

ENG 114 CSL: Be Part of Something Bigger

Connecting to Movements for Equity and Justice through Community Service Learning and Writing



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Contact:	dcc123@sfsu.edu	Course Meets: MWF: 12:00-12:50
Office Hrs:	MWF 4:00-5:00; + Fridays 1:00-2:00	Location: HSS 259
Office:	HUM 220; mailbox in HUM 125	Website: access via iLearn

COURSE DESCRIPTION:

Hello, and welcome to SF State and this class! This First-Year Reading and Writing course is about taking academic reading and writing to a new level through community service learning (CSL). The CSL component of this course will count as a major 'text' of the course, meaning your experience of working hands-on with an organization of your choice will take place of some reading and inform much of your writing. However, as this is an Accelerated First Year Composition course, in addition to 20 hours of on-site, direct service at your organization, we will:

- do some short background research and read short articles on your social issue
- engage in a Book Club about critical issues surrounding community service, and
- practice interviewing another person to add another perspective to your story
- *all with the purpose of building your skills and habits as an engaged and reflective student reader, writer, and community member advocating for change through your academic work.*

“Community Norms”

- **Be Open Minded.** *This course will require each of us to challenge our past ways of thinking, step outside of our comfort zones, and engage with real life problems that real people in our communities face.*
- **Be Brave.** *When engaging in the work of social change and stepping into unknown territory, we must help each other be brave, particularly when confronting our own privilege. In class discussions and in your community work, we will work to create not only a ‘safe space,’ but a ‘brave space’ to help us grow together.*
- **Each One Teach One.** *When we engage in community-based learning that challenges and transforms top-down learning structures, we are stronger if we work together. You should consider it your responsibility to support and collaborate with each other, and take the time to help those who ask for it.*
- **Advocate for Yourself.** *As noble as our collaborative and supportive learning community goals are, in the end it is up to you to show up for yourself, solve problems, and get your work done. Let me know early if something comes up, either with your organization or your assignments, so I can do my best to support you. I am happy to help you, as well as lots of other avenues of support on campus, but you have to come to us.*

Classroom Agreements [in addition to what we decide on in the first weeks of class]

- **Participatory Learning Happens when you Participate**
Regular attendance is crucial for your learning and the maintenance of our learning community. The readings will be one component of our major writing assignments, but being in class to unpack and expand on the readings, and working with others to brainstorm and collaborate on ideas for essays is vitally important for your success. **You may miss 3 days** with no excuse necessary before it affects your grade; save it for the unexpected! After missing a total of **3 weeks** of class, you can expect to be dropped and have to re-take the class.
- **Participation counts** and will be defined and agreed-upon together in class during Week 1.
- **Active Reading gives your reading a purpose**
 A major academic habit we will discuss and practice in this class is **annotating, a way of reading actively**. Annotating a text, whether on screen or on paper, engages you with the ideas of the author in deeper ways, allows you to make connections to yourself and others, and makes your reading more meaningful by adding your thoughts while reading.
- **Be ready to do some personal, reflective writing.**
 The majority of the writing you will do for this course will be a series of reflective prompts on your experience in your organization. Beyond the weekly blog journal on your site, and your bi-weekly Book Club responses, you will have 3 short essays due throughout the semester. The Final essay will combine these shorter prompts, and ask you to *tell a story of the semester* where you make connections between your experience, the experiences of others in the organization, ideas from your Book Club, and the context of the larger movement or cause which connects all of these experiences to something bigger.
- **Share your Work with the World.**
 The Portfolio for this class will give you the chance to set up your **portfolium.com** account for SFSU. The Final Essay, including photos of your experience, will showcase the type of student you are at SFSU and the types of positive influences you will have on your surroundings. *You can continue to build on your “academic website” throughout your career to help you apply for scholarships, internships, study abroad, or any and all future endeavors to which you apply.*

GRADING in this course is HOLISTIC:

***Because writing growth is subjective** and grades distract writers from their real purposes, I will grade your written work throughout the semester on a Pass/No Pass basis, with verbal and/or written evaluations of students' specific strengths and areas for practice based on the specific guidelines of each essay prompt.

***The Final Portfolio/Essay** will make up the majority of your final letter grade, giving you every opportunity to spend the time revising the shorter essay prompts based on feedback from your peers and myself.

***Attendance and Participation** is part of your final grade, based on the collaborative guidelines we will decide in Week 1.

***Students** who attend class and participate regularly, **complete all assignments with good faith effort** in the interests of personal and academic growth, and collaborate respectfully with their peers in class, **can expect to get at least a B in the course.** Students who exceed the basic expectations of the course can expect an A.

