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4210 English: Writing for Social Justice

English Department

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English 4210—Syllabus

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ENGLISH 4210: WRITING, LITERACY, AND RHETORIC STUDIES

Section 101, Spring 2015

MWF 10-10:50am, David Straz Hall 456

Writing for Social Justice

***Community-Based/Service-Learning Course**

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Office Hours: Mondays, Wednesdays, and Fridays 10:55-11:55am in my office. I'm also happy to meet by appointment, and we'll schedule one-with-one conferences throughout the semester. Please also feel free to email to schedule appointments or to ask quick questions.

The course website can be accessed online through D2L. Copies of the syllabus, assignments, policies, handouts, and supplementary readings can all be found online.



INTRODUCTION & COURSE OVERVIEW

Welcome to English 4210, a special topics course in writing, literacy, and rhetoric studies, focused on "Writing for Social Justice." This community-based/service-learning course not only explores but also engages you in the action of writing for social justice. Together, we will ask and work to answer in creative, inquiry-based, and reflective ways the following questions:

- How have you personally been impacted by your own and others' writing?
- How might your writing impact yourself, others, and larger institutions?
- How is writing involved in social—and specifically, racial—justice work?
- What genres of writing are associated with movements for and thinking about social justice?
- How do we understand central concepts of (in)equity, (in)justice, agency, power, and rights?
- How might we, as communicators, use writing to intervene into injustice and to bring about a more socially just world?

This course asks you to become a writer for social justice even as we work to answer these large, but critical, questions. To do so, we will be collaborating with and learning from a community partner: the [YWCA Southeast Wisconsin](#), specifically their [Racial Justice Program](#). Throughout the semester, we will work with the YWCA's Racial Justice Program to learn more about one type of social justice—that is, racial justice—and to produce multi-modal texts that can be used in efforts toward "[eliminating racism, empowering women](#)." Much of this work will be collaborative in

nature, involving co-authoring and group work, as well as ongoing and active reflection (e.g., reflective writing, in-class processing, and participation in reflection sessions sponsored by Marquette’s Service Learning Program).

As you engage in a range of thinking, reading, writing, and research work, you’ll also set your own learning objectives through a grading contract, compile your work into midterm and final assessment portfolios, and compose carefully crafted cover letters, reflecting on your agency, thinking, and growth throughout the process. These reflective moments provide opportunities to assess your work and to set new goals for future writing and learning, this semester and beyond.

LEARNING OBJECTIVES

This course asks you to become an agent over your own learning—setting many of your own 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 your purposes and to your grading contract:

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

COMPETENCES

In addition to our shared and your personal learning objectives, together we’ll be working to build and strengthen the following communication competences, which are transferrable to a wide range of academic, professional, and community contexts:

- Inquiry and analysis—both personal and systemic/structural
- Critical, creative, and contemplative thinking
- Rhetorical awareness and flexibility
- Broadened sense of “writing” that includes visual, oral, and multi-modal composing
- Problem-poising and problem-solving

- Collaboration, co-authoring, teamwork, negotiation, and conflict resolution
- Ethical reasoning and action
- Intercultural knowledge, relations, and communication
- Relational and mindful stance-taking— with the self, with others, and within institutions
- Civic engagement— both local and global, both on-campus and in-communities
- Community organizing and action in social justice

COURSE ASSIGNMENTS

This community-based/service-learning course is also writing-intensive, so you will write frequently, turning in something every week. Daily assignments noted on the class schedule (e.g., readings, freewriting, peer response, and service-learning reflections) complement the four primary assignments— explained below and on assignment sheets:

