



ENG 689: Writing Centers and Community Literacy COURSE SYLLABUS: Fall 2014

Instructor: Dr. Shannon Carter, Associate Professor of English

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Office Hours: By appointment

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COURSE INFORMATION

Readings Required:

Activism and Rhetoric: Theories and Contexts for Political Engagement. (Seth Kahn, Jonghwa Lee Eds.). Routledge, 2011. ISBN: 978-0-415-87856-2.

Bouquet, Elizabeth. "After 'The Idea of a Writing Center.'" *College English* Vol. 71, No. 2 (Nov., 2008), pp. 170-189 Published by: National Council of Teachers of English.

Carter, Shannon. "Living inside the Bible Belt." *College English*, Vol. 69, No. 6 (Jul., 2007), pp. 572-595. Published by: National Council of Teachers of English

_____. "Redefining Literacy as Social Practice." *Journal of Basic Writing*, Vol. 25, No. 2, 2006.

Long, Elenore. *Community Literacy and the Rhetoric of Local Publics*. Parlor Press, 2008.
ISBN: 978-1-60235.

McKinney, Jackie Grutsch. *Peripheral Visions for Writing Centers*. UP of Colorado, 2013.

Selections from *Community Literacy Journal*:

Joliffe, David. "Shakespeare and the Cultural Capital Tension: Advancing Literacy in Rural Arkansas."

Kells, Michelle Hall. "What's Writing Got to Do with It?: Citizen Wisdom, Civil Rights Activism, and 21st Century Community Literacy."

Long, Elenore, Nyillan Fye, and John Jarvis. "Gambian-American College Writers Flip the Script on Aid to Africa Discourse."

Selections from: *Writing and Community Engagement*. (Deans, Roswell, and Wurr, Eds.) Bedford/St. Martin's, 2010. ISBN: 978-0-312-56223-6.

Brandt, Deborah: "Sponsors of Literacy"

Cushman, Ellen: "The Rhetorician as Agent of Social Change"

Deans, Thomas: "English Studies and Public Service"

_____: "Shifting Locations, Genres, and Motives: An Activity Theory Analysis of Service Learning Pedagogies"

George, Diana: "The Word on the Street: Public Discourse in a Culture of Disconnect"

Goldblatt, Eli: "Alinsky's Reveille: A Community Organizing Model for Neighborhood-Based Literacy Projects"

Higgins, Long, & Flower: "Community Literacy: A Rhetorical Model for Personal and Public Inquiry"

Hull, Glynda: "Geographies of Hope: A Study of Urban Landscapes, Digital Media, and Children's Representations"

Mathieu, Paula: From "Students in the Streets"

Rousculp, Tiffany: "When the Community Writes: Re-Envisioning the SLCC DiverseCity Writing Series"

Selections from *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. (Laura Greenfield and Karen Rowan, Eds.) Utah State UP, 2011. ISBN: 978-0-312-56223-6.

Selections from *Writing Center Journal—2011-2014*

Readings- Optional:

Adler-Kassner, Linda. *The Activist WPA*.

Wenger, Etienne. *Communities of Practice: Learning, Meaning, and Identity*

COURSE REQUIREMENTS

Reading Responses (30%): Each week you will write a two-page position paper in which you record your reactions, thoughts, and insights on the assigned reading for that period. You focus your understanding of the text as it informs our ongoing discussion of feminist rhetoric. Some questions to guide your RRs may be:

What does this text help you understand or conceive that you did not understand or conceive before?

How might you use or apply this text or some of the strategies employed by the author of this text?

Could you extend the research started by this author in some way, or

Could you use this scholar's methodology for your own research?

What is your appraisal of the text, especially with respect to our overall project?

What are some useful or flawed concepts or ideas from this text, again especially with respect to the overall project?

How might this text come into conversation with related topics/discussions/readings?

Book Review (30%): Select a key text from the set of "optional texts" provided above. You are welcome to recommend others. Plan to deliver this book review before midterm. Post to your blog and expect responses from classmates, especially as they bring your review into conversation with their own and our other readings. NOTE: If you select a newer text, you should aim for possible publication of this book review in one of our field's journals. Regardless of your plans for the book review beyond this course assignment, it is a very good idea to read published book reviews carefully and model your own after theirs. This is an important, too often neglected aspect of our professional training. A good book review can be so useful to scholars, and it is also a very good way to bolster that vita of yours.

Final Project (40%): Seminar paper or other means of extending your initial observations and insight into an extended argument presenting relevant research. Details forthcoming. You may also submit a relevant grant application drawing from the ideas presented and/or a scholarly video/webtext. We have several options here.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy

of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

Attendance Policy

Attendance is mandatory. Attendance is mandatory. Though you are not physically attending a class here, you are “here” when you show up to the online discussions (TDAs), engage with them, and get your assignments in on time. Don't skip a week. I will not let you make up the work unless you experience something dire--and I don't wish that on anyone. If something is going on that's getting in the way of your class time, please let me know.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

Late Assignments

You must keep up with the reading and, since each assignment builds on the previous one, I cannot accept late assignments. If you experience truly exceptional circumstances, please contact me immediately.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

CLASS SCHEDULE [tentative]

Assigned readings can be found among required course texts, unless otherwise indicated.
All assignments are due by midnight Sunday of week assigned, unless otherwise indicated.

	Readings	Assignment Due
Week 1	Readings from <i>WCJ—2011-2014</i> Carter, Deans Adler-Kassner Wenger Mathieu	RR1
Week 2	Selections from: <i>Writing Centers and the New Racism</i> <i>Peripheral Visions</i> <i>Activism and Rhetoric</i>	RR2
Week 3	Selections from: <i>Writing Centers and the New Racism</i> <i>Peripheral Visions</i> <i>Activism and Rhetoric</i>	RR3
Week 4	TBD	RR4
Week 5		Final Project Due