 11-12:30am PT
November 6-10	 <p>Civic Participation Reimagined: Youth Interrogation and Innovation in the Multimodal Public Sphere</p> <p>By Nicole Mirra & Antero Garcia, <i>Review of Research in Education</i>, 41(1), pgs. 136-158, 2017.</p>	<p>November 7, 2017: Civic Participation Reimagined @ CLTV</p>
December 4-8	 <p>Critical Literacy and Our Students' Lives</p> <p>By Linda Christensen, <i>Voices From the Middle</i>, 24(3), pg. 16. 2017.</p>	<p>December 5, 2017: Critical Literacy and Our Students' Lives @ CLTV</p>
January 8-12	 <p>Chapter 2: Night Teaching</p> <p>From <i>Our declaration: A reading of the Declaration of Independence in defense of equality</i> by Danielle Allen. Published by WW Norton & Company, 2014.</p>	<p>January 2018: <i>American Creed</i> on PBS</p> <p>January 11, 2018: NWP Radio</p>

February 5-9	 Educating for democracy in a partisan age: Confronting the challenges of motivated reasoning and misinformation By Joseph Kahne and Benjamin Bowyer. <i>American Educational Research Journal</i> 54.1, pgs. 3-34., 2017.	February 6, 2018: Educating for Democracy in a Partisan Age @ CLTV
March 5-9	Coming soon!	Coming soon!
April 2-6	Coming soon!	Coming soon!
May 7-11	Coming soon!	Coming soon!

About Marginal Syllabus

<http://marginalsyllab.us/>

The Marginal Syllabus was created during the 2016-17 school year by a multi-stakeholder collaboration between [Hypothesis](#), a non-profit organization building an open platform for discussion on the web, Aurora Public Schools in Aurora, CO, and Researchers and teacher educators from the University of Colorado Denver School of Education and Human Development in Denver, CO. The goal of Marginal Syllabus is to convene and sustain conversations with educators about issues of equity in teaching, learning, and education. The Marginal Syllabus embraces an intentional double entendre; partnering with authors whose writing may be considered marginal—or contrary to—dominant education norms, and online conversations with authors occur in the margins of their texts using web annotation. It is a collaborative and emergent attempt to create a new sociotechnical genre of educator professional development.

About the National Writing Project

<https://www.nwp.org/>

The National Writing Project is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. NWP does this by focusing the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners. The NWP envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.

Image credits: article by Cole Townsend from the Noun Project; book by Arthur Shlain from the Noun Project