1. **Introductory Letter Forecasting the Semester**, an *informal letter* addressed to the course instructor telling what you anticipate and expect from the course and what experiences might influence your learning and participation this semester. This letter is due in week #2 and discussed in our first one-with-one conferences in conjunction with your learning objectives and grading contract.
2. **Statement on Writing for Social Justice**, a *large-scale, semester-long effort* to articulate your vision of writing for social justice. As the culminating statement of our semester's work, this creative piece should synthesize course readings, discussions, online resources, your service-learning experience, and insights gained through assignments. It should also present your vision of what it means to "write for social justice." The *final statement* may be submitted in various multi-modal and print formats and will include an *annotated bibliography* of the sources (readings, in-class presentations, out-of-class learning) that shape your vision statement. Annotations are submitted in both the midterm and final portfolios.
3. **Critical Importance Video**, a *short video* (just 1 to 1½ minutes) to inform colleagues in class about the book you choose to read in full. This short video will teach others something of critical importance you found in the book— taking up a line of inquiry, a passage of the text, a story reported, or something else that others will benefit from learning about. This is not simply a summary or synopsis of the book, but what you find of "critical importance."
4. **Community-Based, Collaborative Video Project**, *short (2-5 minute) educational and promotional videos*, made in partnership with and for use by our community partner, YWCA Southeast Wisconsin's Racial Justice Program. These short videos will involve co-authoring scripts; conducting and filming interviews; using already-recorded video footage; working with audio and sound quality; applying visual design principles; captioning video; responding to feedback; and editing for quality. To accomplish this ambitious project, we will be working in partnership with the Digital Media Studio (DMS). The DMS Director and Instructional Librarian, Elizabeth Andrejasich-Gibes, will be co-teaching technical classes, and an undergraduate peer tutor (course tutor) will be available for consultation throughout the semester.

Due dates for these assignments are noted on the class schedule. I will distribute assignment sheets for each of these projects as well as post guidelines, templates, and samples on the D2L course website. Assignments will also be workshopped in class, conferenced in one-with-one and small group meetings, and revised before submitting midterm and final portfolios. Please let me know if you have questions about course assignments or expectations.

COMMUNITY-BASED LEARNING

Throughout the semester, we'll be working closely with the YWCA Southeast Wisconsin—visiting the YWCA at 1915 N. Martin Luther King Jr. Dr. in Milwaukee; learning about the work of their Racial Justice Program; collaborating closely with the Racial Justice Director, Dr. Martha Barry; reading grant applications and learning about nonprofit funding; interviewing staff members and teen participants of Everytown Wisconsin, a week-long, social justice leadership camp for teens; and creating educational and promotional videos about this camp.

Everytown Wisconsin. The week-long camp is intended to help teens (entering grades 10-12 or recent high school graduates) develop leadership skills, challenge stereotypes, and build self-confidence—all while having fun. The videos we'll create are intended to highlight participants' experiences with the camp, tell about the camp in the participants' voices, showcase what they report learning, and promote the camp to various stakeholders. Everytown Wisconsin is part of the YWCA's Just "Us" (under the arm of the Racial Justice Program), which works with Milwaukee teens in high schools and youth-serving organizations to empower them to recognize and address many forms of oppression. The curriculum is designed to increase their ability to identify and think critically about the inequities they see and experience everyday.

Why Create Videos about Everytown Wisconsin. Short promotional and educational videos can tell stories and humanize the work in ways that print or text-based reporting cannot. These videos can also *show* current and potential funders how their monies are used more than just *telling* about annual outcomes. Intended audiences for the videos include parents and community members, supporters of the YWCA, and potential donors. Because Everytown Wisconsin is sponsored by Milwaukee Public Schools Partnership for the Arts and Humanities and the United Way of Greater Milwaukee, these funding organizations and their members are primary among the intended audiences. It is also possible that videos might be added to the YWCA Southeast Wisconsin's website, inserted in e-newsletters, and included in various slideshows and presentations about Everytown Wisconsin. With such broad audiences in mind, project goals include recruiting teen participants, raising the camp's public profile, and reporting how donations are used to funding organizations.

Project Timeline. The project will be carried out in four stages—orientation, planning/design, development/drafting, and revision:

1. **Orientation** (mid-Jan. — mid-Feb.): During the first month of the semester, we will get to know the organization, visit the YWCA for an orientation, review website materials, view sample videos, and learn about Everytown Wisconsin—all while learning conceptual and technical knowledge central to this project.
2. **Planning/Design** (mid-Feb. — mid-Mar.): Working in collaborative co-authoring groups, you will plan, design, and seek initial feedback (from the course instructor, from each other,

from the YWCA, and from consultants with the Digital Media Studio) on ideas, scripts, and implementation plans for short (2-5 minute) videos. During this time, you may also begin to videotape interviews (with attention to sound, light, and video composition) and generate the content necessary for compiling and editing videos.

