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4210 English: Writing for Social Justice

English Department

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English 4210—Grading Contract

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**Contract for English 4210, “Writing for Social Justice”
Spring 2015, Marquette University**

I, _____, enter into an agreement with my instructor (Dr. Beth Godbee) to perform the following learning tasks for the grade I have circled below. I recognize my commitment and responsibility in the learning process.

For a grade of “B” or above, my work is to be of excellent quality, reflecting revision based on feedback from my colleagues and instructor. I agree to revise based on feedback provided in one-with-one conferences and written comments on the midterm and final portfolios. I agree to contribute to classes, conferences, and my co-authoring group in substantial ways, actively participating and showing leadership.

At midterm and near the end of the semester, the contract will be re-evaluated by the instructor and by me. At those points, together, we will address whether the grade circled may be lowered if work does not meet course expectations or if it does not demonstrate the achievement of learning objectives. Note also that absences, tardiness, or late work may result in re-contracting.

LEARNING OBJECTIVES

This course encourages agency over the learning process, which includes setting learning goals for the course. Throughout the semester, our shared learning objectives including the following:

- consider the impact of writing, literacy, and rhetoric on the world: on changing ourselves, others, and institutions;
- explore relationships among language, identity, power, agency, rights, and (in)justice;
- define not only our critique *against* injustice, but also our vision and critique *for* justice;
- learn about and practice writing for a nonprofit organization;
- learn about and contribute to the mission of the YWCA Southeast Wisconsin, to the Everytown Wisconsin camp for teens, and to racial justice work in Milwaukee;
- re-envision assumptions about ourselves and our writing in light of this semester’s critical work around race, racism, anti-racism, and racial justice;
- broaden our understanding of writing to include visual, oral, and multi-modal composing;
- develop media and composing skills needed for multi-modal composition, particularly for the creation of educational and promotional videos; and
- create samples (e.g., scripts, team plans, and edited videos) that can be included in professional portfolios and used in job searches.

In addition to these shared goals, the following goals are specific to my purposes and grading contract:

- _____;
- _____;
- _____;
- _____;
- _____.

-
- *C***
1. Completion of assignments, but with limited revision or attention to detail:
 - Writing is accessible and reflects audience awareness.
 2. Final statement on writing for social justice (to be contracted by week #13) meets individual learning objectives and is accompanied by at least 20 annotations.
 3. Portfolios compile the semester’s work and demonstrate learning and reflection.
 4. Engaged presence and participation in class, conferences, and co-authoring group:
 - My contributions reflect preparation, provide insights and directions for the class, and support my co-authoring group.
 - I attend the two visits to the YWCA, or, if conflict arises, I _____.
-

- *B***
1. Good/solid quality across projects—with meaningful revisions:
 - Writing is accessible and reflects audience awareness. Projects reflect careful attention to detail, to editing, and to revision based on feedback from others (colleagues, instructor, community partner, and writing center/DMS tutors).
 2. Final statement on writing for social justice (to be contracted by week #13) meets individual learning objectives and is accompanied by at least 25 annotations.
 3. Portfolios compile the semester’s work and demonstrate learning and reflection:
 - Portfolios are not simply containers of work, but professionally presented to showcase revisions, learning, and self-reflection.
 4. Meaningful presence and participation in class, conferences, and co-authoring:
 - My contributions reflect good/solid preparation, provide insights and directions for the class, and support my co-authoring group.
 - I attend the two visits to the YWCA and at least one Service Learning Reflection Session, or, if conflict arises, I _____.
-

- *A***
- All “B” work, plus:
1. Exceptional quality across projects and in both midterm and final portfolios.
 2. Final statement meets individual learning objectives, additionally sets new goals, and is accompanied by at least 30 annotations.
 3. Active presence, participation, and leadership in class, conferences, and co-authoring group:
 - My contributions reflect exceptional preparation, provide insights and directions for the class, and help to lead/facilitate my co-authoring group.
 - I attend the two visits to the YWCA and at least one Service Learning Reflection Session, or, if conflict arises, I _____.

Student’s signature

Date

Instructor’s signature

Date