

WRT 304-0001

Writing for Community Service

Spring 2018

Writing for Community Service is a course that will help you to develop your skills as a writer and—more importantly—to appreciate how writing can benefit the community. We will weave together ideas and experiences, classroom and beyond, personal and public.

This course is rigorous. It moves at a brisk pace and demands your time. You will read a lot and write a lot. You will be asked to listen openly, to think deeply, and to make mistakes. In addition to the course work, you will set up and enact a writing project in partnership with a community organization or group. Hard work—but a rewarding experience. Everyone willing to commit to the demands of the course is most welcome!

Expectations

- Do all the readings and question them, ponder them, and apply them to your own experience.
- Attend class consistently and come fully prepared to listen, write, and talk.
- Complete all writing projects, assignments, and reading-service journals.
- Treat community members and community partners as co-teachers of this class.
- Approach mistakes and failure with positive persistence and a willingness to learn.
- Serve the community with curiosity and respect.
- Seek out answers and solutions from diverse and knowledgeable sources.
- Create a writing project that involves and benefits the community.

If you stick with it for the semester, you will

- Engage writing, rhetoric, and service in both academic and community settings.
- Develop self-initiative, responsibility, leadership skills, and professionalism.
- Enhance your curiosity, engage with Rhode Island, and enact that engagement.
- Develop problem-solving strategies and skills, build learning partnerships, and take an active role in shaping community and academic practices.

Required Course Texts

- Carolyn Ross and Ardel Thomas, *Writing for Real: A Handbook for Writers in Community Service*
- Stephen Parks, *Writing Community: A Text with Readings*

These texts are available at the URI Bookstore. *Writing for Real* can be found in used condition online. I suggest the site Better World Books since they donate money from book sales to various charities.

Sakai

All course information is on Sakai, including readings, the schedule, assignment information, and a copy of this syllabus. Look for the *WRT304_Spring 2018* site. You should check this Sakai site regularly and set up e-mail notifications for any announcements or messages. *Any changes to the schedule or to assignments will be posted on Sakai as well as announced in class.* This includes weather-related or emergency class cancellation notifications.

Course Elements and Grading

URI Grading Scale: A 93 / A- 90 / B+ 88 / B 83 / B- 80 / C+ 78 / C 73 / C- 70 / D+ 68 / D 63 / F 59

The course has four main components. All of these components will be described in further detail in separate project/assignment descriptions.

Service project	30%	<i>Action Plan + Service Project Report</i>
Major assignments	20%	<i>Engagement Narr. + Ind. Refl. Analysis</i>
Small assignments	10%	
Reading & service journals	30%	

Weather Issues

Make sure you're receiving emergency information from URI by signing up for texts and e-mails from URI Emergency Alert (<http://web.uri.edu/emergency/alert/>), or call the Weather Line at URI: 874-SNOW (874-7669). The policy on snow days is this: Readings and online submissions and assignments remain as scheduled; if an in-class submission or a writing workshop is planned, we will honor it on the next class meeting (unless an online alternative is created using Sakai, etc.). *Be sure to check Sakai!*

WRT Production Lab

As part of this course, you have access to the WRT Production Lab. "Located in Roosevelt 320, The Writing & Rhetoric Production Lab is a place where students brainstorm, collaborate, and create with digital tools and resources." The PLab has Apple and Windows computers with multimedia software, a scanner, and laptops, iPads, digital cameras, and recording devices that can be borrowed for field research.

Writing Center

Good writers go to the Writing Center. Located in 009 Roosevelt (the lower level), the Writing Center is a great resource for writers of every level, at any stage of the writing process. The WC has trained peer writing tutors who can help with questions on any writing assignment (not just the projects for this class), and they can review your written

work and give you valuable feedback. Check out their hours or schedule an appointment by going to uri.mywconline.com. Walk-in appointments may also be available.

Academic Enhancement Center

Success in college requires important learning skills. The Academic Enhancement Center (www.uri.edu/aec) can help you polish the skills to succeed. Tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. The AEC is located on the 4th floor of Roosevelt.

Counseling Center

It might happen this semester that you face a really tough situation, such as family/relationship issues, debilitating anxiety, harassment/abuse, or chronic illness. First, know that you are not alone. You should feel welcome to come to me in full confidentiality or to seek advice and support at the Counseling Center (2nd Floor of Roosevelt, 401-874-2288).

Inclusivity and All Abilities

My hope is to make this class inclusive for students of all abilities and learning types. Whether you have a disability or learning problem, whether documented or not, come talk to me so that we can work together to make sure that you can meet the expectations for this class. You may also want to get in touch with Disability Services for Students, which is located in the Office of Student Life,

330 Memorial Union. Their website is <http://web.uri.edu/disability/>.

Plagiarism

We learn from and build off of the work of others, but you must recognize and

acknowledge others' efforts appropriately. Using others' ideas or work without giving them credit is plagiarism, and will be dealt with as according to the rules of URI Student Handbook. Intentional plagiarism will result in a zero for the assignment or the course.

Technology Use

To be determined as a class.

Absences and Tardiness

To be determined as a class.

Late Work

There are only three strict deadlines.

March 20, 9:30 am	Action Plan
April 26, 9:30 am	All projects, journals, and assignments, except semester final pieces
May 8, 11:59 pm	Service Project Report and the Individual Reflective Analysis

Work submitted after these deadlines will receive a 0. No exceptions. Many of the assignments have suggested due dates; these are the best dates for turning these assignments in so that you will get the maximum benefit from them and not drive yourself (or Ms. Daly) crazy with work.

Health Issues or Emergencies

Please remain at home if you have had a fever within the past 24 hours, are throwing up, or are constantly coughing or sneezing. You benefit no one (including yourself) by coming in. If you have a severe illness, injury, or other emergency that will keep you from attending more than one class, please contact Ms. Daly immediately. You are also responsible for staying in communication with your community partner(s) and teammates (if working in a team). Failure to communicate or to uphold your responsibilities in these collaborations will negatively affect your Service grade. Being proactive in communicating helps to mitigate the frustrations and inconvenience of your absence.