3. **Development/Drafting** (mid-Mar. —mid-April): For the month after spring break, you will put your plans into action and create videos with editing guidance and assistance from the Digital Media Studio. This month will be an intense work period with attention to the whole of the video as well as to pieces, such as the visual composition, sound quality, captioning, and fair use.
4. **Revision** (mid-April—early May): To conclude the project, you will present drafts and then final videos to the YWCA. Mid-April we will hold an interactive feedback session with Dr. Martha Barry and other YWCA staff so that you can then revise based on their feedback (to the extent possible, given the available footage, software capabilities, and time available). In the final week of classes, we will then deliver revised videos and share them in a formal showing at the YWCA. From there, the YWCA may select and use the videos in a wide variety of ways in the weeks, months, and years to come.

EVALUATION

Evaluation will be based on a system of contract grading in which you “contract” for a grade (A, B, or C) based on shared and personal learning objectives and evaluation criteria. Necessary requirements of the course include engaged participation and being responsible to the community partner who is generously giving of their time and energies. Therefore, contracted grades are for C or higher. If you fail to meet the basic requirements, then re-evaluating may result in D or F. Contracts will be set during week #2, discussed in one-with-one conferences, and then re-evaluated at midterms and near the end of the semester. You may also ask to modify your contract by scheduling a one-with-one conference.

Participation. Your contributions to class sessions, conferences, and co-authoring groups are extremely important for our collective learning and the success of the course. This course will follow an interactive seminar format in which you will be expected to participate actively, to discuss texts, to share your writing, and to respond thoughtfully to others. The success of any small class community is dependent upon the active, attentive, and sensitive participation of its diverse members. Participation is, therefore, significant to your grading contract. You will provide self-assessments of your participation when submitting midterm and final portfolios.

To earn full credit, your contributions should reflect exceptional preparation and show attention to the interactional dynamics of classroom, conference, and co-authoring spaces: for example, speaking when appropriate and making room for others to speak as well. Ideally, comments offered are substantive and provide insights as well as directions for the class. Your contributions to co-authoring show responsibility to other group members and assume leadership for the group’s process and final product. I will give you feedback on participation when returning your midterm and final portfolios. Every person can be an outstanding contributor. Please see me with any concerns you have or to discuss strategies for developing the confidence to participate well.

Portfolios. Midway through the semester and again at the end, you will gather your work into professional portfolios, compiling final/revised projects and texts of your choice that reflect achievement and progress toward learning objectives. The portfolio creation process requires you to reflect on your writing, learning, and growth over the semester. Portfolios will include the following artifacts, which highlight your work in English 4210. For texts of your choice, you might include relevant emails, peer review comments, drafts, tech freewriting, storyboards, notes, brainstorming, drafts showing the progress made, or any related writing or work for the course.

Midterm Portfolio

(7 or more texts total)

1. Cover Letter
2. Annotated Grading Contract
3. Introductory Letter Forecasting the Semester
4. Annotations (# according to contract)
5. Critical Importance Video
6. Collaborative Project Brainstorming
7. Other texts of your choice

Final Portfolio

(7 or more texts total)

1. Cover Letter
2. Annotated Grading Contract
3. Final Statement on Writing for Justice
4. Annotations (# according to contract)
5. Collaborative Video for the YWCA
6. Collaborative Project Storyboard
7. Other texts of your choice

Your cover letter will explain the portfolio contents and help orient readers to your work. This framing document is essential to successful completion of the portfolios. Together, we will discuss the cover letter genre, look at samples, and then workshop drafts before revising and submitting the midterm and final portfolios.

TEXTS AND MATERIALS

Much of our reading will be materials provided by our community partner, resources found online, and your own writing and that of peers. We will also read a number of scholarly articles on matters of (in)equity, (in)justice, race/ism, language, identity, agency, and social change. Articles can be accessed through d2l. Additionally, we will use three books of which we will all read selections, and then you will choose one to read in full for your “Critical Importance Video”:

- Anzladúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 1987. Print.
- Myles Horton and Paulo Freire. *We Make the Road by Walking: Conversations on Education and Social Change*. Eds. Brenda Bell, John Gaventa, and John Peters. Philadelphia: Temple UP, 1990. Print.
- Richardson, Elaine. *PHD (Po H# on Dope) to Ph.D.: How Education Saved My Life*. West Lafayette, IN: New Community Press and Parlor Press, 2013. Print.

Finally, you will need the following materials:

- professional binder or web space for portfolios (we’ll look at samples together in class);
- access to a printer and/or money for printing and photocopying papers and readings; and
- free google/gmail account for collaborating through google docs, drive, and hangout.