Attendance and Participation:	10%
Book Club Share and responses	10%
Short Essay Assignments (3)	10%
Portfolio	70%

RESOURCES FOR SUCCESS

- **COURSE TEXTS** are available as PDFs on iLearn. **Book Clubs** will be decided in class, and available in the Library, Amazon, e-book, or possibly loan.
- **OFFICE HOURS**
are posted on iLearn and this syllabus, as well as outside my Office in HUM 220. Office Hours are a great place to clear up any confusion on an assignment, get to the bottom of a reading, or otherwise advocate for your learning and success, in this course or others.
- **Writing Growth** happens most effectively when you try new things, experiment, and take risks with your writing and student voice, as well as receive meaningful, revision-driven feedback. You are required to come to Office Hours at least once during the semester for a **One-on-One Conference on Essay 1, 2, and/or 3.**
- **The Learning Assistance Center/LAC** offers extra support, is included in your tuition, and can earn you 1 extra unit! lac.sfsu.edu.
- **EMAIL** is the primary way to contact me, to let me know about absences, late work, questions, or to ask for help on an assignment. I check my email frequently to be as available to you as possible.

Some Nitty-Gritty:

- **SUBMITTING YOUR WORK:** You will submit all of your work using a **link to google docs** from your Blogger account. **You must ‘Share’ all google docs** for this class: click ‘Share’, ‘Get Sharable Link’ and be sure it says ‘Anyone with a Link can View.’ This is very important!!!
- **The WRITING PROCESS is 3 drafts:** Idea Draft, Peer Draft, and Teacher Draft all as links to Google Docs.
- **REVISION is emphasized in this class.** You will revise and your shorter essays and journals to make up your Final Essay for the Portfolio; for that reason, you should get the grade you want in this course if you spend time considering feedback, make the effort to try new things; in short: Revise!
- **LATE WORK** affects your ability to learn with the class by reflecting on your new experiences in the collaborative peer response process. Late work will affect your overall participation and essay grades.
- **USE OF CELL PHONES and LAPTOP social media apps,** unless to make your organization more visible to the outside world, doesn’t help your learning or participation in this class, and will be a major downer for others during class activities. Make the most of your experiences in this class!
- **Plagiarism is serious.** Quote and cite your sources. Own your work. For more information: <http://lca.sfsu.edu/faculty/plagiarism-resources>.
- **Please bring a laptop or tablet on a consistent basis to collaborate online with each other’s work and draft efficiently during class time. If you need me to provide laptops for in-class use, please let me know.**

UNIVERSITY VALUES:

- **Disability access:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).
- **Student disclosures of sexual violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu or calling 338-2032.
 - **To disclose any such violence confidentially, contact:**
 - The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
 - Counseling and Psychological Services Center -(415)338-2208; <http://psyservs.sfsu.edu/>
 - For more information on your rights and available resources: <http://titleix.sfsu.edu>

STUDENT LEARNING OUTCOMES	PORTFOLIO CONTENT				
	Essay 1 "I- Search"	Essay 2 and 3 Personal Narratives	Book Club reflections and Share	Weekly CSL Reflections	Final Essay "Significant Story"
English 114					
Writing for Inquiry, Belonging, and Self-Development: use writing as a form of inquiry, in order to build inquiry-driven academic arguments, culminating in a print or digital portfolio of writing. Assignments should allow students to explore/discover their experiences, goals, interests, and purpose at SFSU;	X	X		X	X
Rhetorical Knowledge: demonstrate a familiarity with rhetorical conventions, including purpose, audience, and genre;		X			X
Information Literacy: read actively and use information acquired from readings critically in their own writing; integrate reading effectively into their writing; locate, evaluate, and use information ethically in their writing;	X	X	X		X
Writing Processes: Use writing processes and strategies for generating, revising, editing, and proofreading their own and others' work; collaborate with faculty and peers during the writing process and on writing projects; use writing processes and strategies for discovering ideas;	X	X	X		X
Reflection and Metacognition: Reflect on and develop student success and writing strategies; identify and practice habits of mind such as curiosity, openness, engagement, persistence, flexibility, and responsibility.	X	X	X	X	X
Community Service Learning Sections					
1. articulate a sense of how they fit into larger communities and can actively work to make change	X	X	X	X	X
2. integrate academic work and real world knowledge to ask genuine, mature, precise, and relevant questions around systemic/structural problems in order to work toward social change	X	X	X	X	X
3. regularly use reflection to think through what they expected and what they learned to be true in their service learning experiences, and to explore the reciprocal nature of community service		X		X	X
4. articulate their awareness of community needs, problems, strengths, and resources		X		X	X
5. apply class content/concepts to community problems, organizations, and their service work	X	X	X	X	X
6. through their written work, demonstrate how writing and rhetorical action can affect change for/with individuals, communities, and services		X			X