

English 363W: Composing Community

Instructor:	David Fisher
Meeting Time and Place	M, W, F 1:00-1:50 Carlos Hall 212
Office Hours	Callaway N105 W 2:00-4:00
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Course Website	http://community.sleepyside.org

Course Description

This course offers you the chance to chronicle your participation within communities, those of which you are a part, and at least one that you will encounter for the first time.

As part of your work in this course you'll be involved with a community-engaged learning project called [SHINE \(Students Helping in Naturalization and English\)](#) or another project affiliated with [Graduation Generation](#). You should expect to spend two hours per week participating in one of these communities.

Course Outcomes

By the time this course concludes you will be able to

- Describe the ways in which participation in a community transforms members.
- Describe the relationships among scholarly definitions of identity, literacy, and community and support this description with personal experience gained from community-engaged learning.
- Characterize a community via an analysis of its history, members, practices, and artifacts.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Apply academic writing conventions, including organization, development, style, incorporation of materials from sources, grammar, formats, and documentation.
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.

Attendance

Attendance is essential. You may miss **three** classes without incident. For every class you miss after the third, I'll lower your grade by a letter (e.g., B+ turns into a C+). I circulate attendance sheets at each class meeting. Make sure you sign each day. See me if you feel your situation warrants an exception to this rule.

Late Work

Assignment descriptions and a weekly schedule (including submission deadlines) appear on the course website. Under most circumstances, I will not accept late work. **If you miss a deadline, you will receive a zero for that assignment.** If you do not receive an evaluation for any assignment that you believe you have submitted, contact me to determine what happened. Do not wait until the end of the term to make inquiries. See me if you feel your situation warrants an exception to this rule.

Disability Statement

If you have a documented disability or need to have a disability documented, please contact me privately as soon as possible, so that we can discuss with the Office of Disability Services (ODS) how to meet your specific needs and the requirements of the course. For more information, please visit the [ODS website](#).

Academic Integrity

We will follow the [Emory College Honor Code](#). I take plagiarism and other forms of academic dishonesty very seriously. Should you engage in academic dishonesty in this course, you will receive an F.

Domain of One's Own

This course is part of the Domain of One's Own pilot project. You will build and maintain a personal website and compose with a variety of digital tools.

- No prior experience with web design or digital authoring is required for successful completion of course work.
- Your work will be published to the web and available to audiences beyond the class and university.

Public Nature of the Course

Please consider *all* writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and feedback of others. In this course, our purpose is to come together as a writing community. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others.

Emory Writing Center

The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. Our discussion- and workshop-based approach enables writers of all levels to see their writing with fresh eyes and to practice a variety of strategies for writing, revising, and editing. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work.

The EWC is located in Callaway N-212. We encourage writers to schedule appointments in advance as we can take walk-ins on a limited basis only. We require hard copies of traditional paper drafts and encourage you to bring a laptop if you're working on a digital or multi-modal text. Please bring a copy of your assignment instructions, too. In addition to our regular conferences in Callaway, we host Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214. Studio Hours provide a supportive, focused workspace and are open to all students. EWC tutors circulate to encourage writers, provide resources, and address questions. For more information about the EWC, or to make an appointment, visit <http://writingcenter.emory.edu>.

Required Texts

Deans, Thomas. *Writing and Community Action: A Service-Learning Rhetoric and Reader*. New York: Longman, 2003. Print.

I will provide links to other readings available on the web or available via your Emory-sponsored access to databases and journals.

Required Publishing Tools

One-year subscription for a domain and server space at [Reclaim Hosting](#) (\$12). If you already have a domain to which you can add a subdomain and WordPress site for the course, you don't need to purchase this subscription.

Assignments and Weights

As the semester progresses, I will record your grades/scores in Blackboard. I will advise you about how to calculate your grade based on the weighting described below.

Assignment	Due Date	Weight
Literacy Narrative/Autobiography	Friday, Feb 7	15%
Community Analysis	Friday, Feb 28	15%
Community Action Proposal and Campaign	Friday, Apr 4	15%
Capstone Representation and Reflection	Friday, Apr 25	15%
Participation at community-engaged learning site	Ongoing	20%
Weekly blog posts, in-class writing, and WordPress site	Ongoing	20%
		100%

Grading Scale

Percentage	Letter Grade
93.00-100	A
90.00-92.99	A-
86.00-89.99	B+
83.00-85.99	B
80.00-82.99	B-
76.00-79.99	C+
73.00-75.99	C
70.00-72.99	C-
66.00-69.99	D+
60.00-65.99	D
0-59.99	F

Adjustments to the Syllabus

Over the course of the semester, we may agree to adjust this syllabus depending on our progress and interests. I will consult you before making any changes, and my proposed changes must be unanimously endorsed by all in attendance on the day I present them to the class for them to take effect.