COURSE EXPECTATIONS

Please read carefully the following policies, and let me know if you have any questions.

Writing-Intensive Nature of the Course. As a course in writing, literacy, and rhetoric studies, English 4210 is writing-intensive by design; it requires serious commitment and fresh writing on a weekly basis. Throughout the semester, you'll be drafting and revising your own projects, reading and responding to a variety of texts, and producing multimodal compositions both on your own and with co-authors. *If you don't think you can commit fully to this course, consider dropping now.*

Attendance. Attendance is expected at each class session, one-with-one conference, and meeting with our community partner. English 4210 is a low-enrollment course, which gives you the opportunity to interact on a deep intellectual level with your instructors and colleagues.

In accordance with the university's attendance policy:

- No distinctions are made between excused and unexcused absences (with exceptions for legal obligations and university-sanctioned activities and travel).
- If you miss the equivalent of two weeks of class (*that's six classes or conferences for our three-credit MWF course*), then you may be withdrawn and receive a WA on your transcript.

Additionally, three or more absences (missing more than a full week) may result in re-contracting and may lower your final grade. When I take attendance, I also note tardiness: three tardies count as one absence.

If you cannot attend class or complete an assignment because of an extenuating circumstance, please contact me and your co-authors as soon as possible, and I will work to help you fulfill your obligations in the course. *If you know you'll be missing a class, conference, or meeting with the YWCA, please let me know beforehand via email or voicemail.* As a general rule of thumb, it's better to keep me informed of any possible absences or obstacles to completing all work in a timely manner.

Conferences. Each of you will meet with me in one-with-one and group conferences at least four times during the semester to discuss your writing and work in the course. You should bring specific questions, notes, and drafts to conferences, as well as work due that day. Failure to attend a conference at the scheduled time will count as an absence.

Late Work. Your work and contributions are most valuable to you and to our learning community when they are timely. You will do a lot of writing and revising in this course and a lot of work with your peers, which means that all work must be ready on the date specified, as we are all depending on you to carry your weight in the course. Work turned in late, including drafts due for workshops and for conferences, will be noted and are grounds for re-evaluating contracted grades.

Academic Integrity. I don't anticipate any problems with academic dishonesty, as assignments are specific to our course context and community partner and are all workshoped and revised throughout the semester. That said, it's important to remember Marquette University's Statement on Academic Integrity <<http://www.marquette.edu/provost/integrity-pledge.php>>, which recognizes the importance of integrity, both personal and academic, and includes upholding the Honor Pledge and Honor Code.

You may have questions about that fine line between paraphrase and plagiarism. In essence, plagiarism is the unacknowledged use of another's words or ideas. When you consult sources

(including sources found on the web) for a paper, you must document ideas or wording by listing the sources in a bibliography and by citing sources in the text itself. To cite a source is to make clear who originated the idea, sentence, etc. that you've used and where it can be found. Most writers' handbooks offer detailed information about paraphrasing, plagiarism, and the nuances of source citation; consult them—and me and the writing center—when you have questions.

A note about plagiarism: My experience suggests that most incidents of intentional plagiarism happen when students are feeling frantic or panic about an assignment. If you're feeling blocked or stuck for any reason, let's talk before you hand in someone else's work as your own.

Academic Accommodations. If you have a particular circumstance that may impact your work in this class, please contact me early in the first weeks of the semester so that we can work together to adapt assignments. I'm happy to work with you and with staff in the Office of Disability Services <<http://www.marquette.edu/disability-services/>> to provide accommodations as appropriate.

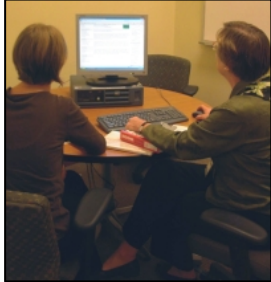
Collaborative Responsibilities. Throughout this semester, you'll be working closely with your colleagues in the course, and it's important to consider your responsibilities toward them. Throughout the course, we'll discuss options for collaborative group work, co-authoring, and peer review. You're also welcome to suggest collaborative options to meet your own needs and those of your colleagues. Whenever you work with others, it is important to share ideas and give feedback with kindness, respect, and a critical eye toward building on their strengths. In addition, when your colleagues suggest great ideas for your own projects, credit them. That is to say, *plan to cite your colleagues* and write annotations based on their insights, just as you would other sources such as websites, lectures, articles, and books. By doing so, you will help build our collaborative course community, and you will also build your own ethos as a responsible researcher.

Equitable Language. Language shapes, informs, and constructs reality. Think, for example, about the language of formal ceremonies (e.g., I christen thee . . . , I now pronounce you . . .). Or think about how addressing someone by a formal title (e.g., Major General Francis Brown, Dr. Godbee) and addressing the same person by her preferred name (e.g., Fran, Beth) changes your sense of that person, your relationship to her, and the terms of your conversation. With that recognition and in pursuit of Marquette's commitment to social justice, it is important to use gender inclusive terms (e.g., chair, first year student, upper-level student), and it is equally important to avoid exclusionary language. Guidance on gender-fair language can be found online at <<http://www.ncte.org/positions/statements/genderfairuseoflang>> and through many writing center websites, such as UNC's: <<http://writingcenter.unc.edu/handouts/gender-sensitive-language/>>.

Changes to the Syllabus. The class schedule may need adjustment from time-to-time, depending on class needs, pacing, special events, and your feedback throughout the semester. You are responsible for noting any changes to due dates, meeting locations, or other information.

RESOURCES

Marquette has many resources on campus to help with writing, coursework, and other concerns you may have. I am available for consultations about the course: please contact me if you have questions or want to discuss the course material, assignments, or expectations. Other resources include the following:



The Digital Media Studio (DMS), located in lower-level Raynor, has media equipment to check out, video editing software that you may use on-site, and tech-savvy students to assist with drop-in questions. We'll be collaborating closely with the DMS this semester, as a Problem-Solver Seed Grant through the Service Learning Program is allowing us to work closely with the Director, Elizabeth Andrejasich-Gibes, and with an undergraduate course tutor, Michael McQueeney, who will attend in-class workshops and be available for consultation throughout the semester. To sign up, call 414-288-7556, or visit the consultation page online at http://marquette.edu/library/services/forms-media_consultations.php.



The Norman H. Ott Memorial Writing Center (located in the John P. Raynor, S.J., Library—Room 240) is a wonderful resource offering one-with-one tutorials, workshops on a range of topics, and easily downloadable handouts. You can access the writing center's website at <http://www.marquette.edu/writing-center/> and make an appointment by calling 414-288-5542. Writing center tutors can talk through your assignments at any stage of the process. They are happy to offer feedback and to help with brainstorming for any of our assignments this semester.



Library Assistance. Library staff are available to meet with you in-person, to chat online, and to communicate via email or phone. I've found library staff exceedingly helpful in discussing research questions, relevant sources, and approaches for locating additional literature. Learn more about the "Ask a Librarian" services by following this link: <http://marquette.edu/library/research/askus.php>. You could also drop by the Raynor Library Resource Desk, or call 414-288-7556.



The University Medical Clinic offers health education and appointments. Their website is <http://www.marquette.edu/medical-clinic/>. To make an appointment, call 414-288-7184.

The Counseling Center <http://www.marquette.edu/counseling/> offers referrals and both individual and group sessions. These services are confidential and free for enrolled students. The center's phone # is 414-288-7172. The website also offers links to a range of online resources—for instance, to online screenings and guided relaxation

(e.g., <http://www.marquette.edu/counseling/anxiety.shtml>).



The Office of Educational Student Services offers group and one-with-one tutoring to support you in this and other courses. To contact staff in the office, visit <http://www.marquette.edu/oses/>, or call 414-288-4252.

Career Services Center. Career counselors can help with your career discernment, job searches, and preparation of job search materials. Visit them online at <http://marquette.edu/csc/>, or call 414-288-7423 to schedule one-with-one consultations.



Marquette's Service Learning Program will host a number of reflection sessions, which are noted on the course calendar and can be found through their website <http://www.marquette.edu/servicelearning/index.shtml>. The website provides information for service learners, including logistical details about Milwaukee public transportation.

Campus Resources. You will find many other helpful resources online at http://www.marquette.edu/cur_students/.

CLASS SCHEDULE AND DUE DATES

Week #1	<p>Monday, Jan. 12th</p> <p>Wednesday, Jan. 14th</p> <p>Friday, Jan. 16th</p>	<p>Introduction to the course, each other, community partnership, and semester-long questions: What, how, when, where, with whom, and <i>why</i> do we write for social—and racial—justice?</p> <p>The nature of this course: Community-based learning, liberatory education, and grading contracts Due: Review syllabus, create a bio on d2l, and read Wheatley’s “Willing to Be Disturbed” (posted on d2l)</p> <p>Semester-long project: Statement on writing for social justice and related annotations Due: Read Wheatley’s “The Practice of Communication” (d2l)—and write first annotation(s)</p>
Week #2	<p>Monday, Jan. 19th</p> <p>Wednesday, Jan. 21st</p> <p>Friday, Jan. 23rd</p>	<p>MLK Day—no classes</p> <p>TECH DAY (co-teaching with Elizabeth Andrejasich-Gibes): Introduction to the course video projects & collaborative storage options—sharing and backing up Due: Read assignment sheets; review YWCA Southeast Wisconsin’s website, particularly the pages under “What We Do” and “Racial Justice” (there are a number of pages to explore and videos to watch; read and complete any tasks under the d2l “TECH DAYS” folder for “Tech Introduction”</p> <p>Why focus on race, racism, antiracism, and racial justice Due: Introductory Letter Forecasting the Semester and Grading Contract; read Bonilla-Silva’s “Racism without Racists” (d2l) and Johnson’s “What We Can Do” (d2l) Additional In-Class Frameworks: talking about race and emotions (Tatum) and the new racism (Villanueva) <i>*One-with-one introductory conferences this week and next.</i></p>
Week #3	<p>Monday, Jan. 26th</p> <p>Wednesday, Jan. 28th</p>	<p>Key terms and definitions: critique <i>against</i> and critique <i>for</i>, privilege, power, social justice, oppression, -isms Due: Read Johnson’s “The Social Construction of Difference” (d2l), Bell’s “Theoretical Foundations” (d2l), and Collins’s “Race, Class, and Gender” (d2l); complete your own social identity wheel (handout on d2l)</p> <p>TECH DAY (co-teaching with Elizabeth): Script-writing</p>

	Friday, Jan. 30 th	<p>and storyboarding Due: Watch sample and instructional videos; read and complete any tasks under d2l “TECH DAYS” folder for “Script-writing and storyboarding”; upload to the d2l dropbox by Tues. night freewriting about any tech anxieties and questions for Elizabeth to address</p> <p>Identity and intersectionality—On the power and importance of language and linguistic rights Due: Read excerpt (“How to Tame a Wild Tongue,” pages 53-64) or all of Anzladúa’s <i>Borderlands/La Frontera</i></p>
Week #4	<p>Monday, Feb. 2nd</p> <p>Wednesday, Feb. 4th</p> <p>Friday, Feb. 6th</p>	<p>Linguistic prejudice, epistemic injustice, and the trouble of “school English” Due: Read excerpt (“The Cleveland State University Years,” pages 195-215) or all of Richardson’s <i>PHD to Ph.D.: How Education Saved My Life</i></p> <p>TECH DAY (co-teaching with Elizabeth): Video composition, framing, and lighting Due: Read and complete any tasks under d2l “TECH DAYS” folder for “Video composition, framing, and lighting”; upload freewriting to d2l by Tues. night</p> <p>Preparation for afternoon visit to the YWCA Due: Read Green’s “Difficult Stories: Service-Learning, Race, Class, and Whiteness” (d2l); read grant application for Everytown Wisconsin; bring freewriting reflection for community-based learning (we’ll generate the prompt together) and questions you’d like to ask our community partner</p> <p>Required Visit to the YWCA Southeast Wisconsin Meeting on-site (1915 N. Dr. Martin Luther King Jr. Dr.) 2:30-4:30pm / Leave campus at 2pm, arrive home 5pm</p>
Week #5	Monday, Feb. 9 th	<p>How do we intervene into injustice and make change? Change-making as ongoing practice/process through the philosophy “We make the road by walking ...” Due: Read excerpt (“Ideas,” pages 97-143) or all of Horton & Freire’s <i>We Make the Road by Walking</i> <i>*One-with-one conferences this week to review your plans/drafts for the Critical Importance Video project.</i></p>

	<p>Wednesday, Feb. 11th</p> <p>Friday, Feb. 13th</p>	<p>TECH DAY (co-teaching with Elizabeth): Audio! Due: Draft of 8+ annotations for the final statement; read and complete any tasks under d2l “TECH DAYS” folder for “Audio!”</p> <p>Service Learning Reflection Session: What Is the Framework of Our Society? Wed, Feb. 11, 5:00- 6:30pm, AMU 227</p> <p>Types and processes of collaboration and co-authoring Due: Read handout on 5 stages of group development; write one page on your constructive and destructive group behaviors; identify co-authoring groups</p>
Week #6	<p>Monday, Feb. 16th</p> <p>Wednesday, Feb. 18th</p> <p>Friday, Feb. 20th</p>	<p>Why writing matters: Talking back and making change Due: Storyboard for Critical Importance Video; read hooks’s “Talking Back” (d2l)</p> <p>TECH DAY (co-teaching with Elizabeth): Editing— editing and polishing video & what software to use Due: read and complete any tasks under d2l “TECH DAYS” folder for “Editing”</p> <p>In-class, co-authoring workshop to brainstorm and begin storyboarding and script-writing for YWCA promotional and educational videos Due: Watch all sample educational and promotional videos and raw footage provided by the YWCA; come to class with 3 story arcs/ideas written out to share <i>*Please note that your co-authoring group may schedule conferences at any point that my feedback would be helpful.</i></p>
Week #7	<p>Monday, Feb. 23rd</p> <p>Wednesday, Feb. 25th</p>	<p>Diving deeper into underlying socialization and possibilities for liberation—having a vision and moving from the critique <i>against</i> toward the critique <i>for</i> Due: read Young’s “Five Faces of Oppression” (d2l); review two figures by Bobbi Harro: “The Cycle of Socialization” (d2l) and “The Cycle of Liberation” (d2l)</p> <p>Service Learning Reflection Session: The Danger of a Single Story Tues, Feb. 24, 5:30- 7:00pm, AMU 227</p> <p>TECH DAY (co-teaching with Elizabeth): Fair use and</p>

	Friday, Feb. 27 th	<p>creative commons Due: Read and complete any tasks under d2l “TECH DAYS” folder for “Fair use and creative commons”</p> <p>Critical Importance Video showing and discussion Due: Critical Importance Video—final, polished video of ~90 seconds ready to share with class</p>
Week #8	<p>Monday, Mar. 2nd</p> <p>Wednesday, Mar. 4th</p> <p>Friday, Mar. 6th</p>	<p>Writing workshop (coffee & conversation) Due: Drafts of midterm portfolio and cover letter <i>(Note: You bring a drink; I’ll bring food.)</i></p> <p>Midterm check-in and course evaluation Due: Midterm portfolio (electronic or print); copy of grading contract with any proposed changes noted; midterm course evaluations (typed or handwritten)</p> <p>Putting what we’re learning into action: Naming the habits, processes, and ways of thinking needed to write for social justice ... with special emphasis on the community-based, collaborative video project! Due: Co-authoring group work plans for week #9; each co-authoring group to submit request http://marquette.edu/library/services/forms-media_consultations.php for required media consultation</p>
	March 7—14 th	<p>Spring Break—no classes</p> <p><i>Reminder: Midterm grades are due on Tues., March 12th.</i></p>
Week #9	Monday, Mar 16—20 th	<p>WEEK OF VIDEO COLLABORATION Make use of our typical class time (MWF 10-10:50am). <i>*Optional group check-ins via google hangout or skype.</i> <i>*Required group conferences with DMS staff (Michael, Joe, or Elizabeth)—submit consultation request in week #8.</i></p> <p>Service Learning Reflection Session: Service Learning in a Segregated City Fr, March 20, 12:30- 2:00pm, AMU 227</p> <p>Service Learning Reflection Session: Service Learning in a Spiritual Context Su, March 22, 2:00- 3:30pm, AMU 163</p>

Week #10	<p>Monday, Mar. 23rd</p> <p>Wednesday, Mar. 25th</p> <p>Friday, Mar. 27th</p>	<p>More putting it into action: Writing for social justice ... Due: Storyboard and script for community-based, collaborative video project; re-read Wheatley’s “Willing to Be Disturbed” (d2l) <i>*Group conferences this week and next to review your storyboards and scripts—and to communicate these plans with our YWCA partners.</i></p> <p>TECH DAY (video workshop with Michael) Due: Any interviews scheduled; groups beginning to gather audio and video components and beginning to create video drafts and to edit collaboratively</p> <p>Approaches to making change Due: Read Lorde’s “The Master’s Tools Will Never Dismantle the Master’s House” (d2l) and Ayvazian’s “The Role of Allies as Agents of Change” (d2l)</p>
Week #11	<p>Monday, Mar. 30th</p> <p>Wednesday, Apr. 1st</p> <p>Friday, Apr. 3rd</p>	<p>Approaches to making change Due: Read Love’s “Developing a Liberatory Consciousness” (d2l)</p> <p>TECH DAY (video workshop with Michael) Due: Any interviews conducted; gathering of audio and visual components well underway; the process of video editing should be started by now ... <i>*Optional conferences with DMS staff (Elizabeth, Michael, or Joe)—schedule as these feel helpful or necessary ...</i></p> <p>Easter Holiday—no class</p>
Week #12	<p>Monday, Apr. 6th</p> <p>Wednesday, Apr. 8th</p> <p>Friday, Apr. 10th</p>	<p>Easter Holiday—no class</p> <p>TECH DAY (video workshop with Michael) Due: Video editing well underway with videos close-to-ready to share with YWCA partners for feedback</p> <p>Preparation and practice for interactive feedback session with YWCA community partners Due: Draft of collaborative video project ready to share with 4210 class for feedback/presentation practice</p>
Week #13	<p>Monday, Apr. 13th</p>	<p>Interactive Feedback Session with YWCA Partners, Dr. Martha Barry (Director of the Racial Justice</p>

	<p>Wednesday, Apr. 15th</p> <p>Friday, Apr. 17th</p>	<p>Program) and Erin Sebastian (Communications and Marketing Manager of YWCA Southeast Wisconsin) Due: Draft of collaborative video project ready to share with YWCA community partners for feedback <i>*One-with-one conferences to review implementation plans for final statements on writing for social justice.</i></p> <p>Service Learning Reflection Session: Where Will Your Path Take You? Mon, April 13, 4:30- 6:00pm, AMU 227</p> <p>TECH DAY (open workshop focused on final statements—in whatever media/form you've chosen) Due: Implementation plan and initial work for final statement on writing for social justice</p> <p>Community-based/service-learning reflection session with Marquette's Service Learning Program Due: Attendance at one of the reflection sessions offered by the Service Learning Program; reflective writing (prompt to be determined collaboratively) about this semester's video project and your learning ...</p>
Week #14	<p>Monday, Apr. 20th</p> <p>Wednesday, Apr. 22nd</p> <p>Friday, Apr. 24th</p>	<p>Why community-based/service-learning for engaging, practicing, and reflecting on "writing for social justice" Due: Read excerpt from Rousculp's <i>Rhetoric of Respect</i> (pages 100-127, posted on d2l)</p> <p>Why community-based/service-learning for engaging, practicing, and reflecting on "writing for social justice" Due: Read Mathieu's "Writing in the Streets" (d2l)</p> <p>Service Learning Reflection Session: Now What? Wed, April 22, 6:30-8:00pm, AMU 227</p> <p>Formal presentations and showcase of Statements on Writing for Social Justice Due: Statement on Writing for Social Justice</p>
Week #15	<p>Monday, Apr. 27th</p>	<p>Writing workshop (coffee & conversation) Due: Drafts of final portfolio and cover letter; self-assessment of co-authoring group participation <i>(Note: You bring a drink; I'll bring food.)</i></p>

	<p>Wednesday, Apr. 29th</p> <p>Friday, May 1st</p>	<p>Service Learning Reflection Session: Now What? Tues, April 28, 5:00- 6:30pm, AMU Lunda Room</p> <p>Video Showcase at the YWCA Southeast Wisconsin Meeting on-site (1915 N. Dr. Martin Luther King Jr. Dr.) Likely 4:00-5:30pm (confirming the exact time) Due: Absolutely final co-authored educational/promotional video for YWCA uploaded to YouTube</p> <p>Course wrap-up and review / course evaluations Due: Final portfolio with copy of and reflection on grading contract</p>
Final Exams	May 4—8 th	We'll schedule a time this week for you to stop by and pick up your final portfolio, comments, and grade in English 3210. ☺

NOTES FROM CLASS/CONFERENCE DISCUSSION OF SYLLABUS